

UNIT

3

1800–1855

The New Republic

- Chapter 8 The Jefferson Era
- Chapter 9 A New National Identity
- Chapter 10 The Age of Jackson
- Chapter 11 Expanding West





What You Will Learn...

By the time the country had experienced two presidential terms, people had begun to think of themselves as Americans. A new sense of pride and unity influenced all areas of American society, from politics to art, from economics to religion. Settlers began moving deeper into the continent and the United States began to grow. In the next four chapters, you will learn about the first expansion of the young nation.

Explore the Art

In this picture, Lewis and Clark are shown asking advice from Sacagawea, a teenaged Shoshone Indian who helped them on their exploration of the continent. How does this picture show the challenges facing the explorers?

The Jefferson Era



Essential Question How did the events of the Jefferson Era strengthen the nation?



What You Will Learn...

In this chapter you will learn about the presidency of Thomas Jefferson.

SECTION 1: Jefferson Becomes President 266

The Big Idea Thomas Jefferson's election began a new era in American government.

SECTION 2: The Louisiana Purchase 272

The Big Idea Under President Jefferson's leadership, the United States added the Louisiana Territory.

SECTION 3: The Coming of War 278

The Big Idea Challenges at home and abroad led the United States to declare war on Great Britain.

SECTION 4: The War of 1812 284

The Big Idea Great Britain and the United States went to battle in the War of 1812.

FOCUS ON WRITING

A Letter of Recommendation Americans love lists—the five best books of the year, the 10 best video games, the three best soccer players. As you read this chapter you will gather some information about Thomas Jefferson. Then you will write a letter to your newspaper telling why Jefferson should be on the newspaper's "Top Ten American Presidents" list.



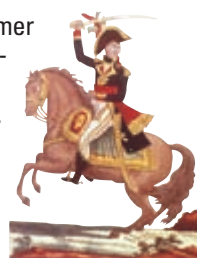
1801 Thomas Jefferson takes office.

1803 U.S. Senate approves the Louisiana Purchase.

1800



1802 An army of former slaves led by Toussaint-Louverture defeats a French army in Haiti.





H
HISTORY



Jefferson's
Presidential Style

hmhsocialstudies.com VIDEO

A man of many talents, Thomas Jefferson looked back to classical architecture to design his Virginia home, Monticello.

1804

Lewis and Clark begin their westward journey.

1807

Congress passes the Embargo Act.



1812

Congress declares war against Great Britain.



1815

The Battle of New Orleans is fought.

1805



1810

1807

The slave trade is abolished in the British Empire.

1815

1814

Kurozumi Munetada founds an influential Shinto religious sect that stresses patriotism in Japan.

Reading Social Studies

Economics

Geography

Politics

Society
and Culture

Science and
Technology

Focus on Themes In this chapter you will learn about Thomas Jefferson’s presidency. You will read what happened when Jefferson’s first run to be president ended in a tie. After that, you will learn about his decision to buy Louisiana from the French,

see how he encouraged the exploration of the West, and discover why, during his second term, America found itself at war with Great Britain. You will see how America’s expanding **geography** and **politics** were intertwined.

Public Documents in History

Focus on Reading Historians use many types of documents to learn about the past. These documents can often be divided into two types—private and public. Private documents are those written for a person’s own use, such as letters, journals, or notebooks. Public documents, on the other hand, are available for everyone to read and examine. They include such things as laws, tax codes, and treaties.

Studying Public Documents Studying public documents from the past can tell us a great deal about the politics and society of the time. However, public documents can often be confusing or difficult to understand. When you read such a document, you may want to use a list of questions like the one below to be sure you understand what you’re reading.

You can often figure out the topic of a public document from the title and introduction.

Public documents often use unfamiliar words or use familiar words in unfamiliar ways. For example, the document on the next page uses the word *augmented*. Do you know what the word means in this context? If not, you should look it up.

Many public documents deal with several issues and will therefore have several main ideas.

Question Sheet for Public Documents

1. What is the topic of the document?
2. Do I understand what I’m reading?
3. Is there any vocabulary in the document that I do not understand?
4. What parts of the document should I re-read?
5. What are the main ideas and details of the document?
6. What have I learned from reading this document?

You Try It!

The passage below was taken from a Post Office notice from 1815. Read the passage and then answer the questions that follow.

Rates of Postage

Postmasters will take notice, that by an act of Congress, passed on the 23d instant, the several rates of postage are augmented fifty per cent; and that after the first of February next, the Rates of Postage for single Letters will be,

For any distance not exceeding 40 miles, 12 cents

Over 40 miles and not exceeding 90 miles, 15 cents

Over 90 miles and not exceeding 150 miles, 18 1/2 cents

Over 150 miles and not exceeding 300 miles, 25 1/2 cents

Over 300 miles and not exceeding 500 miles, 30 cents

Over 500 miles, 37 1/2 cents

Double letters, or those composed of two pieces of paper, double those rates.

Triple letters, or those composed of three pieces of paper, triple those rates.

Packets, or letters composed of four or more pieces of paper, and weighing one ounce or more, avoirdupois, are to be rated equal to one single letter for each quarter ounce.

After reading the document above, answer the following questions.

1. What is this document about?
2. What was the main idea or ideas of this document? What supporting details were included?
3. Look at the word *packets* in the last paragraph of the document. The word is not used here in the same way we usually use *packets* today. What does the word mean in this case? How can you tell?
4. Are there any other words in this passage with which you are unfamiliar? How might not knowing those words hinder your understanding of the passage?

Chapter 8

Section 1

John Adams (p. 266)

Thomas Jefferson (p. 266)

John Marshall (p. 270)

Marbury v. Madison (p. 270)

judicial review (p. 270)

Section 2

Louisiana Purchase (p. 274)

Meriwether Lewis (p. 275)

William Clark (p. 275)

Lewis and Clark expedition (p. 275)

Sacagawea (p. 276)

Zebulon Pike (p. 276)

Section 3

USS *Constitution* (p. 278)

impressment (p. 279)

embargo (p. 279)

Embargo Act (p. 279)

Non-Intercourse Act (p. 280)

Tecumseh (p. 280)

Battle of Tippecanoe (p. 282)

War Hawks (p. 282)

James Madison (p. 283)

Section 4

Oliver Hazard Perry (p. 285)

Battle of Lake Erie (p. 285)

Andrew Jackson (p. 286)

Treaty of Fort Jackson (p. 286)

Battle of New Orleans (p. 286)

Hartford Convention (p. 287)

Treaty of Ghent (p. 287)

Academic Vocabulary

In this chapter you will learn the following academic words:

functions (p. 269)

consequences (p. 287)

As you read Chapter 8, look for passages from other public documents. What can these documents teach you about the past?

Jefferson Becomes President

What You Will Learn...

Main Ideas

1. The election of 1800 marked the first peaceful transition in power from one political party to another.
2. President Jefferson's beliefs about the federal government were reflected in his policies.
3. *Marbury v. Madison* increased the power of the judicial branch of government.

The Big Idea

Thomas Jefferson's election began a new era in American government.

Key Terms and People

John Adams, p. 266

Thomas Jefferson, p. 266

John Marshall, p. 270

Marbury v. Madison, p. 270

judicial review, p. 270



Use the graphic organizer online to take notes on the election of 1800, Jefferson's beliefs and policies, and how the power of the judicial branch changed during Jefferson's time in office.

If YOU were there...

You are a Maryland voter from a frontier district—and you are tired! For days, you and your friends have been wrangling over the presidential election. Who shall it be—John Adams or Thomas Jefferson? Your vote depends on your personal judgment.

Which candidate would you choose for president?

BUILDING BACKGROUND John Adams had not been a popular president, but many still admired his ability and high principles. Both he and Thomas Jefferson had played major roles in winning independence and shaping the new government. Now, political differences sharply divided the two men and their supporters. In the election of 1800, voters were also divided.

The Election of 1800

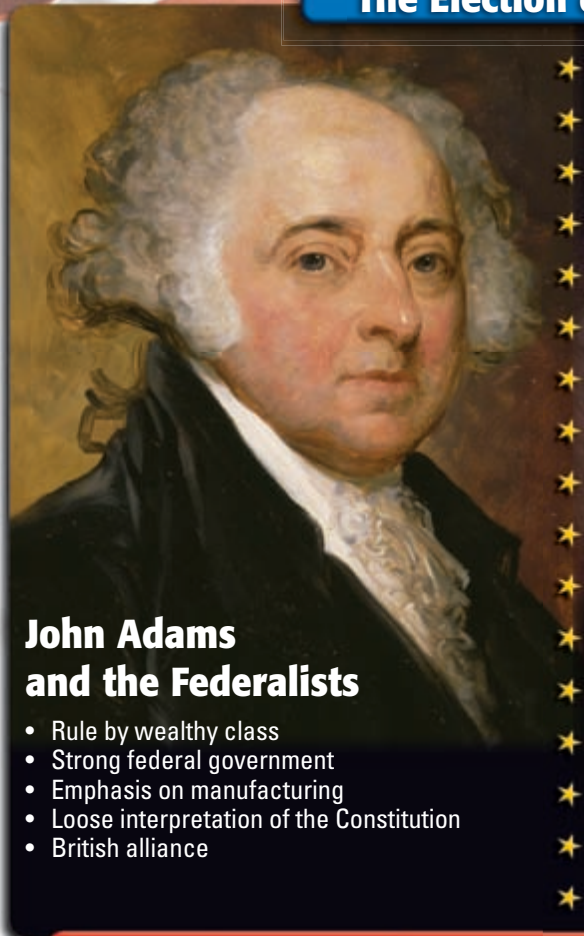
In the presidential election of 1800, Federalists **John Adams** and Charles C. Pinckney ran against Democratic-Republicans **Thomas Jefferson** and Aaron Burr. Each party believed that the American republic's survival depended upon the success of their candidates. With so much at stake, the election was hotly contested.

Unlike today, candidates did not travel around giving speeches. Instead, the candidates' supporters made their arguments in letters and newspaper editorials. Adams's supporters claimed that Jefferson was a pro-French radical. Put Jefferson in office, they warned, and the violence and chaos of the French Revolution would surely follow in the United States. Plus, Federalists argued, Jefferson's interest in science and philosophy proved that he wanted to destroy organized religion.

Democratic-Republican newspapers responded that Adams wanted to crown himself king. What else, they asked, could be the purpose of the Alien and Sedition Acts? Republicans also hinted that Adams would use the newly created permanent army to limit Americans' rights.

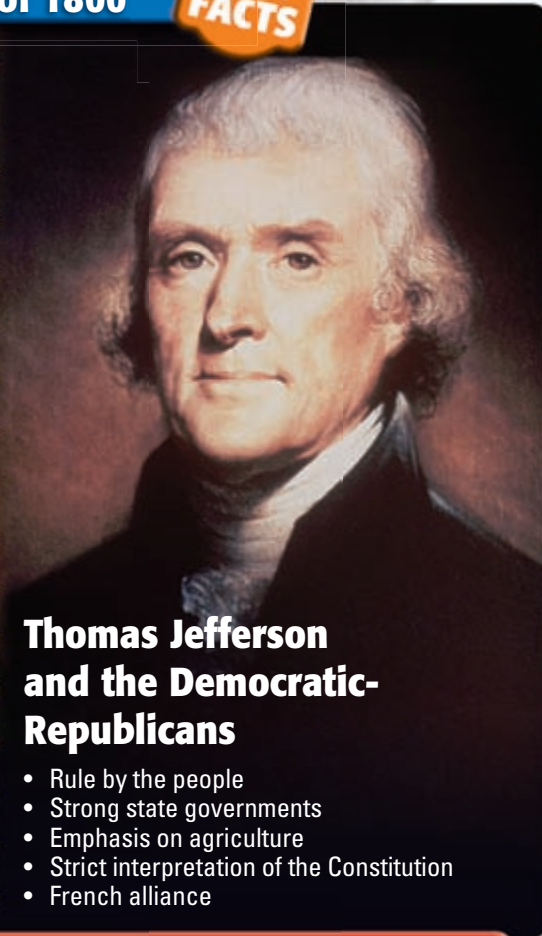
The Election of 1800

QUICK
FACTS



John Adams and the Federalists

- Rule by wealthy class
- Strong federal government
- Emphasis on manufacturing
- Loose interpretation of the Constitution
- British alliance



Thomas Jefferson and the Democratic-Republicans

- Rule by the people
- Strong state governments
- Emphasis on agriculture
- Strict interpretation of the Constitution
- French alliance

Adams receives 65 votes, and Pinckney receives 64 votes.

Election Results

Jefferson and running mate Burr receive 73 votes each.

- Peaceful change of political power from one party to another
- The tied race led to the Twelfth Amendment (1804), which created a separate ballot for president and vice president.

When the election results came in, Jefferson and Burr had won 73 electoral votes each to 65 for Adams and 64 for Pinckney. The Democratic-Republicans had won the election, but the tie between Jefferson and Burr caused a problem. Under the Constitution at that time, the two candidates with the most votes became president and vice president. The decision went to the House of Representatives, as called for in the Constitution.

The House, like the electoral college, also deadlocked. Days went by as vote after vote was called, each ending in ties. Exhausted

lawmakers put their heads on their desks and slept between votes. Some napped on the floor.

Jefferson finally won on the thirty-sixth vote. The election marked the first time that one party had replaced another in power in the United States.

The problems with the voting system led Congress to propose the Twelfth Amendment. This amendment created a separate ballot for president and vice president.

READING CHECK Analyzing Information

What was significant about Jefferson's victory?

Primary Source

SPEECH

Jefferson's Inaugural Address

On March 4, 1801, Thomas Jefferson gave his first inaugural address. In the following excerpt, Jefferson describes his thoughts on the nation's future.

By using phrases like these, Jefferson tries to reassure his political opponents.

Here Jefferson states his opinion of what is essential to good government.

This phrase shows Jefferson's determination to keep government small.

“Let us, then, fellow citizens, unite with one heart and one mind . . . [E]very difference of opinion is not a difference of principle. We have called by different names brethren¹ of the same principle. We are all republicans; we are all federalists.”

“Still one thing more, fellow citizens, a wise and frugal² Government, which shall restrain men from injuring one another, shall leave them otherwise free to regulate their own pursuits of industry and improvement, and shall not take from the mouth of labor the bread it has earned. This is the sum of good government . . .”

1. **brethren**: brothers 2. **frugal**: thrifty

ANALYSIS SKILL

ANALYZING PRIMARY SOURCES

What words and phrases indicate Jefferson's support for a small national government?

Jefferson's Policies

When Jefferson took office, he brought with him a style and political ideas different from those of Adams and Washington. Jefferson was less formal than his predecessors, and he wanted to limit the powers of government.

Jefferson Is Inaugurated

Americans looked forward with excitement to Jefferson's first speech as president. People from across the nation gathered in the new capital, Washington, D.C., to hear him. Curious travelers looked with pride at the partially completed Capitol building and at the executive mansion (not yet called the White House). The two buildings dominated the surrounding homes and forests.

Small businesses dotted the landscape. At one of these, a modest boardinghouse, the president-elect was putting the finishing touches on his speech. On the morning of March 4, 1801, he left the boardinghouse and walked to the Capitol. The leader of a republic, Jefferson believed, should not ride in fancy carriages.

Jefferson read his speech in a quiet voice. He wanted to make it clear that he supported

the will of the majority. He also stressed the need for a limited government and the protection of civil liberties.

From these humble surroundings in which Jefferson delivered his speech, Washington eventually grew into a large and impressive city. Over the years, the Capitol and the executive mansion were joined by other state buildings and monuments. Jefferson, who had long dreamed of a new national capital that would be independent of the interests of any one state, was pleased to be a part of this process of building a federal city.

Jefferson in Office

President Jefferson faced the task of putting his republican ideas into practice. One of his first actions was to select the members of his cabinet. His choices included James Madison as secretary of state and Albert Gallatin as secretary of the treasury.

Jefferson would also benefit from the Democratic-Republican Party's newly won control of both houses of Congress. At Jefferson's urging, Congress allowed the hated Alien and Sedition Acts to expire. Jefferson

THE IMPACT TODAY

A monument to Thomas Jefferson was completed in 1943 and is one of the most frequently visited sites in Washington, D.C.

lowered military spending and reduced the size of the army. The navy was cut to seven active ships. Jefferson and Gallatin hoped that saving this money would allow the government to repay the national debt. Jefferson also asked Gallatin to find ways to get rid of domestic taxes, like the tax on whiskey. The Democratic-Republican–led Congress passed the laws needed to carry out these policies.

The entire national government in 1801 consisted only of several hundred people. Jefferson preferred to keep it that way. He believed that the primary **functions** of the federal government were to protect the nation from foreign threats, deliver the mail, and collect customs duties.

Jefferson did recognize that some of the Federalist policies—such as the creation of the Bank of the United States—should be kept. Although Jefferson had battled Hamilton over the Bank, as president he agreed to leave it in place.

READING CHECK **Summarizing** What policy changes did Democratic-Republicans introduce, and which Federalist policies did Jefferson keep?

Marbury v. Madison

Although Republicans controlled the presidency and Congress, Federalists dominated the federal judiciary. In an effort to continue their control over the judiciary, Federalist legislators passed the Judiciary Act of 1801 shortly before their terms of office ended. This act created 16 new federal judgeships that President Adams filled with Federalists before leaving office. The Republican press called these people midnight judges, arguing that Adams had packed the judiciary with Federalists the night before he left office.

Some of these appointments were made so late that the documents that authorized them had not been delivered by the time Adams left office. This led to controversy once Jefferson took office. William Marbury, named as a justice of the peace by President Adams, did not receive his documents before Adams left office. When Jefferson took office, Marbury demanded the documents. On Jefferson’s advice, however, the new secretary of state, James Madison, refused to deliver them. Jefferson argued that the appointment of the midnight judges was not valid.

ACADEMIC VOCABULARY

functions
uses or purposes



Marbury v. Madison (1803)

Background of the Case Shortly before Thomas Jefferson took office, John Adams had appointed William Marbury to be a justice of the peace. Adams had signed Marbury’s commission, but it was never delivered. Marbury sued to force Madison to give him the commission.

The Court’s Ruling

The Court ruled that the law Marbury based his claim on was unconstitutional.

The Court’s Reasoning

The Judiciary Act of 1789 gave the Supreme Court the authority to hear a wide variety of cases, including those like Marbury’s. But the Supreme Court ruled that Congress did not have the power to make such a law. Why? Because the Constitution limits the types of cases the Supreme Court can hear. Thus, the law was in conflict with the Constitution and had to be struck down.

Why It Matters

Marbury v. Madison was important for several reasons. It confirmed the Supreme Court’s power to declare acts of Congress unconstitutional. By doing so, it established the Court as the final authority on the Constitution. This helped make the judicial branch of government equal to the other two branches. Chief Justice John Marshall and later federal judges would use this power of judicial review as a check on the legislative and executive branches.

ANALYSIS SKILL ANALYZING INFORMATION

1. What do you think it means to be the final authority on the Constitution?
2. How did *Marbury v. Madison* affect the Constitution’s system of checks and balances?

Marbury brought suit, asking the Supreme Court to order Madison to deliver the appointment papers. Marbury claimed that the Judiciary Act of 1789 gave the Supreme Court the power to do so.

John Marshall, a Federalist appointed by John Adams, was the chief justice of the United States. Chief Justice Marshall and President Jefferson disagreed about many political issues. When Marshall agreed to hear Marbury's case, Jefferson protested, saying that the Federalists "have retired into the judiciary as a stronghold." Marshall wrote the Court's opinion in **Marbury v. Madison**, a case that helped establish the Supreme Court's power to check the power of the other branches of government. The Constitution, Chief Justice Marshall noted, gave the Supreme Court authority to hear only certain types of cases. A request like Marbury's was not one of them. The law that Marbury's case depended upon was, therefore, unconstitutional.



John Marshall served as chief justice of the United States for 34 years.

In denying Marbury's request in this way, the Court avoided a direct confrontation with Jefferson's administration. But more importantly, it established the Court's power of **judicial review**, the power to

declare an act of Congress unconstitutional. Marshall and later federal judges would use this power of judicial review to make the judiciary a much stronger part of the national government.

READING CHECK Analyzing Information

Why was *Marbury v. Madison* an important ruling?

SUMMARY AND PREVIEW A peaceful transfer of power took place in Washington after the election of 1800. In the next section you will read about the Louisiana Purchase.

Section 1 Assessment

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ONLINE QUIZ

Reviewing Ideas, Terms, and People

1. **a. Identify** What were the political parties in the election of 1800, and who were their candidates?
b. Analyze Why was the election of 1800 significant?
2. **a. Describe** What ideas for government did **Thomas Jefferson** stress in his inaugural address?
b. Compare and Contrast What similarities and differences did Jefferson's Republican government have with the previous Federalist one?
c. Elaborate Defend Jefferson's preference for keeping the national government small.
3. **a. Identify** Who was **John Marshall**?
b. Draw Conclusions Why is the power of **judicial review** important?
c. Predict How might the *Marbury v. Madison* ruling affect future actions by Congress?

Critical Thinking

4. **Categorizing** Review your notes on Jefferson's beliefs and policies. Then copy the graphic organizer below and show how Jefferson brought change through his policies.

Jefferson as President

Federalist Policies	Republican Policies

FOCUS ON WRITING

5. **Gathering Ideas about a Person's Accomplishments** Look back through what you have just read to see what you have learned about Jefferson's decisions in office. Make a list of the traits you think each decision shows in Jefferson.

Thomas Jefferson

How would you inspire people to seek freedom?

When did he live? He was born on April 13, 1743. He died on July 4, 1826, within hours of the death of President John Adams, his rival and friend. The date was also the fiftieth anniversary of the Declaration of Independence.

Where did he live? He was born in Albemarle County, Virginia, where he inherited a large estate from his father. At age 26 he began building his elegant lifetime home, Monticello, which he designed himself. He spent much of his life away from home, in Philadelphia; Washington, D.C.; and Europe. Yet he always longed to return to his peaceful home.

What did he do? Jefferson wanted only three of his accomplishments listed on his tomb: author of the Declaration of American Independence, author of the Virginia Statute for Religious Freedom, and Father of the University of Virginia. What did he *not* mention? Governor of Virginia, lawyer, Revolutionary leader, writer, philosopher, inventor, architect, plant scientist, book collector, musician, astronomer, ambassador, secretary of state—and, of course, president of the United States.

Why is he important? Jefferson's powerful words in the Declaration of Independence have inspired people throughout the world to seek freedom, equality, and self-rule.

His most celebrated achievement as president (1801–1809) was the purchase of the Louisiana Territory from France. The

Louisiana Purchase of 1803 nearly doubled the size of the United States. Jefferson then sponsored the Lewis and Clark expedition to explore this new territory.

Evaluating Why has Thomas Jefferson been a hero to generations of Americans?

Thomas Jefferson wrote the Declaration of Independence and later served as president of the United States.

KEY EVENTS

- **1767** Begins practicing law in Virginia
- **1769–1776** Serves in Virginia House of Burgesses
- **1776** Drafts the first version of the Declaration of Independence
- **1789** Appointed secretary of state by George Washington
- **1801** Inaugurated as president
- **1803** Authorizes the purchase of Louisiana from France
- **1809** Retires to Monticello



The Louisiana Purchase

What You Will Learn...

Main Ideas

1. As American settlers moved West, control of the Mississippi River became more important to the United States.
2. The Louisiana Purchase almost doubled the size of the United States.
3. Expeditions led by Lewis, Clark, and Pike increased Americans' understanding of the West.

The Big Idea

Under President Jefferson's leadership, the United States added the Louisiana Territory.

Key Terms and People

Louisiana Purchase, p. 274
 Meriwether Lewis, p. 275
 William Clark, p. 275
 Lewis and Clark expedition, p. 275
 Sacagawea, p. 276
 Zebulon Pike, p. 276



Use the graphic organizer online to take notes on the events leading up to the Louisiana Purchase and the exploration that followed.

If YOU were there...

You and your family live on a small farm in Kentucky in about 1800. Raised on the frontier, you are a skillful hunter and trapper. One day at the trading post, you see a poster calling for volunteers to join the Corps of Discovery. This expedition will explore the vast region west of the Mississippi River. You think it would be exciting—but dangerous. You might never come home.

Would you volunteer to join the Corps of Discovery?

BUILDING BACKGROUND As the 1800s began, the United States was expanding steadily westward. More lands were opened, and settlers moved in to occupy them. Americans were also curious about the vast lands that lay farther West. Adventurous explorers organized expeditions to find out more about those lands.

American Settlers Move West

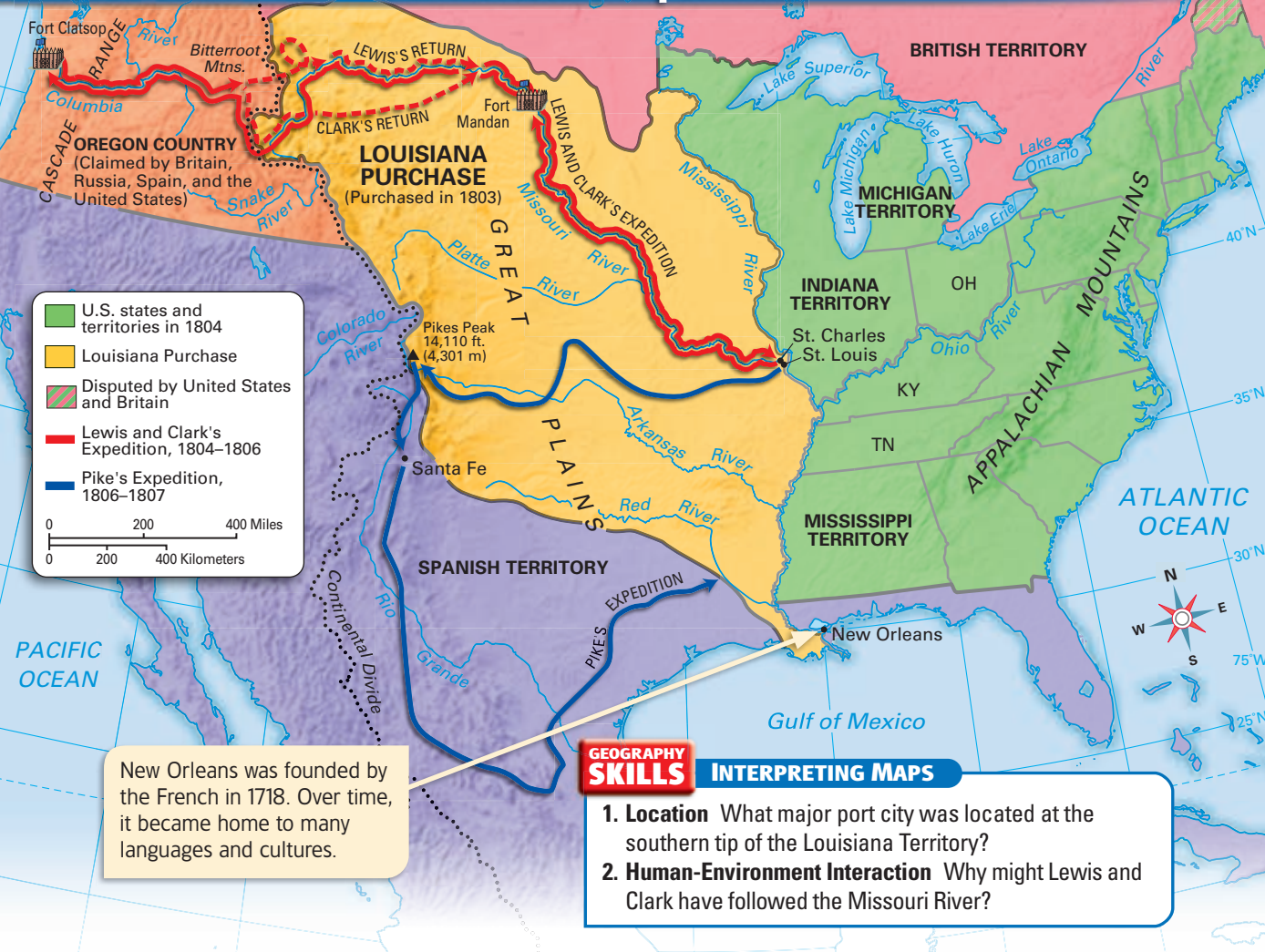
By the early 1800s, thousands of Americans settled in the area between the Appalachians and the Mississippi River. As the region's population grew, Kentucky, Tennessee, and Ohio were admitted to the Union. Settlers in these states depended upon the Mississippi and Ohio rivers to move their products to eastern markets.

New Orleans, located at the mouth of the Mississippi, was a very important port. Its busy docks were filled with settlers' farm products and valuable furs bought from American Indians. Many of these cargoes were then sent to Europe. At the same time, manufactured goods passed through the port on their way upriver. As American dependence on the river grew, Jefferson began to worry that a foreign power might shut down access to New Orleans.

“There is on the globe one single spot, the possessor of which is our natural and habitual enemy. It is New Orleans, through which the produce of three-eighths of our territory must pass to market.”

—Thomas Jefferson, quoted in *Annals of America, Volume 4, 1797–1820*

The Louisiana Purchase and Western Expeditions



New Orleans was founded by the French in 1718. Over time, it became home to many languages and cultures.

Spain controlled both New Orleans and Louisiana. This region stretched west from the mighty Mississippi River to the great Rocky Mountains. Although Spain owned Louisiana, Spanish officials found it impossible to keep Americans out of the territory. "You can't put doors on open country," the foreign minister said in despair.

Years of effort failed to improve Spain's position. Under a secret treaty, Spain agreed to trade Louisiana to France, passing the problem on to someone else. One Spanish officer expressed his relief. "I can hardly wait to leave them [the Americans] behind me," he said.

READING CHECK Analyzing Information

Why was New Orleans important to settlers in the western regions of the United States?

Louisiana

In 1802, just before handing over Louisiana to France, Spain closed New Orleans to American shipping. Angry farmers worried about what this would do to the economy. President Jefferson asked the U.S. ambassador to France, Robert R. Livingston, to try to buy New Orleans. Jefferson sent James Monroe to help Livingston.

Napoléon and Louisiana

France was led by Napoléon (nuh-POH-lee-uhn) Bonaparte, a powerful ruler who had conquered most of Europe. He wished to rebuild France's empire in North America.

Napoléon's strategy was to use the French colony of Haiti, in the Caribbean, as a supply

base. From there he could send troops to Louisiana. However, enslaved Africans had revolted and freed themselves from French rule. Napoléon sent troops to try to regain control of the island, but they were defeated in 1802. This defeat ended his hopes of rebuilding a North American empire.

Jefferson Buys Louisiana

The American ambassador got a surprising offer during his negotiations with French foreign minister Charles Talleyrand. When the Americans tried to buy New Orleans, Talleyrand offered to sell all of Louisiana.

With his hopes for a North American empire dashed, Napoléon had turned his attention back to Europe. France was at war with Great Britain, and Napoléon needed money for military supplies. He also hoped that a larger United States would challenge British power.

Livingston and Monroe knew a bargain when they saw one. They quickly accepted the French offer to sell Louisiana for \$15 million.

The news pleased Jefferson. But as a strict constructionist, he was troubled. The Constitution did not mention the purchase of foreign lands. He also did not like spending large amounts of public money. Nevertheless, Jefferson agreed to the purchase in the belief that doing so was best for the country.

On October 20, 1803, the Senate approved the **Louisiana Purchase** agreement, which roughly doubled the size of the United States. With the \$15 million in the French treasury, Napoléon boasted, "I have given England a rival who, sooner or later, will humble her pride."

READING CHECK Making Inferences

Why was the Louisiana Purchase important to the future of the United States?

The Journey West

The time line and photographs you see here show some of the key events and places of the Lewis and Clark expedition. Read the journal entries to get an idea of what the explorers faced.



A large keelboat and two smaller boats were needed to get the supply-heavy expedition moving west.



Small boats helped the travelers move supplies across the Great Plains.



VIDEO

Winter with the Mandan

hmhsocialstudies.com

May 14, 1804

The expedition begins near St. Louis.

August 3, 1804

The first official council between representatives of the United States and Plains Indians is held.

October 1804 – April 1805

The expedition establishes Fort Mandan to spend the winter. There, the explorers meet a French fur trader and his wife, Sacagawea.

April 7, 1805 We are about to penetrate a country at least 2,000 miles in width, on which the foot of civilized man had never trodden (walked upon).

—Meriwether Lewis

Explorers Head West

Americans knew little about western Native Americans or the land they lived on. President Jefferson wanted to learn more about the people and land of the West. He also wanted to see if there was a river route that could be taken to the Pacific Ocean.

Lewis and Clark Expedition

In 1803 the president asked Congress to fund an expedition to explore the West. To lead it, he chose former army captain **Meriwether Lewis**. Lewis then chose his friend Lieutenant **William Clark** to be the co-leader of the expedition.

To prepare for the journey, Lewis spent weeks studying with experts about plants, surveying, and other subjects. This knowledge would allow him to take careful notes on what

he saw. With Clark, Lewis carefully selected about 50 skilled frontiersmen to join the Corps of Discovery, as they called their group.

In May 1804 the **Lewis and Clark expedition** began its long journey to explore the **Louisiana Purchase**. The Corps of Discovery traveled up the Missouri River to the village of St. Charles. Once past this village the men would receive no more letters, fresh supplies, or reinforcements.

Lewis and Clark used the Missouri River as their highway through the unknown lands. As they moved upstream, a lookout on the boats kept a sharp eye out for sandbars and for tree stumps hidden underwater. When darkness fell, the weary explorers would pull their boats ashore. They cooked, wrote in their journals, and slept. Swarms of gnats, flies, and mosquitoes often interrupted their sleep.



The expedition relied on 24 horses to cross the Rocky Mountains.



The explorers paddled down the Columbia River toward the Pacific in five canoes.

August 12, 1805

Lewis climbs the first ridge to the Continental Divide.

September 1805

The expedition nearly starves. Local peoples help the explorers.

November 7, 1805

The expedition reaches a bay of the Pacific Ocean.

August 23, 1805 The hills or mountains were not like those I had seen, but like the side of a tree straight up.
—William Clark

ANALYSIS SKILL

READING TIME LINES

On what date did the explorers reach the westernmost point of their journey?

Primary Source

JOURNAL ENTRY

September 17, 1804, Great Plains

While traveling across the Great Plains, Meriwether Lewis marveled at the richness of the land.

“The shortness . . . of grass gave the plain the appearance throughout its whole extent of beautiful bowling-green in fine order . . . this scenery, already rich, pleasing, and beautiful was still farther heightened by immense herds of Buffaloe, deer Elk and Antelopes which we saw in every direction feeding on the hills and plains. I do not think I exaggerate when I estimate the number of Buffalo which could be compre[hend]ed at one view to amount to 3000.”

—Meriwether Lewis, quoted in *Original Journals of the Lewis and Clark Expedition*, edited by Reuben Bold Theraites

ANALYSIS
SKILL

ANALYZING PRIMARY SOURCES

What did Lewis find so impressive about the Great Plains?

Insects were not the only cause of sleeplessness for the Corps of Discovery. As weeks passed without seeing any Native Americans, the explorers wondered what their first encounter would be like.

Contact with Native Americans

During the summer of 1804 the Corps of Discovery had pushed more than 600 miles upriver without seeing any Native Americans. But when the men spotted huge buffalo herds in the distance, they guessed that Indian groups would be nearby. Many Indian groups depended on the buffalo for food, clothing, and tools.

Lewis used interpreters to talk to the leaders of each of the peoples they met. He told them that the United States now owned the land on which the Native Americans lived. Yet the explorers relied on the goodwill of the people they met. **Sacagawea** (sak-uh-juh-wee-uh),

a Shoshone from the Rocky Mountains, accompanied the group with her husband, a French fur trader who lived with the Mandan Indians and served as a guide and interpreter. Sacagawea helped the expedition by naming plants and by gathering edible fruits and vegetables for the group. At one point, the group met with Sacagawea's brother, who provided horses and a guide to lead the expedition across the mountains.

After crossing the Rocky Mountains, Lewis and Clark followed the Columbia River. Along the way they met the powerful Nez Percé. Like the Shoshone, the Nez Percé provided the expedition with food. At last, in November 1805, Lewis and Clark reached the Pacific Ocean. The explorers stayed in the Pacific Northwest during the rough winter. In March 1806 Lewis and Clark set out on the long trip home.

Lewis and Clark had not found a river route across the West to the Pacific Ocean. But they had learned much about western lands and paths across the Rockies. The explorers also established contact with many Native American groups and collected much valuable information about western plants and animals.

Pike's Exploration

In 1806 a young army officer named **Zebulon Pike** was sent on another mission to the West. He was ordered to find the starting point of the Red River. This was important because the United States considered the Red River to be a part of the Louisiana Territory's western border with New Spain.

Heading into the Rocky Mountains, in present-day Colorado, Pike tried to reach the summit of the mountain now known as Pikes Peak. In 1807 he traveled into Spanish-held lands until Spanish cavalry arrested him. They suspected Pike of being a spy. When he was finally released, he returned to the United States and reported on his trip. Despite his imprisonment, he praised the opportunities for doing business with the Spanish in the Southwest. Pike's

The Louisiana Purchase

When the Corps of Discovery headed west in 1804, an estimated 30 million buffalo roamed the plains alongside 97,000 people, mostly Native Americans. Since that time the numbers have reversed. Today nearly 40 million people call the lands of the Louisiana Purchase home. In contrast, the buffalo, which had been driven nearly to extinction by the late 1800s, has recovered to a population of approximately 15,000 in the wild.

Natural Resources oil, natural gas, coal, gemstones, copper, iron ore, lead, zinc, silver, limestone, sulphur, diamonds, helium

Major Agricultural and Livestock Production rice, cattle, chicken, hogs, corn, wheat, sugarcane, cotton, dairy products, hay



Louisiana Purchase



ANALYSIS SKILL

ANALYZING INFORMATION

Other than agricultural goods, what types of valuable resources are found in the former Louisiana Purchase?

report offered many Americans their first description of the Southwest.

READING CHECK Supporting a Point of View

What would you do if you were Pike and found yourself in Spanish territory?

SUMMARY AND PREVIEW The Louisiana Purchase nearly doubled the size of the United States. In the next section you will learn about increasing tensions between the United States and Great Britain.

Section 2 Assessment

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ONLINE QUIZ

Reviewing Ideas, Terms, and People

- a. Identify** What new states were added to the Union by the early 1800s?

b. Explain Why were New Orleans and the Mississippi River important to settlers in the West?
- a. Recall** What two reasons did Napoléon have for selling Louisiana to the United States?

b. Summarize Why was the **Louisiana Purchase** important to the United States?

c. Predict What are some possible results of expansion into the Louisiana Purchase?
- a. Describe** What areas did the **Lewis and Clark expedition** and the Pike expedition explore?

b. Draw Conclusions Why were **Meriwether Lewis** and **William Clark** chosen to lead the exploration of the Louisiana Purchase?

Critical Thinking

- Sequencing** Review your notes on the Louisiana Purchase. Then copy the graphic organizer below and use it to rank the three most important effects of the Louisiana Purchase, from most important to least important, and explain why you chose that order.

Importance	Why
1.	
2.	
3.	

FOCUS ON WRITING

- Gathering Information about a Person's Actions** Make a list of Jefferson's actions—the ones that would put him on that top-ten list. Add any new character traits you have discovered.

The Coming of War

What You Will Learn...

Main Ideas

1. Violations of U.S. neutrality led Congress to enact a ban on trade.
2. Native Americans, Great Britain, and the United States came into conflict in the West.
3. The War Hawks led a growing call for war with Great Britain.

The Big Idea

Challenges at home and abroad led the United States to declare war on Great Britain.

Key Terms and People

USS *Constitution*, p. 278

impressment, p. 279

embargo, p. 279

Embargo Act, p. 279

Non-Intercourse Act, p. 280

Tecumseh, p. 280

Battle of Tippecanoe, p. 282

War Hawks, p. 282

James Madison, p. 283



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TAKING NOTES

Use the graphic organizer online to take notes on the challenges that led the United States to declare war on Great Britain.

If YOU were there...

You are a tea merchant in Boston in 1807, but right now your business is at a standstill. A new law forbids trading with European nations. Now, Boston Harbor is full of empty ships. It seems to you that the law is hurting American merchants more than European ones! You know that some merchants are breaking the law and smuggling goods, just to stay in business.

Would you obey the law or turn to smuggling?

BUILDING BACKGROUND The United States tried to stay neutral in the conflicts between France and Great Britain, but it was impossible to avoid getting involved. French and British ships interfered with American trade across the Atlantic. The British also caused trouble along the western frontier. Many Americans began to urge war with Great Britain.

Violations of Neutrality

During the late 1700s and early 1800s, American merchant ships fanned out across the oceans. The overseas trade, while profitable, was also risky. Ships had to travel vast distances, often through violent storms. Merchant ships sailing in the Mediterranean risked capture by pirates from the Barbary States of North Africa, who would steal cargo and hold ships' crews for ransom. Attacks continued until the United States sent the **USS Constitution**, a large warship, and other ships to end them.

The Barbary pirates were a serious problem, but an even larger threat soon loomed. When Great Britain and France went to war in 1803, each country wanted to stop the United States from supplying goods to the other. Each government passed laws designed to prevent American merchants from trading with the other. In addition, the British and French navies captured many American merchant ships searching for war supplies.

The real trouble, however, started when Britain began stopping and searching American ships for sailors who had run away from the British navy, forcing the sailors to return to British ships.

The USS Constitution

CONNECT TO SCIENCE AND TECHNOLOGY

In the early years of the republic, foreign trade was critical to the nation's survival. In 1797 Congress decided to create a navy to protect American merchant ships. The powerful warship USS *Constitution* was a key part of the new navy and was undefeated in battle. It is the oldest commissioned warship in the world.

The main mast is 220 feet high.

Copper sheathing supplied by Paul Revere protected the hull.

People on the spar, or top, deck were exposed to enemy fire.

ANALYSIS SKILL

ANALYZING DIAGRAMS

1. Why do you think gunpowder was stored on the bottom deck?
2. What was the purpose of the copper sheathing?

The crew slept and ate on the berth deck.

Most of the ship's cannons were located on the gun deck.

Boys called "powder monkeys" carried gunpowder from the orlop, or lowest, deck up to the gunners.

Sometimes U.S. citizens were captured by accident. This **impressment**, or the practice of forcing people to serve in the army or navy, continued despite American protests.

Soon Britain was even targeting American navy ships. In June 1807, for example, the British ship *Leopard* stopped the U.S. Navy ship *Chesapeake* and tried to remove sailors. When the captain of the *Chesapeake* refused, the British took the sailors by force. The brazen attack on the *Chesapeake* stunned Americans.

The Embargo Act

Great Britain's violations of U.S. neutrality sparked intense debate in America about how to respond. Some people wanted to go to war. Others favored an **embargo**, or the **banning of trade**, against Britain.

Jefferson, who had easily won re-election in 1804, supported an embargo. At his urging, in late 1807 Congress passed the **Embargo Act**. The law essentially banned trade with all foreign countries. American ships could not sail to foreign ports. American ports were also

closed to British ships. Congress hoped that the embargo would punish Britain and France and protect American merchant ships from capture.

The effect of the law was devastating to American merchants. Without foreign trade, they lost enormous amounts of money. Northern states that relied heavily on trade were especially hard hit by the embargo. Congressman Josiah Quincy of Massachusetts, in a speech before Congress, described the situation. "All the business of the nation is in disorder. All the nation's industry is at a standstill," he said.

The embargo damaged Jefferson's popularity and strengthened the Federalist Party. Angry merchants sent Jefferson hundreds of petitions demanding the Embargo Act's repeal. One New Englander said the embargo was like "cutting one's throat to stop the nose-bleed." Even worse, the embargo had little effect on Britain and France.

Non-Intercourse Act

In 1809 Congress tried to revive the nation's trade by replacing the unpopular act with the **Non-Intercourse Act**. This new law banned trade only with Britain, France, and their colonies. It also stated that the United States would resume trading with the first side that stopped violating U.S. neutrality. In time, however, the law was no more successful than the Embargo Act.

READING CHECK Comparing and Contrasting

In what ways were the Embargo Act and the Non-Intercourse Act similar and different?

Conflict in the West

Disagreements between Great Britain and the United States went beyond the neutrality issue. In the West, the British and Native Americans again clashed with American settlers over land.

The Conflict over Land

In the early 1800s, Native Americans in the old Northwest Territory continued to lose land as thousands of settlers poured into the region. The United States had gained this land in the Treaty of Greenville, but Indian leaders who had not agreed to the treaty protested the settlers' arrival. Frustrated Indian groups considered what to do. In the meantime, Britain saw an opportunity to slow America's westward growth. British agents from Canada began to arm Native Americans who were living along the western frontier. Rumors of British activity in the old Northwest Territory quickly spread, filling American settlers with fear and anger.

Tecumseh Resists U.S. Settlers

Soon an Indian leader emerged who seemed more than capable of halting the American settlers. **Tecumseh** (tuh-KUHM-suh), a Shawnee chief, had watched angrily as Native Americans were pushed off their land. A brilliant speaker, he warned other Indians about the dangers they faced from settlers. He believed that the Native Americans had to do what white Americans had done: unite.

Time Line

America's Road to War

June 22, 1807 The British navy takes sailors from the U.S. Navy ship *Chesapeake*.

1807

December 22, 1807
The United States responds to impressment by passing the Embargo Act.

1809

January 9, 1809
Congress passes the Non-Intercourse Act.



Primary Source

POLITICAL CARTOON The Embargo Act

The unpopularity of the Embargo Act prompted political cartoonists to show visually how the act was hurting American trade.

What do you think the turtle represents?

What is the turtle preventing this man from doing?



What is "ograbme" spelled backward?

ANALYSIS SKILL ANALYZING PRIMARY SOURCES

How does the cartoonist emphasize the unpopularity of the Embargo Act?

Tecumseh hoped to unite the Native Americans of the northwestern frontier, the South, and the eastern Mississippi Valley. He was helped by his brother, a religious leader called the Prophet. They founded a village called Prophetstown for their followers near the Wabash and Tippecanoe rivers.

The Battle of Tippecanoe

The governor of the Indiana Territory, William Henry Harrison, watched Tecumseh's activities with alarm. Harrison called him "one of those uncommon geniuses which spring up occasionally to . . . overturn the

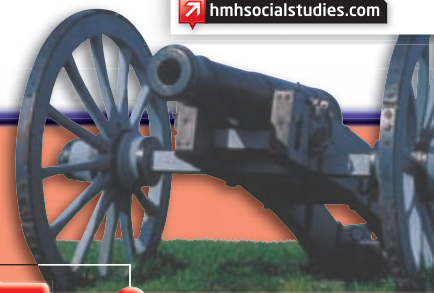
established order." The governor was convinced that Tecumseh had British backing. If true, Tecumseh could be a serious threat to American power in the West.

In 1810 Tecumseh met face to face with Harrison. The governor urged him to follow the Treaty of Greenville that had been signed in 1795. Tecumseh replied, "The white people have no right to take the land from the Indians, because the Indians had it first." No single chief, he insisted, could sell land belonging to all American Indians who used it. In response, Harrison warned Tecumseh not to resist the power of the United States.



VIDEO
War of 1812:
Madison
Declares War

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1810



November 4, 1811

When the twelfth Congress convenes, Kentucky representative Henry Clay leads the call for war against Britain.

June 18, 1812

The United States declares war against Britain.

1812

ANALYSIS SKILL READING TIME LINES

What events led to war against Great Britain?

Primary Source

POINTS OF VIEW

Views of War

Tecumseh urged Native Americans to unite to oppose what he called the “evil” of white settlement.

“The only way to stop this evil is for all the red men to unite in claiming a common and equal right to the land, as it was at first, and should be yet. Before, the land never was divided, but belonged to all, for the use of each person. No group had a right to sell, not even to each other, much less to strangers who want all and will not do with less.”

—Tecumseh

William Henry Harrison was proud of his efforts to obtain land for settlers.

“By my own exertions in securing the friendship of the chiefs . . . by admitting them at all times to my house and table, my propositions for the purchase of their lands were successful beyond my . . . hopes . . . In the course of seven years the Indian title was extinguished to the amount of fifty millions of acres.”

—William Henry Harrison

ANALYSIS SKILL

ANALYZING POINTS OF VIEW

How did Harrison’s and Tecumseh’s views on western settlement differ?

Tecumseh traveled south to ask the Creek nation to join his forces. In his absence, Harrison attacked. Harrison raised an army and marched his troops close to Prophetstown. Fighting broke out when the Prophet ordered an attack on Harrison’s camp on November 7, 1811.

The Indians broke through army lines, but Harrison kept a “calm, cool, and collected” manner, according to one observer. During the all-day battle, Harrison’s soldiers forced the Indian warriors to retreat and then destroyed Tecumseh’s village. Said Chief Shabbona, “With the smoke of that town and loss of that battle, I lost all hope.” Although Tecumseh was safe, U.S. forces defeated Tecumseh and his followers in the **Battle of Tippecanoe**. The defeat destroyed Tecumseh’s dream of a great Indian confederation. He fled to Canada.

READING CHECK Finding Main Ideas

Why were U.S. officials worried about Tecumseh’s actions?

Call for War

The evidence of British support for Tecumseh further inflamed Americans. A Democratic-Republican newspaper declared, “The war on the Wabash [River] is purely BRITISH.” Many Americans felt that Britain had encouraged Tecumseh to attack settlers in the West.

The War Hawks

Several young members of Congress—called **War Hawks** by their opponents—took the lead in calling for war against Britain. These legislators, most of whom were from the South and West, were led by Henry Clay of Kentucky, John C. Calhoun of South Carolina, and Felix Grundy of Tennessee. They saw war as the only answer to British insults. “If we submit,” Calhoun warned, “the independence of this nation is lost.” Calls for war grew. Leaders wanted to put a stop to British influence among Native Americans. They also wanted to invade

FOCUS ON READING

What words did Calhoun use that had strong emotions tied to them for Americans? (See “The War Hawks” section.)

Canada and gain more land for settlement. Others were angered by British trade restrictions that hurt southern planters and western farmers. War Hawks gave emotional speeches urging Americans to stand up to Great Britain.

The Opposition

The strongest opponents of the War Hawks were New England Federalists. British trade restrictions and impressment had hurt New England's economy. People there wanted to renew friendly business ties with Britain instead of fighting another war.

Other politicians argued that war with Great Britain would be foolish. They feared that the United States was not yet ready to fight powerful Britain. America's army and navy were small and poorly equipped compared to Britain's military. In addition, Americans could produce only a fraction of the military supplies Britain could. Senator Obadiah German of New York pleaded with the War Hawks to be patient: "Prior to any declaration of war . . . my plan would be, and my first wish is, to prepare for it—to put the country in complete armor."

Declaring War

Republican **James Madison** was elected president in 1808. He faced the difficulty of continuing an unpopular trade war begun by Jefferson. He also felt growing pressure from the War Hawks. By 1812 he decided that Congress must vote on war. Speaking to Congress, Madison blasted Great Britain's conduct. He asked Congress to decide how the nation should respond.

When Congress voted a few days later, the War Hawks won. For the first time in the nation's brief history, Congress had declared war. Months later, Americans elected Madison to a second term. He would serve as commander in chief during the War of 1812.

READING CHECK Summarizing Why did the United States declare war in 1812?

SUMMARY AND PREVIEW Conflicts on the frontier and with Great Britain dominated U.S. foreign policy under Jefferson and Madison. In the next section you will read about the War of 1812.

Section 3 Assessment



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ONLINE QUIZ

Reviewing Ideas, Terms, and People

- Describe** In what ways did the war between France and Britain cause problems for the United States?
 - Make Inferences** What were the reasons for the failure of the **Embargo Act**?
 - Elaborate** Why do you think **embargoes** against Britain and France failed?
- Describe** What was **Tecumseh's** goal?
 - Explain** What role did Great Britain play in the conflict between the United States and American Indians on the western frontier?
- Identify** Who were the **War Hawks**? Why did they support war with Britain?
 - Elaborate** Would you have supported going to war against Great Britain? Explain your answer.

Critical Thinking

- Categorizing** Review your notes on the challenges that led to the War of 1812. Were most challenges foreign or domestic? Categorize them in a chart like the one below.

Foreign	Domestic

FOCUS ON WRITING

- Taking Notes** Take notes about any of Jefferson's actions and character traits you can identify during the buildup to war with Britain. Save this information for the top-ten list you will create at the end of the chapter.

The War of 1812

What You Will Learn...

Main Ideas

1. American forces held their own against the British in the early battles of the war.
2. U.S. forces stopped British offensives in the East and South.
3. The effects of the war included prosperity and national pride.

The Big Idea

Great Britain and the United States went to battle in the War of 1812.

Key Terms and People

Oliver Hazard Perry, *p. 285*
 Battle of Lake Erie, *p. 285*
 Andrew Jackson, *p. 286*
 Treaty of Fort Jackson, *p. 286*
 Battle of New Orleans, *p. 286*
 Hartford Convention, *p. 287*
 Treaty of Ghent, *p. 287*



Use the graphic organizer online to take notes on the sequence of events in the War of 1812, from beginning to end.

If YOU were there...

It's 1812, and the United States and Great Britain are at war. You are a sailor on an American merchant ship that has been licensed as a privateer. Your ship's mission will be to chase and capture ships of the mighty British navy. Even with the help of merchant ships like yours, the American navy is badly outnumbered. You know you face danger and may not survive.

Do you think your mission will succeed?

BUILDING BACKGROUND Anger against Great Britain's actions finally provoked the United States into the War of 1812. Britain's great navy gave it a clear advantage at sea, but the war was also fought on several other fronts. Victories in major battles along the frontier gave Americans a new sense of unity.

Early Battles

In the summer of 1812 the United States found itself in a war with one of the world's most powerful nations. Despite the claims by the War Hawks, the War of 1812 would not be a quick and easy fight.

War at Sea

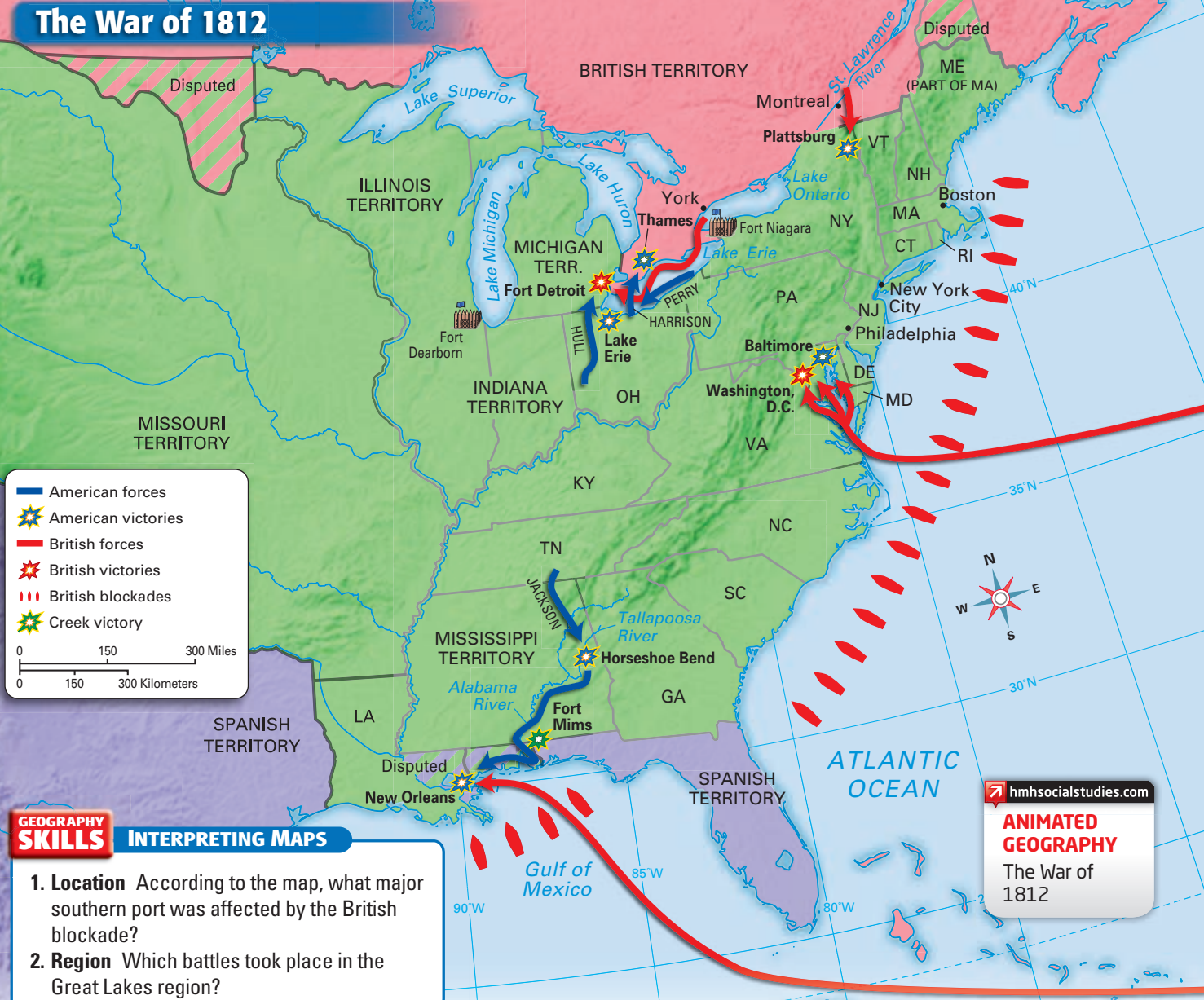
When the war began, the British navy had hundreds of ships. In contrast, the U.S. Navy had fewer than 20 ships. None of them was as powerful as the greatest British warships.

Most of the British navy's ships, however, were scattered around the globe. Although small, the U.S. Navy had well-trained sailors and powerful new warships such as the USS *Constitution*. American vessels defeated British ships several times in one-on-one duels. Such victories embarrassed the British and raised American morale. Eventually, the British ships blockaded America's seaports.

Battles Along the Canadian Border

American leaders hoped to follow up victories at sea with an overland invasion of Canada. Three attacks were planned—from Detroit, from Niagara Falls, and from up the Hudson River valley toward Montreal.

The War of 1812



GEOGRAPHY SKILLS INTERPRETING MAPS

- 1. Location** According to the map, what major southern port was affected by the British blockade?
- 2. Region** Which battles took place in the Great Lakes region?

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ANIMATED GEOGRAPHY
 The War of 1812

The attack from Detroit failed when British soldiers and Indians led by Tecumseh captured Fort Detroit. The other American attacks failed when state militia troops refused to cross the Canadian border, arguing that they did not have to fight in a foreign country.

In 1813 the United States went on the attack again. A key goal was to break Britain's control of Lake Erie. The navy gave the task to Commodore **Oliver Hazard Perry**. After building a small fleet, Perry sailed out to meet the British on September 10, beginning the **Battle of Lake Erie**. The battle ended

when the British surrendered. Perry sent a message to General William Henry Harrison: "We have met the enemy and they are ours." Perry's brilliant victory forced the British to withdraw, giving the U.S. Army control of the lake and new hope.

With American control of Lake Erie established, General Harrison marched his army into Canada. At the Battle of the Thames River in October 1813, he defeated a combined force of British troops and Native Americans. Harrison's victory ended British power in the Northwest. Tecumseh's death

during the fighting also dealt a blow to the British alliance with Native Americans in the region.

The Creek War

Meanwhile, war with American Indians erupted in the South. Creek Indians, angry at American settlers for pushing into their lands, took up arms in 1813. A large force attacked Fort Mims on the Alabama River, destroying the fort and killing close to 250 of its defenders. In response, the commander of the Tennessee militia, **Andrew Jackson**, gathered about 2,000 volunteers to move against the Creek nation.

In the spring of 1814 Jackson attacked the Creek along the Tallapoosa River in Alabama. Jackson's troops won this battle, the Battle of Horseshoe Bend. **The Treaty of Fort Jackson**, signed late in 1814, ended the Creek War and forced the Creek to give up millions of acres of their land.

READING CHECK **Comparing** What advantages did Great Britain and the United States have at the start of the war?

THE IMPACT TODAY

Inspired by the Americans' strength at Fort McHenry, Francis Scott Key wrote the national anthem, "The Star-Spangled Banner."

Great Britain on the Offensive

Despite U.S. success on the western and southern frontiers, the situation in the East grew worse. After defeating France in April 1814, the British sent more troops to America.

British Attacks in the East

Now reinforced, the British attacked Washington, D.C. President Madison was forced to flee when the British broke through U.S. defenses. The British set fire to the White House, the Capitol, and other government buildings.

The British sailed on to Baltimore, Maryland, which was guarded by Fort McHenry. They shelled the fort for 25 hours. The Americans refused to surrender Fort McHenry. The British chose to retreat instead of continuing to fight.

The Battle of New Orleans

After the attack on Washington, the British moved against New Orleans. British commanders hoped to capture the city and thus take control of the Mississippi River.

Andrew Jackson commanded the U.S. forces around New Orleans. His troops were a mix of regular soldiers, including two battalions of free African Americans, a group of Choctaw Indians, state militia, and pirates led by Jean Lafitte.

The battle began on the morning of January 8, 1815. Some 5,300 British troops attacked Jackson's force of about 4,500. The British began marching toward the U.S. defenses, but they were caught on an open field. The British were cut down with frightening speed. More than 2,000 British soldiers were killed or wounded. The Americans, for their part, had suffered about 70 casualties. **The Battle of New Orleans** made Andrew Jackson a hero and was the last major conflict of the War of 1812.

READING CHECK **Finding Main Ideas**

What happened at the Battle of New Orleans?

First Lady Saves Washington's Portrait



Dolley Madison refused to leave Washington, D.C., until a famous portrait of the first president was saved from the executive mansion.



Analyzing the War of 1812

QUICK
FACTS

Causes of the War

- Impressment of American sailors
- Interference with American shipping
- British military aid to Native Americans

Effects of the War

- Increased sense of national pride
- American manufacturing boosted
- Native American resistance weakened

Effects of the War

Before the battle of New Orleans, a group of New England Federalists gathered secretly at Hartford, Connecticut. **At the Hartford Convention**, Federalists agreed to oppose the war and send delegates to meet with Congress. Before the delegates reached Washington, however, news arrived that the war had ended. Some critics now laughed at the Federalists, and the party lost much of its political power.

Slow communications at the time meant that neither the Federalists nor Jackson knew about the **Treaty of Ghent**. The treaty, which had been signed in Belgium on December 24, 1814, ended the War of 1812.

Though each nation returned the territory it had conquered, the fighting did

have several consequences. The war produced feelings of patriotism in Americans for having stood up to the mighty British. Some even called it the second war for independence. The war also broke the power of many Native American groups. Finally, a lack of goods caused by the interruption in trade boosted American manufacturing.

READING CHECK Analyzing Information

What were the main effects of the War of 1812?

SUMMARY AND PREVIEW The War of 1812 showed Americans that the nation would survive. In the next chapter you will see how the United States continued to grow.

ACADEMIC VOCABULARY

consequences
the effects of a particular event or events

Section 4 Assessment



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ONLINE QUIZ

Reviewing Ideas, Terms, and People

- a. Identify** What losses did American forces face in the early battles of the War of 1812? What victories did they win?
b. Make Generalizations What role did American Indians play in the war?
- a. Describe** What attacks did the British lead against American forces?
b. Evaluate What do you think were the two most important battles of the war? Why?
- a. Identify** What was the purpose of the **Hartford Convention**?
b. Draw Conclusions How did the United States benefit from the War of 1812?

Critical Thinking

- Comparing and Contrasting** Review your notes on the battle dates. Then compare and contrast the details of the major battles during the War of 1812 in a chart like this one.

Battle	Details (Winner, Location, Importance)

FOCUS ON WRITING

- Organizing Your Ideas** Reorder the items on your lists from least important to most important.

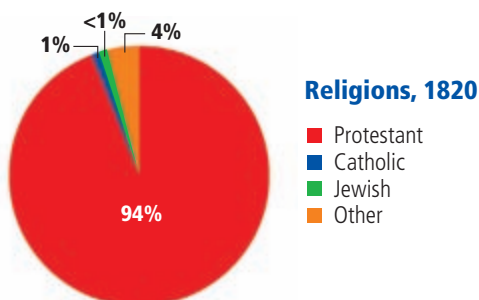
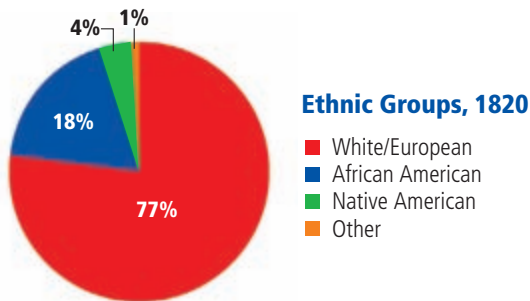
History and Geography

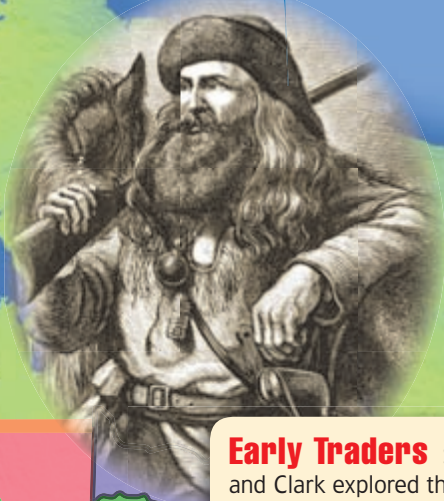
America's Growth 1820

In 1803 the United States made the biggest land purchase in its history—the Louisiana Purchase. With this purchase, the country stretched west all the way to the Rocky Mountains. In 1819 the United States acquired Florida from Spain, gaining even more new territory. By 1820, the young American republic had roughly doubled in size, as you can see on the map. Explorers, traders, and settlers began to pour into the new lands in search of wealth, land, and a place to call home.



America's Population, 1820: 10.1 million





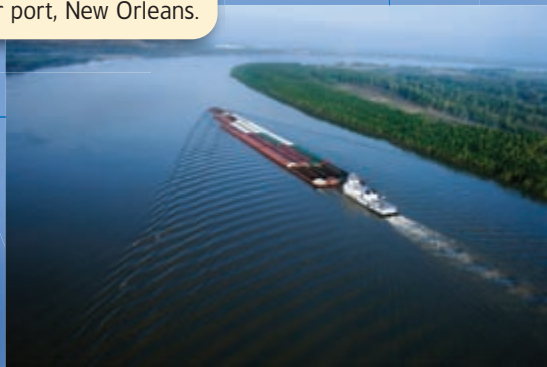
Early Traders Soon after Lewis and Clark explored the Louisiana Territory, American fur trappers and traders began setting up trading posts there. Many of these posts became towns later as settlers arrived.



Through the Gaps Settlers crossed the Appalachians through valleys called gaps. In time, roads were built through the gaps, making it easier for Americans to head west.

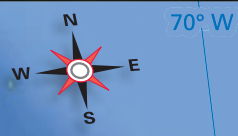


The Mighty Mississippi The Mississippi River was the great highway of the central United States. Americans west of the Appalachians shipped farm goods and supplies up and down the Mississippi and its major port, New Orleans.



GEOGRAPHY SKILLS INTERPRETING MAPS

- 1. Movement** In which main directions did the United States expand before 1820?
- 2. Region** Based on the map, why do you think the United States was interested in claiming the Oregon Country?



Working in Groups to Solve Issues

Define the Skill

You already know that the decision-making process is more difficult in a group than it is if just one person makes the decisions. However, group decision-making becomes an even greater challenge when controversial issues are involved.

Group members must have additional skills for the group to function effectively when conflict exists within it. These include respect for differing views, the arts of persuasion and negotiation, and an ability to compromise. A group may not be able to find solutions to controversial problems unless its members have these skills.

Learn the Skill

Some of the biggest challenges Congress faced in the early 1800s were related to the war between Great Britain and France. Some Americans supported the British, while others favored the French. Both countries hoped for American help. When the United States would not take sides, they each began interfering with U.S. ships on the open seas.

As you read in this chapter, Congress tried to solve this problem by passing the Embargo Act. That solution was controversial, however. The northern states were hard hit by the law's ban on overseas trade. Their representatives in Congress demanded a less extreme action. The result was the Non-Intercourse Act. This law was a compromise between members who wanted to lift the trade ban and those who wanted to continue it. Congress was able to solve this problem because its members were able to work around their differences.

The skills Congress needed to reach its solution are valuable ones for any group that must make decisions involving controversial issues. They include the following attitudes and behaviors.

- 1 Willingness to take a position.** If an issue is controversial, it is likely that group members will have differing opinions about it. You have a right to state your views and try to persuade others that you are correct.
- 2 Willingness to listen to differing views.** Every other member has the same right you do. You have a duty to listen to their views, even if you do not agree. Disrespect for those whose views differ from yours makes it more difficult for the group to reach a solution.
- 3 Willingness to debate.** Debate is a form of “healthy” argument because it defends and attacks ideas instead of the people who hold them. Debating the group's differences of opinion is an important step in reaching a solution.
- 4 Willingness to negotiate and compromise.** If debate does not produce agreement, a compromise may be needed. Often it is better to have a solution that members may not like, but can accept, than to have no agreement at all.

Practice the Skill

Check your understanding of the skill by answering the following questions.

1. Why would refusing to listen to other members make group decision-making more difficult?
2. Why is compromise often a better solution than forcing a decision on members who disagree?



History's Impact
 ▶ **video series**
 Review the video to answer the closing question:
How do the background, value system, and character of the United States reflect its spirit of exploration?

Visual Summary

Use the visual summary below to help you review the main ideas of the chapter.



The Nation at War and Peace

1803
Marbury v. Madison gives the Supreme Court the power of judicial review.

1803
 The United States doubles its size by making the Louisiana Purchase.

1807–09
 Congress passes the Embargo and Non-Intercourse Acts.

1811
 William Henry Harrison defeats Tecumseh's forces at the Battle of Tippecanoe.

1812
 The War of 1812 begins between Great Britain and the United States.

1814
 Federalists hold the Hartford Convention to protest the War of 1812.

1814
 The Treaty of Ghent ends the War of 1812.

1815
 Andrew Jackson wins the Battle of New Orleans.

Reviewing Vocabulary, Terms, and People

Complete each sentence by filling in the blank with the correct term or person.

- The War of 1812 ended soon after the U.S. victory over the British at the _____.
- After winning the election of 1800, _____ became the third president of the United States.
- The power of the Supreme Court to declare acts of Congress unconstitutional is known as _____.
- After U.S. neutrality was violated, the United States issued an _____ against trade with foreign nations.
- In 1803 Congress approved the _____, which added former French territory in the West to the United States.

Comprehension and Critical Thinking

SECTION 1 (Pages 266–270)

- Recall** What were the key issues in the election of 1800?
- Analyze** In what ways did *Marbury v. Madison* affect the power of the judicial branch?
- Evaluate** Which of Jefferson's new policies do you think was most important? Why?

SECTION 2 (Pages 272–277)

- Describe** What was the purpose of the Lewis and Clark expedition?
- Draw Conclusions** What are three ways in which the United States benefited from the Louisiana Purchase?
- Evaluate** Do you think that Napoléon made a wise decision when he sold Louisiana to the United States? Explain your answer.

SECTION 3 (Pages 278–283)

8. **a. Identify** What group led the call for war with Great Britain?
- b. Contrast** What arguments were given in favor of war with Great Britain? What arguments were given against war with Britain?
- c. Elaborate** In your opinion, why were the Embargo Act and the Non-Intercourse Act unsuccessful?

SECTION 4 (Pages 284–287)

9. **a. Identify** What role did Andrew Jackson play in the War of 1812?
- b. Make Inferences** Why did the British want to capture the cities of Washington and New Orleans?
- c. Predict** In what ways might the U.S. victory over Great Britain in the war affect the status of the United States in the world?

Reviewing Themes

10. **Geography** Through what geographic regions did the Lewis and Clark expedition travel?
11. **Politics** What impact did the Hartford Convention have on American politics?

Using the Internet

12. **Activity: Journal Entry** Prior to Lewis and Clark's expedition, some people thought that woolly mammoths and unicorns lived in the uncharted West. The Corps of Discovery set off to find out the truth about this uncharted land. Its members also wanted to search for a Northwest Passage that would speed commerce and bring wealth to the young nation. Through your online textbook, research and take the point of view of one of the explorers. Write a series of journal entries outlining the thoughts, feelings, discoveries, and events you experienced during the journey. Include drawings of what you might have seen in the West in your journal entries.

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Reading Skills

Public Documents in History Use the Reading Skills taught in this chapter to answer the question below.

13. Which of the following is an example of a public document?
 - a. the Constitution
 - b. the current president's journal
 - c. a tax return
 - d. an ambassador's letter to the president

Social Studies Skills

Working in Groups to Solve Issues Use the Social Studies Skills taught in this chapter to answer the questions below.

14. Organize into groups of two or three students. Decide which of the following reasons for the War of 1812 you think might have been most important in Congress's decision to declare war.
 - a. impressment of American sailors
 - b. trade barriers with Britain and France
 - c. battles with Native Americans on the frontier
 - d. gaining land in Canada

FOCUS ON WRITING

15. Writing Your Letter of Recommendation

You already have a main idea and an opinion statement for your letter: Thomas Jefferson deserves to be on the list of the top-ten American presidents. Now, look at all your information and pick out three or four points—actions or character traits—that you think are the most important. Write a sentence on each of those points to add to your letter. Put the sentences in order, from the least important to the most important. Finally, conclude with one or two sentences that sum up why you think Thomas Jefferson was such an important president.

DIRECTIONS: Read each question and write the letter of the best response.

- 1** The Supreme Court's decision in the 1803 case *Marbury v. Madison* is an example of
- A checks and balances.
 - B reserved powers.
 - C delegated powers.
 - D dual sovereignty.
- 2** Most of the fighting in the War of 1812 took place
- A in Europe.
 - B in Canada.
 - C in the United States.
 - D at sea.
- 3** Why did President Jefferson agree to buy Louisiana from France?
- A He wanted to learn more about the lands and peoples east of the Mississippi River.
 - B He believed that the United States would benefit from the purchase.
 - C He wanted to end the French threat in North America.
 - D He hoped to increase the president's constitutional powers.
- 4** The United States went to war with Britain in 1812 for which of the following reasons?
- A to strengthen the alliance between Britain and France
 - B to endanger the rights of U.S. ships on the high seas
 - C to allow British influence among Indian groups on the frontier
 - D to stop trade restrictions against American merchants
- 5** The Lewis and Clark expedition was significant because it
- A introduced the United States to valuable raw materials such as coal.
 - B improved America's knowledge of the West.
 - C led to U.S. settlement of the Southwest.
 - D opened trade between the United States and Native Americans in the West.
- 6** During the War of 1812, trade interruptions resulted in
- A the repeal of the Embargo Act.
 - B a rise in unemployment.
 - C an increase in the production of cotton in the South.
 - D a boost to U.S. manufacturing.
- 7** Read the following passage from Thomas Jefferson's inaugural address and use it to answer the question below.

“Though the will of the majority is in all cases to prevail, that will, to be rightful, must be reasonable . . . [T]he minority possess their equal rights, which equal laws must protect . . . Let us then, fellow citizens, unite with one heart and one mind . . . We have been called by different names brethren of the same principle. We are all republicans; we are all federalists.”

—President Thomas Jefferson,
Inaugural Address, 1801

Document-Based Question What did Jefferson mean in making this statement?

Lewis and *Clark*

In 1804 Meriwether Lewis, William Clark, and the 33-man Corps of Discovery began a 8,000-mile journey across uncharted territory. Under orders from President Thomas Jefferson, the expedition mapped a route across the Louisiana Purchase to the Pacific Ocean. From St. Louis, Missouri, they traveled west up the Missouri River, then across the Rocky Mountains, and to the Pacific. They met Native American peoples and cataloged geography,

plants, and animals. Not only was their mission one of history's greatest explorations, it also secured an American claim to the Pacific Coast and helped inspire millions to migrate west.

Explore entries from Lewis's journal and other primary sources online. You can find a wealth of information, video clips, activities, and more at

 hmsocialstudies.com



...the Indian woman recognized the point of a high plain to our right which she informed us was not very distant from the summer retreat of her nation on a river beyond the mountains which runs to the west."

— Meriwether Lewis



"Lewis's Journal, Entry 1"

Read an excerpt from Meriwether Lewis's journal that details Sacagawea's assistance during the journey.



Underway on the Missouri

Watch the video to see how the Corps of Discovery sailed up the Missouri River to begin their expedition.



Making Friends Upriver

Watch the video to see which Native American peoples the Corps met and traded with as they made their journey west.



The Shores of the Pacific

Watch the video to see how the Corps tried to adapt to a different climate and the new peoples that they met along the Pacific coast.

A New National Identity



Essential Question What forces and events affected national unity and growth?



What You Will Learn...

In this chapter you will learn about the factors that contributed to the emergence of a distinctly American identity.

Section 1: American Foreign Policy 298

The Big Idea The United States peacefully settled disputes with foreign powers.

SECTION 2: Nationalism and Sectionalism..... 302

The Big Idea A rising sense of national unity allowed some regional differences to be set aside and national interests to be served.

SECTION 3: American Culture..... 308

The Big Idea As the United States grew, developments in many cultural areas contributed to the creation of a new American identity.

FOCUS ON WRITING

A Character Sketch Nations, like people, have characters. For example, a nation might be described as peaceful or aggressive, prosperous or struggling. In this chapter you'll read about the United States as a new nation with a new identity, or character. Then you'll write a paragraph describing that character.

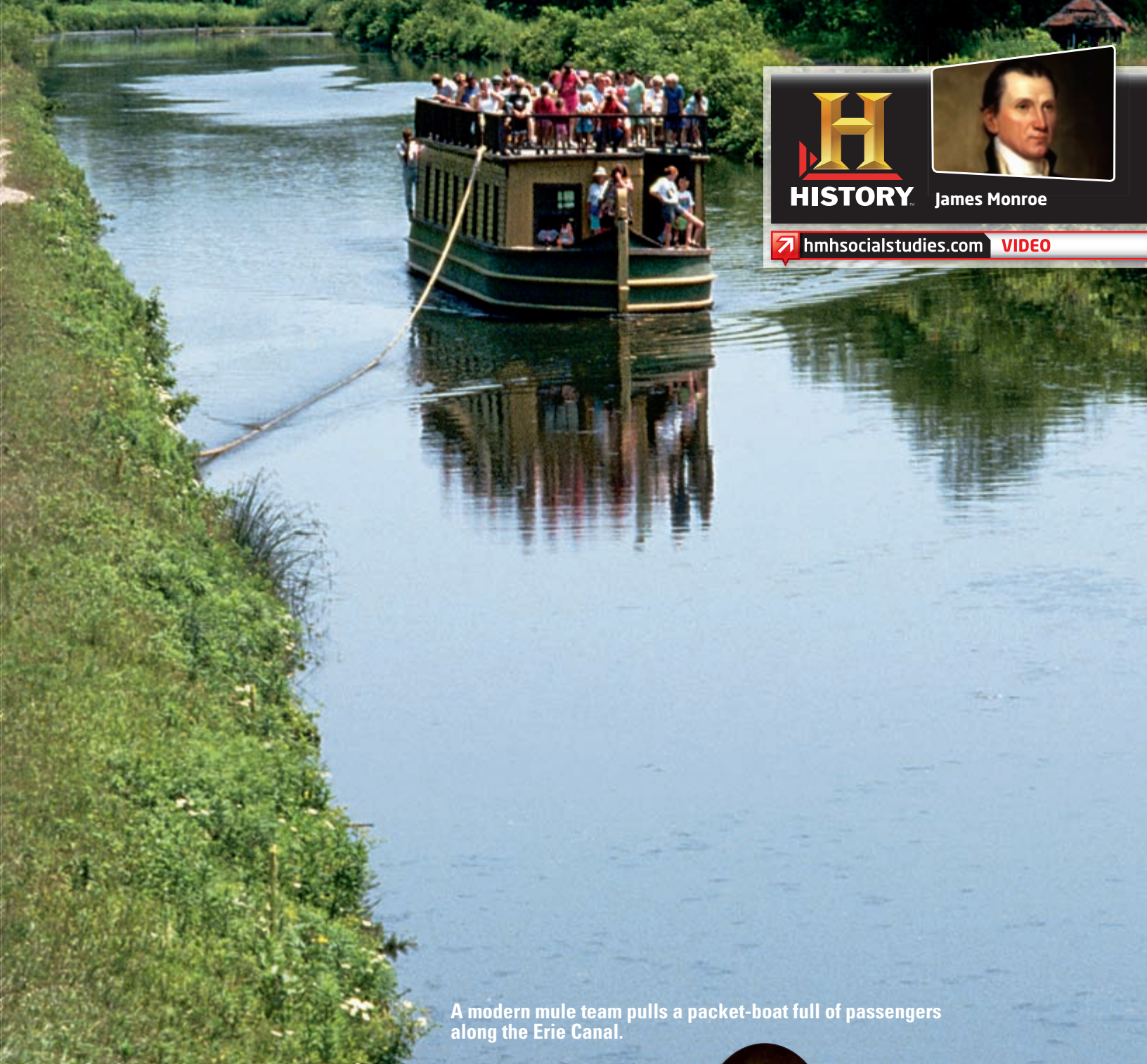


1816
James Monroe is elected president.



1815

1815
Napoléon returns to power in France but is defeated at the Battle of Waterloo.




HISTORY



James Monroe

hmsocialstudies.com VIDEO

A modern mule team pulls a packet-boat full of passengers along the Erie Canal.



1820

The Missouri Compromise allows Maine and Missouri to become states.

1823

The Monroe Doctrine is issued.

1824

John Quincy Adams is elected president.

1820



The Granger Collection, New York

1821

Mexico and Peru gain their independence from Spain.

1825

1824

Liberia is founded by freed American slaves.



1830

1829

The Ottoman Empire recognizes the independence of Greece.

Reading Social Studies

Economics

Geography

Politics

Society
and Culture

Science and
Technology

Focus on Themes This chapter is titled “A New National Identity” because it explains how the United States government established relations with European powers and how Americans developed a strong sense of national pride even as they struggled

with important state issues. You will learn about the Monroe Doctrine, the Missouri Compromise, the Cumberland Road project, and the rise of American music, literature, and public schools—events that changed the country’s **culture** and **politics**.

Bias and Historical Events

Focus on Reading As you read this chapter, you will find that some people supported the idea of using federal dollars to create new and better roads. Others, however, did not think federal dollars should be used that way. People who can only see one side of an issue or situation may become biased, or prejudiced against the opposite view.

Recognizing Bias To understand the events and people in history, you have to be able to recognize a speaker’s or writer’s bias. Here are some steps you can take to do that.

1. The word *wickedest* is full of emotion.

“The wickedest road, I do think, the hard-heartedest road, that ever [a] wheel rumbled upon.”

Frances Anne (Kemble) Butler, Journal

2. She’s a British actress—perhaps she didn’t like the United States?

3. This information is based on her personal experience, and she is recording it in her own personal journal.

4. Most of this statement is opinion. Where are the facts about the actual condition of the road?

Steps to Recognize Bias

1. **Look at the words and images.** Are they emotionally charged? Do they present only one side or one point of view?
2. **Look at the writer.** What’s the writer’s background and what does that tell you about the writer’s point of view?
3. **Look at the writer’s sources.** Where does the writer get his or her information? Does the writer rely on sources who only support one point of view?
4. **Look at the information.** How much is fact and how much is opinion? Remember, facts can be proven. Opinions are personal beliefs—they can easily be biased.

You Try It!

The following passage is from the chapter you are getting ready to read. As you read the passage, think about living during the early to mid-1800s when there were no public schools.

Architecture and Education

Americans also embraced educational progress. Several early American political leaders expressed a belief that democracy would only succeed in a country of educated and enlightened people. But there was no general agreement on who should provide that education.

Eventually, the idea of a state-funded public school gathered support. In 1837 Massachusetts lawmakers created a state board of education. Other states followed this example, and the number of public schools slowly grew.

*From
Chapter 9,
p. 311*

After you read the passage, answer the following questions.

- You are the editor of your town's newspaper in the year 1835. You think schools should be financed by the state government rather than the federal government. You decide to write an editorial to express your opinion. Which of the phrases below would reveal your personal bias to your readers? Why? What words in each statement create bias?
 - Overbearing federal government
 - Protecting state interests
 - Powerful federal government
 - Concerned state citizens
- If you were going to write the editorial described in question 1, how could you avoid biased statements? How do you think this might affect people's reactions to your writing?

Chapter 9

Section 1

Rush-Bagot Agreement (p. 298)
Convention of 1818 (p. 298)
James Monroe (p. 299)
Adams-Onís Treaty (p. 299)
Simon Bolívar (p. 300)
Monroe Doctrine (p. 300)

Section 2

nationalism (p. 302)
Henry Clay (p. 302)
American System (p. 302)
Cumberland Road (p. 303)
Erie Canal (p. 303)
Era of Good Feelings (p. 303)
sectionalism (p. 304)
Missouri Compromise (p. 305)
John Quincy Adams (p. 305)

Section 3

Washington Irving (p. 308)
James Fenimore Cooper (p. 309)
Hudson River school (p. 310)
Thomas Cole (p. 310)
George Caleb Bingham (p. 310)

Academic Vocabulary

Success in school is related to knowing academic vocabulary—the words that are frequently used in school assignments and discussions. In this chapter, you will learn the following academic words:

circumstances (p. 300)
incentive (p. 303)

As you read Chapter 9, study the primary source documents carefully. Do you see any examples of bias?

American Foreign Policy

What You Will Learn...

Main Ideas

1. The United States and Great Britain settled their disputes over boundaries and control of waterways.
2. The United States gained Florida in an agreement with Spain.
3. With the Monroe Doctrine, the United States strengthened its relationship with Latin America.

The Big Idea

The United States peacefully settled disputes with foreign powers.

Key Terms and People

Rush-Bagot Agreement, *p. 298*

Convention of 1818, *p. 298*

James Monroe, *p. 299*

Adams-Onís Treaty, *p. 299*

Simon Bolívar, *p. 300*

Monroe Doctrine, *p. 300*



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TAKING NOTES

Use the graphic organizer online to take notes on the foreign policy issues the United States faced between 1817 and 1823.

If YOU were there...

You are a Spanish settler living in West Florida in 1820. Your family has lived in Florida for many years. Only a few years ago, people in Spanish Florida were furious when American soldiers occupied the town of Pensacola. Now you hear that Spain has signed a treaty with the United States—Florida is no longer Spanish territory but rather part of the United States.

How would you feel about living under a new government?

BUILDING BACKGROUND The War of 1812 left the United States stronger and more self-confident. The new nation had remained strong against a great European power. The United States then turned to diplomacy as a way to settle international issues.

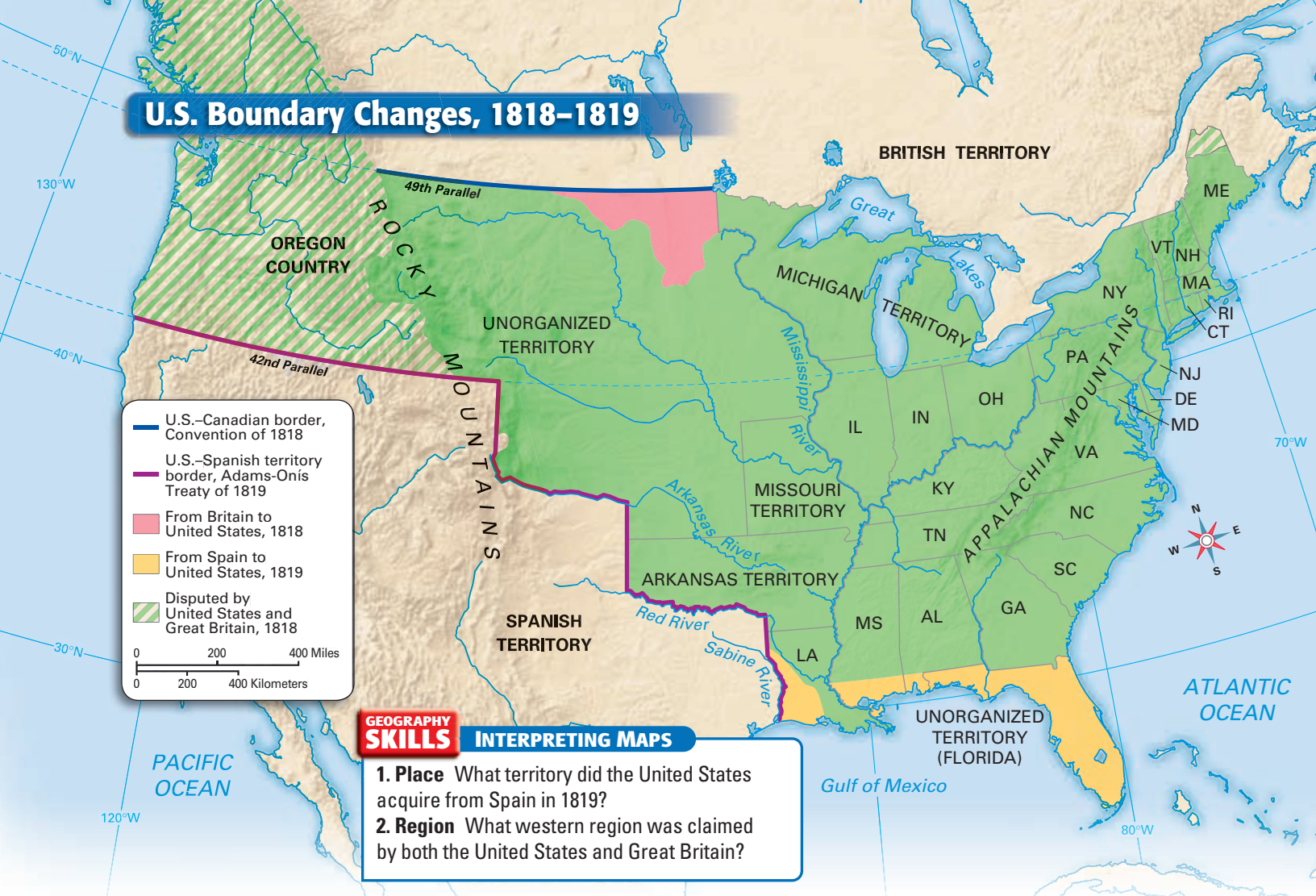
Settling Disputes with Great Britain

The Treaty of Ghent had ended the War of 1812, yet there were issues left unresolved. The United States and British Canada both wanted to keep their navies and fishing rights on the Great Lakes. In the spring of 1817, the two sides compromised by establishing the **Rush-Bagot Agreement**, which limited naval power on the Great Lakes for both the United States and British Canada.

Another treaty with Britain gave the United States fishing rights off parts of the Newfoundland and Labrador coasts. This treaty, known as the **Convention of 1818**, also set the border between the United States and Canada at 49°N latitude as far west as the Rocky Mountains. Interest in the valuable fur trade in the Oregon Country was another issue resolved by this treaty. Both countries agreed to occupy the Pacific Northwest together, an agreement that would be tested in the years to come.

READING CHECK Summarizing What were the main disputes between the United States and Britain?

U.S. Boundary Changes, 1818–1819



United States Gains Florida

The United States also had a dispute over its southern border with Spanish Florida. In 1818 Secretary of State John Quincy Adams, son of John and Abigail Adams, held talks with Spanish diplomat Luis de Onís about letting Americans settle in Florida. Meanwhile, President **James Monroe**, elected in 1816, had sent U.S. troops to secure the U.S.–Florida border. General Andrew Jackson led these soldiers.

At the same time, conflicts arose between the United States and the Seminole Indians of Florida. The Seminole often helped runaway slaves and sometimes raided U.S. settlements. In April 1818 Jackson’s troops invaded Florida to capture Seminole raiders. This act began the First Seminole War. During the war Jackson took over most of Spain’s

important military posts. Then he overthrew the governor of Florida. He carried out these acts against Spain without receiving direct orders from President Monroe. Jackson’s actions upset Spanish leaders. Most Americans, however, supported Jackson.

Jackson’s presence in Florida convinced Spanish leaders to negotiate. In 1819 the two countries signed the **Adams-Onís Treaty**, which settled all border disputes between Spain and the United States. Under this treaty, Spain gave East Florida to the United States. In return, the United States gave up its claims to what is now Texas. U.S. leaders also agreed to pay up to \$5 million of U.S. citizens’ claims against Spain.

READING CHECK Summarizing How were the disagreements between the United States and Spanish Florida settled?

hmhsocialstudies.com
ANIMATED GEOGRAPHY AND HISTORY
Settled Areas 1800–1830

THE IMPACT TODAY
Florida was admitted as the 27th U.S. state in 1845 and is now home to about 19 million people.

Primary Source

HISTORIC DOCUMENT

The Monroe Doctrine

President James Monroe established the foundation for U.S. foreign policy in Latin America in the Monroe Doctrine of 1823.

In this phrase, Monroe warns European nations against trying to influence events in the Western Hemisphere.

Monroe notes here the difference between existing colonies and newly independent countries.

The occasion has been judged proper for asserting . . . that the American continents . . . are henceforth not to be considered as subjects for future colonization by any European powers . . .

The political system of the allied powers is essentially different . . . from that of America. We . . . declare that 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 . . .

With the existing colonies . . . we have not interfered and shall not interfere. But with the governments who have declared their independence and maintained it, and whose independence we have . . . acknowledged, we could not view any interposition¹ for the purpose of oppressing them . . . by any European power in any other light than as the manifestation² of an unfriendly disposition³ toward the United States.

ANALYSIS SKILL

ANALYZING PRIMARY SOURCES

1. What warning did President Monroe give to European powers in the Monroe Doctrine?
2. How does Monroe say the United States will treat existing European colonies?

¹ **interposition:** interference

² **manifestation:** evidence

³ **disposition:** attitude

ACADEMIC VOCABULARY

circumstances
surrounding
situation

Monroe Doctrine

Meanwhile, Spain had other problems. By the early 1820s most of the Spanish colonies in the Americas had declared independence. Revolutionary fighter **Simon Bolívar**, called the Liberator, led many of these struggles for independence. The political **circumstances** surrounding the revolutions reminded most American leaders of the American Revolution. As a result, they supported these struggles.

After Mexico broke free from Spain in 1821, President Monroe grew worried. He feared that rival European powers might try to take control of newly independent Latin American countries. He was also concerned about Russia's interest in the northwest coast of North America.

Secretary of State Adams shared President Monroe's concerns. In a Fourth of July speech before Congress, Adams said that the

United States had always been friendly with European powers, and that the country did not want to be involved in wars with them. He implied that he supported the newly independent countries but said the United States would not fight their battles.

Great Britain was also interested in restraining the influence of other European nations in the Americas. This was because Britain had formed close trading ties with most of the independent Latin American countries. Britain wanted to issue a joint statement with the United States to warn the rest of Europe not to interfere in Latin America.

Instead, Secretary of State Adams and President Monroe decided to put together a document protecting American interests. The **Monroe Doctrine** was an exclusive statement of American policy warning European powers not to interfere with the Americas.

The doctrine was issued by the president on December 2, 1823, during his annual message to Congress.

The Monroe Doctrine had four basic points.

1. The United States would not interfere in the affairs of European nations.
2. The United States would recognize, and not interfere with, European colonies that already existed in North and South America.
3. The Western Hemisphere was to be off-limits to future colonization by any foreign power.
4. The United States would consider any European power's attempt to colonize or interfere with nations in the Western Hemisphere to be a hostile act.

Some Europeans strongly criticized the Monroe Doctrine, but few European countries challenged it. The doctrine has remained

important to U.S. foreign policy. The United States has continued to consider Latin America within its sphere of influence—the area a nation claims some control over. At times, it has intervened in Latin American affairs when its own interests, such as national security, were at risk.

READING CHECK **Analyzing** What effect did the revolutions in Latin America have on U.S. foreign policy?

SUMMARY AND PREVIEW In this section you learned that U.S. foreign policy was characterized by both compromise and strong leadership in the years following the War of 1812. In the next section you will learn about the rising sense of national pride that developed as the United States grew and expanded.

Section 1 Assessment

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ONLINE QUIZ

Reviewing Ideas, Terms, and People

1. **a. Identify** What issues were settled between the United States and Great Britain in 1817 and 1818?
b. Make Inferences Why would the United States and Britain agree to occupy the Pacific Northwest together?
c. Elaborate Why were the **Rush-Bagot Agreement** and the **Convention of 1818** compromises?
2. **a. Recall** What problems existed between Spain and the United States?
b. Analyze Why was the **Adams-Onís Treaty** important?
c. Evaluate Do you think that Andrew Jackson was right to act without orders? Explain your answer.
3. **a. Describe** What did the **Monroe Doctrine** state?
b. Contrast How did the Monroe Doctrine differ from Adams's Fourth of July Address?
c. Elaborate What do you think the newly independent Latin American countries thought of the Monroe Doctrine?

Critical Thinking

4. **Identifying Cause and Effect** Review your notes regarding U.S. foreign policy issues. Create a new chart and, for each issue, identify the nations involved, the agreement or doctrine, and the effects.

Nations	Agreement/Doctrine	Issue	Effects

FOCUS ON WRITING

5. **Determining Relationships** One of the main ways you can learn about someone's character is by how he or she treats others. As you read this section, start a list of words and phrases that describe how the United States acted in relationships with other nations. For example, lists might include words and phrases like "willing to compromise" and "firm."

Nationalism and Sectionalism

What You Will Learn...

Main Ideas

1. Growing nationalism led to improvements in the nation's transportation systems.
2. The Missouri Compromise settled an important regional conflict.
3. The outcome of the election of 1824 led to controversy.

The Big Idea

A rising sense of national unity allowed some regional differences to be set aside and national interests to be served.

Key Terms and People

nationalism, p. 302
 Henry Clay, p. 302
 American System, p. 302
 Cumberland Road, p. 303
 Erie Canal, p. 303
 Era of Good Feelings, p. 303
 sectionalism, p. 304
 Missouri Compromise, p. 305
 John Quincy Adams, p. 305



Use the graphic organizer online to take notes on factors that contributed to national unity.

If YOU were there...

You live near the western end of the newly completed Erie Canal in New York State in 1831. In fact, your older brothers helped build the canal. Every day you watch as mules pull the canal boats along the still water of the canal. Sometimes the boats carry passengers traveling from city to city. You have never been far from your home, and you are curious about their journey.

What would you like to ask the travelers on the canal boat?

BUILDING BACKGROUND Peace, prosperity, and a growing country gave Americans a sense of national unity. In practical terms, building roads and canals also helped unify the nation. They made travel easier, linking people from different regions of the country. Nevertheless, some regional conflicts continued.

Growing Nationalism

Pleased by successful negotiations with foreign powers, Americans enjoyed a rising sense of nationalism. **Nationalism** is feelings of pride and loyalty to a nation. This new national unity found a strong supporter in U.S. representative **Henry Clay** from Kentucky.

Clay believed that a strong national economy would promote national feeling and reduce regional conflicts. He developed a plan eventually known as the **American System** — a series of measures intended to make the United States economically self-sufficient. To build the economy, he pushed for a national bank that would provide a single currency, making interstate trade easier. Clay wanted the money from a protective tariff to be used to improve roads and canals. These internal improvements would unite the country.

Some members of Congress believed that the Constitution did not permit the federal government to spend money on internal improvements. Clay argued that the possible gains for the country justified federal action.

Roads and Canals

In the early 1800s most roads in the United States were made of dirt, making travel difficult. British actress Frances Kemble described one New York road she had struggled along during a visit in the 1830s.

“The wickedest road, I do think, the cruellest, hard-heartedest road, that ever [a] wheel rumbled upon.”

—Frances Anne (Kemble) Butler, *Journal*

To improve the nation’s roads, Congress agreed with Clay and invested in road building. The **Cumberland Road** was the first road built by the federal government. It ran from Cumberland, Maryland, to Wheeling, a town on the Ohio River in present-day West Virginia. Construction began in 1815. Workers had to cut a 66-foot-wide band, sometimes through forest, to make way for the road. Then they had to use shovels and pickaxes to dig a 12- to 18-inch roadbed, which they filled with crushed stone. All of the work had to be done without the benefit of today’s bulldozers and steamrollers.

By 1818 the road reached Wheeling. By 1833 the National Road, as the expansion was called, stretched to Columbus, Ohio. By 1850 it reached all the way to Illinois.

Meanwhile, Americans tried to make water transportation easier by building canals. One of the largest projects was the **Erie Canal**, which ran from Albany to Buffalo, New York.

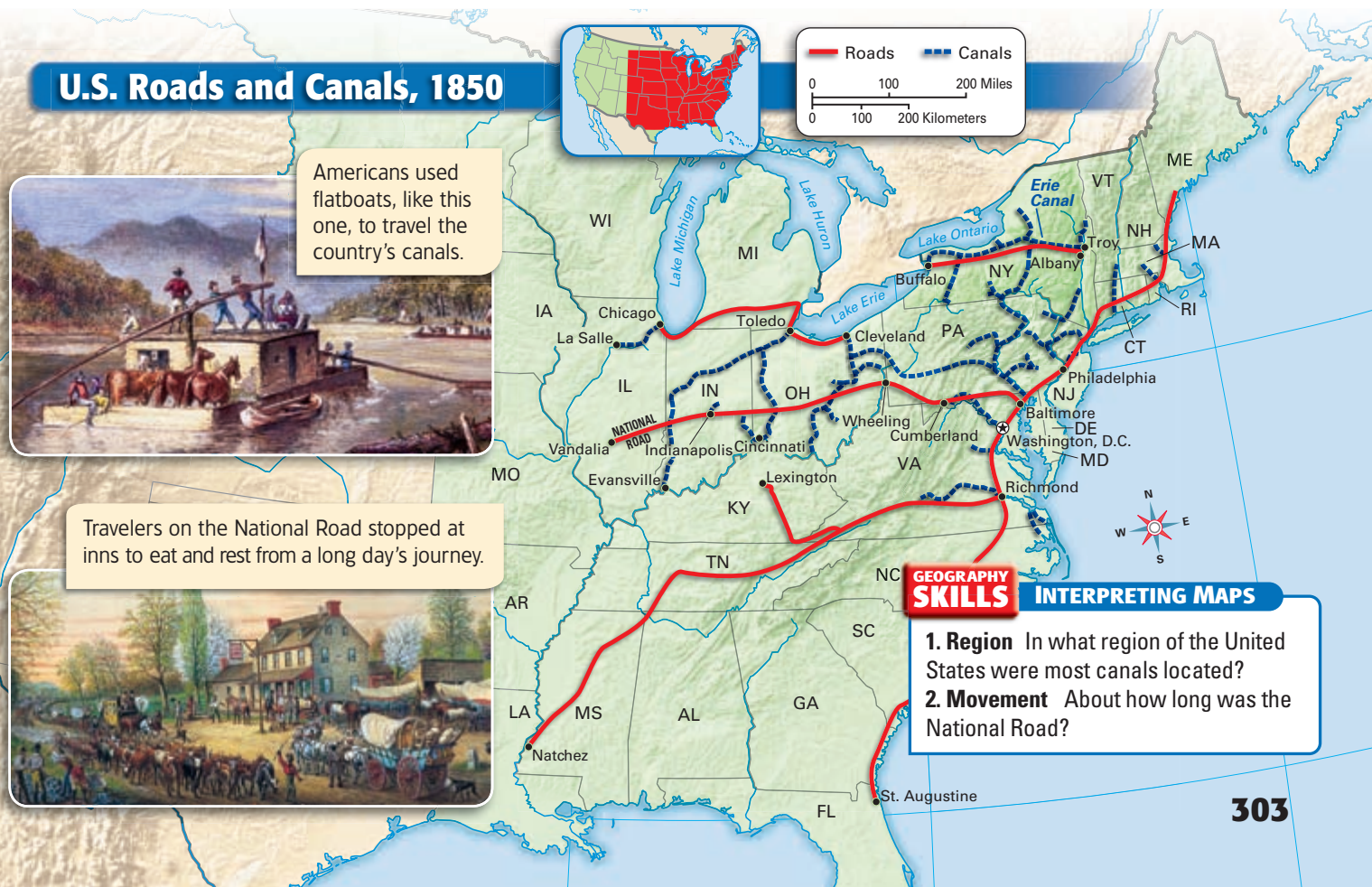
Construction of the canal began in 1817 and was completed in 1825. Using shovels, British, German, and Irish immigrants dug the entire canal by hand. The canal cost millions of dollars, but it proved to be worth the expense. The Erie Canal allowed goods and people to move between towns on Lake Erie and New York City and the east coast. Its success served as an **incentive** for a canal-building boom across the country.

Era of Good Feelings

From 1815 to 1825 the United States enjoyed the **Era of Good Feelings**, a time of peace, pride, and progress. The phrase was coined

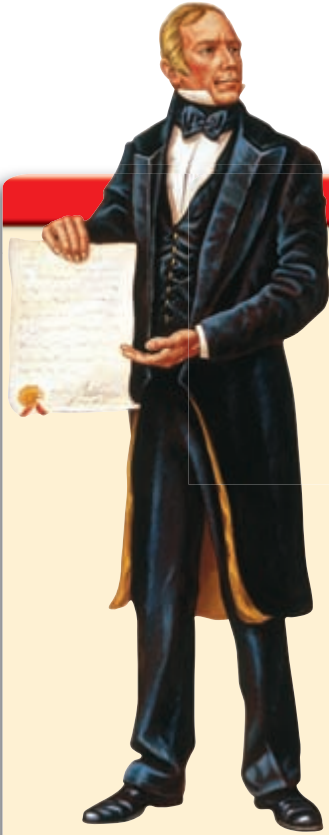
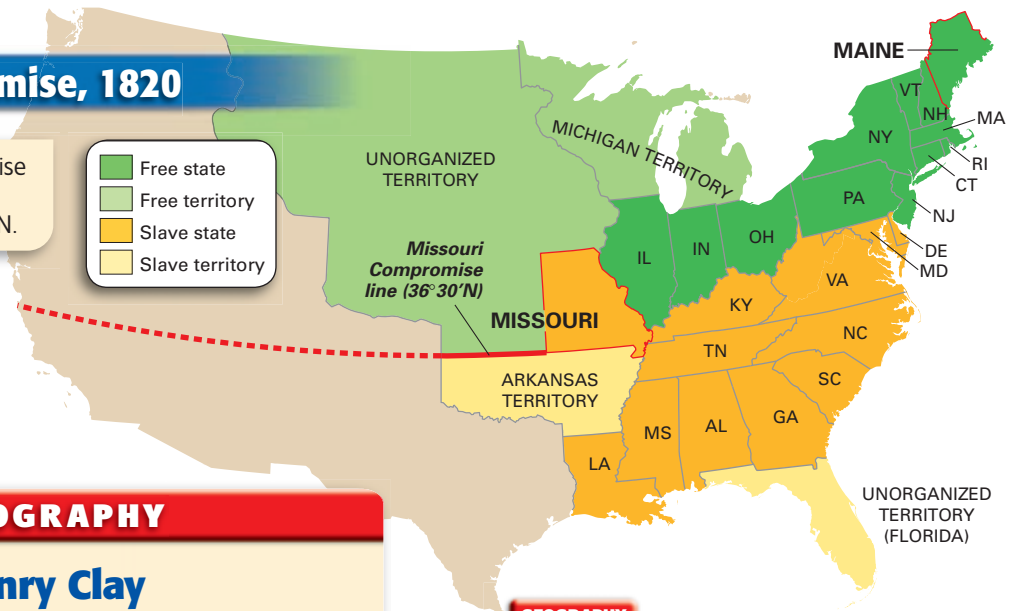
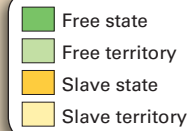
ACADEMIC VOCABULARY

incentive
something that leads people to follow a certain course of action



The Missouri Compromise, 1820

The Missouri Compromise banned slavery in the region north of 36° 30'N.



BIOGRAPHY

Henry Clay

1777–1852

Known as the silver-tongued Kentuckian, Henry Clay was a gifted speaker. He became involved in local politics early in his life, and by age 29 he was appointed to the U.S. Senate. Throughout his career in the Senate, he was dedicated to preserving the Union. The Missouri Compromise and a later agreement, the Compromise of 1850, helped to ease sectional tensions, at least temporarily.

Analyzing Why did Henry Clay work for compromises between regions?

GEOGRAPHY SKILLS

INTERPRETING MAPS

- 1. Region** In which part of the country was slavery permitted?
- 2. Human-Environment Interaction** Why did leaders choose 36° 30' as the compromise line?

Missouri Compromise

Even during the Era of Good Feelings, disagreements between the different regions—known as **sectionalism**—threatened the Union. One such disagreement arose in 1819 when Congress considered Missouri's application to enter the Union as a slave state. At the time, the Union had 11 free states and 11 slave states. Adding a new slave state would have tipped the balance in the Senate in favor of the South.

To protect the power of the free states, the House passed a special amendment. It declared that the United States would accept Missouri as a slave state, but importing enslaved Africans into Missouri would be illegal. The amendment also set free the children of Missouri slaves. Southern politicians angrily opposed this plan.

North Carolina senator Nathaniel Macon wanted to continue adding slave states. "Why depart from the good old way, which has kept us in quiet, peace, and harmony?" he asked. Eventually, the Senate rejected the amendment. Missouri was still not a state.

by a Boston editor in 1817 during James Monroe's visit to New England early in his presidency.

The emphasis on national unity was strengthened by two Supreme Court case decisions that reinforced the power of the federal government. In the 1819 case *McCulloch v. Maryland*, the Court asserted the implied powers of Congress in allowing for the creation of a national bank. In the 1824 case *Gibbons v. Ogden*, the Court said that the states could not interfere with the power of Congress to regulate interstate commerce.

READING CHECK **Drawing Inferences** How did new roads and canals affect the economy?

Henry Clay convinced Congress to agree to the **Missouri Compromise**, which settled the conflict that had arisen from Missouri's application for statehood. This compromise had three main conditions:

1. Missouri would enter the Union as a slave state.
2. Maine would join the Union as a free state, keeping the number of slave and free states equal.
3. Slavery would be prohibited in any new territories or states formed north of 36°30' latitude—Missouri's southern border.

Congress passed the Missouri Compromise in 1820. Despite the success of the compromise, there were still strong disagreements between the North and South over the expansion of slavery.

READING CHECK **Drawing Conclusions** Why did Henry Clay propose the Missouri Compromise to resolve the issue of Missouri statehood?

The Election of 1824

Soon, a presidential election also brought controversy. Andrew Jackson won the most popular votes in 1824. However, he did not have enough electoral votes to win office. Under the Constitution, the House of Representatives had to choose the winner. When the House chose **John Quincy Adams** as president, Jackson's supporters claimed that Adams had made a **corrupt bargain** with Henry Clay. These accusations grew after Adams chose Clay to be secretary of state. The controversy weakened Adams's support.

READING CHECK **Drawing Inferences** Why did Adams have weak support during his presidency?

FOCUS ON READING

How is the term **corrupt bargain** an example of semantic slanting?

SUMMARY AND PREVIEW Strong nationalistic feeling contributed to the development of America's politics and economy. In the next section you will read about the development of a new national culture.

Section 2 Assessment

 hmhsocialstudies.com
ONLINE QUIZ

Reviewing Ideas, Terms, and People

1. **a. Describe** What was the **Era of Good Feelings**?
b. Analyze Explain the impact the *McCulloch v. Maryland* and *Gibbons v. Ogden* decisions had on the federal government.
c. Predict How would transportation improvements eventually aid the economy of the United States?
2. **a. Recall** What role did **Henry Clay** play in the debate over Missouri's statehood?
b. Explain What problem did Missouri's request for statehood cause?
c. Elaborate Was the **Missouri Compromise** a good solution to the debate between free states and slave states? Explain your answer.
3. **a. Identify** Who were the candidates in the presidential election of 1824? How was the winner determined?
b. Draw Conclusions Why did **John Quincy Adams** lose popular support following the election of 1824?

Critical Thinking

4. **Evaluating** Review your notes on nationalism during the Era of Good Feelings. Then copy the following graphic organizer, and use it to identify how threats to nationalism were resolved by the Missouri Compromise.



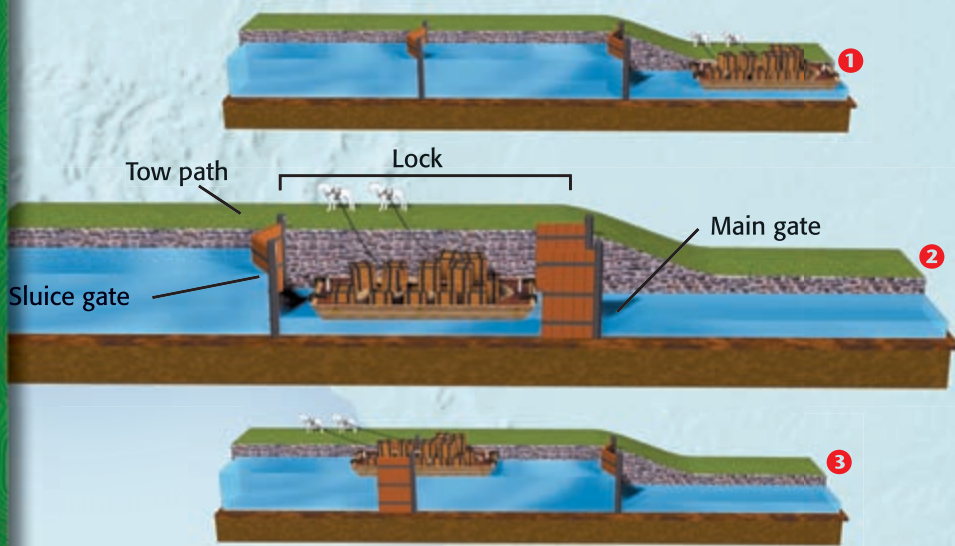
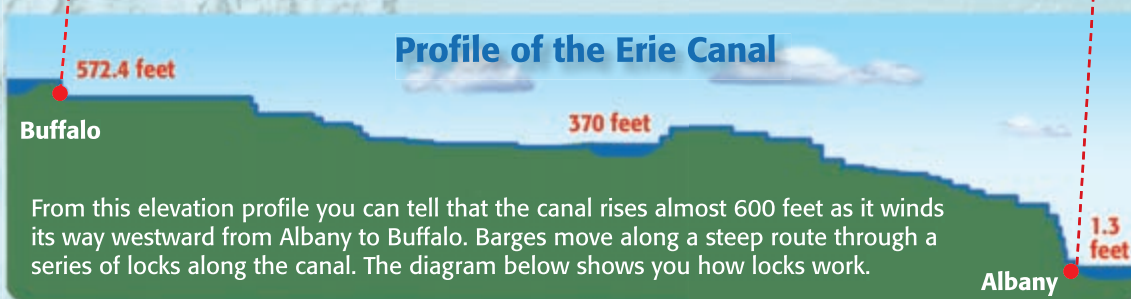
FOCUS ON WRITING

5. **Judging Self-Esteem** Another way you can tell about people's characters is by how they view themselves. Are they self-confident? Do they make healthy choices? As you read this section, think of the United States as a person and jot down notes about the view the United States had of itself. Is the new nation pleased with itself? Does it feel confident or confused?

History and Geography

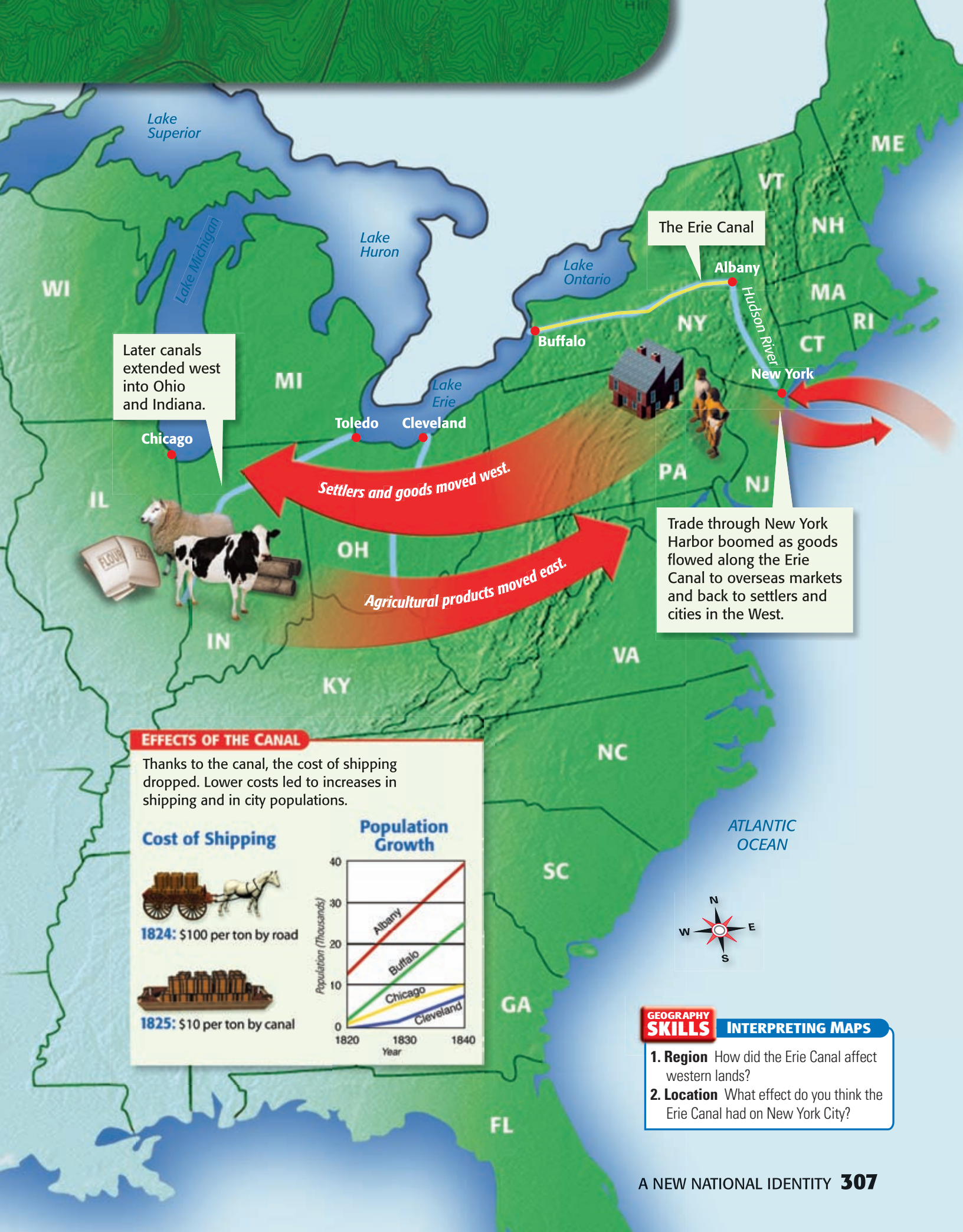
The Erie Canal

In 1825 New York opened the Erie Canal, which connected Buffalo on Lake Erie to Albany on the Hudson River. With the new canal, boats and barges could travel from New York Harbor in the east to the Great Lakes region in the west. Trade boomed, new cities formed, and settlers moved farther west as the Erie Canal helped open up the Midwest region to farming and settlement.



HOW Canal Locks WORK

- 1 The barge enters the lock through the main gate.
- 2 Water flows into the lock through the sluice gate to raise the boat to the next level.
- 3 The barge leaves the lock as mules help pull it across the water.



Later canals extended west into Ohio and Indiana.

The Erie Canal

Trade through New York Harbor boomed as goods flowed along the Erie Canal to overseas markets and back to settlers and cities in the West.

Settlers and goods moved west.

Agricultural products moved east.

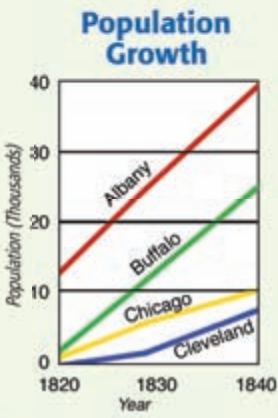
EFFECTS OF THE CANAL

Thanks to the canal, the cost of shipping dropped. Lower costs led to increases in shipping and in city populations.

Cost of Shipping

1824: \$100 per ton by road

1825: \$10 per ton by canal



GEOGRAPHY SKILLS INTERPRETING MAPS

- 1. Region** How did the Erie Canal affect western lands?
- 2. Location** What effect do you think the Erie Canal had on New York City?

American Culture

What You Will Learn...

Main Ideas

1. American writers created a new style of literature.
2. A new style of art showcased the beauty of America and its people.
3. American ideals influenced other aspects of culture, including religion and music.
4. Architecture and education were affected by cultural ideals.

The Big Idea

As the United States grew, developments in many cultural areas contributed to the creation of a new American identity.

Key Terms and People

Washington Irving, p. 308

James Fenimore Cooper, p. 309

Hudson River school, p. 310

Thomas Cole, p. 310

George Caleb Bingham, p. 310



Use the graphic organizer online to take notes on the new developments in American culture in the 1820s and 1830s.

If YOU were there...

You live in Philadelphia in 1830. Though you've lived in the city all your life, you dream about the West and the frontier. Now you've discovered a wonderful writer whose stories tell about frontier life and events in American history. You can't wait to read his next exciting adventure. You think that perhaps someday you could be a frontier hero, too.

Why would the frontier seem so exciting?

BUILDING BACKGROUND Until the early 1800s, Americans took most of their cultural ideas from Great Britain and Europe. But as American politics and the economy developed, so too did a new national culture. Writers and artists were inspired by American history and the American landscape.

American Writers

Like many people the world over, Americans expressed their thoughts and feelings in literature and art and sought spiritual comfort in religion and music. Developments in education and architecture also reflected the growing national identity.

One of the first American writers to gain international fame was **Washington Irving**. Born in 1783, he was named after George Washington. Irving's works often told about American

American Arts

Early to mid-1800s

American architects are inspired by ancient Greece and Rome.



history. Through a humorous form of writing called satire, Irving warned that Americans should learn from the past and be cautious about the future.

Irving shared this idea in one of his best-known short stories, “Rip Van Winkle.” This story describes a man who falls asleep during the time of the American Revolution. He wakes up 20 years later to a society he does not recognize. Irving published this and another well-known tale, “The Legend of Sleepy Hollow,” in an 1819–20 collection.

In some of his most popular works, Irving combined European influences with American settings and characters. His work served as a bridge between European literary traditions and a new type of writer who focused on authentically American characters and society.

Perhaps the best known of these new writers was **James Fenimore Cooper**. Cooper was born to a wealthy New Jersey family in 1789. Stories about the West and the Native Americans who lived on the frontier fascinated him. These subjects became the focus of his best-known works.

Cooper’s first book was not very successful, but his next novel, *The Spy*, was a huge success. Published in 1821, it was an adventure story set during the American Revolution. It appealed to American readers’ patriotism and desire for an exciting, action-filled story.

In 1823 Cooper published *The Pioneers*, the first of five novels featuring the heroic character Natty Bumppo. Cooper’s novels told of settling the western frontier and included historical events. For example, his novel *The Last of the Mohicans* takes place during the French and Indian War. By placing fictional characters in a real historical setting, Cooper popularized a type of writing called historical fiction.

Some critics said that Cooper’s characters were not interesting. They particularly criticized the women in his stories; one writer labeled them “flat as a prairie.” Other authors of historical fiction, such as Catharine Maria Sedgwick, wrote about interesting heroines. Sedgwick’s characters were inspired by the people of the Berkshire Hills region of Massachusetts, where she lived. Her works include *A New-England Tale* and *Hope Leslie*.

READING CHECK Analyzing How did American writers such as Irving and Cooper help create a new cultural identity in the United States?

A New Style of Art

The writings of Irving and Cooper inspired painters. These artists began to paint landscapes that showed the history of America and the beauty of the land. Earlier American painters had mainly painted portraits. By the

1827

John Audubon begins publishing *The Birds of America*, which is highly admired in England.



1830s the Hudson River school had emerged. The artists of the **Hudson River school** created paintings that reflected national pride and an appreciation of the American landscape. They took their name from the subject of many of their paintings—the Hudson River valley.

Landscape painter **Thomas Cole** was a founder of the Hudson River school. He had moved to the United States from Britain in 1819. He soon recognized the unique qualities of the American landscape. As his work gained fame, he encouraged other American artists to show the beauty of nature. “To walk with nature as a poet is the necessary condition of a perfect artist,” Cole once said.

By the 1840s the style of American painting was changing. More artists were trying to combine images of the American landscape with scenes from people’s daily lives. Painters like **George Caleb Bingham** and Alfred Jacob Miller travelled west to paint scenes of the American frontier, including trappers, traders, settlers, and Native Americans.

READING CHECK **Finding Main Ideas** How did the style of American art change to reflect the American way of life in the early 1800s?

were held for the purpose of reawakening religious faith. These meetings sometimes lasted for days and included large sing-alongs.

At many revival meetings people sang songs called spirituals. Spirituals are a type of folk hymn found in both white and African American folk-music traditions. This type of song developed from the practice of calling out text from the Bible. A leader would call out the text one line at a time, and the congregation would sing the words using a familiar tune. Each singer added his or her own style to the tune. The congregation of singers sang freely as inspiration led them.

While spirituals reflected the religious nature of some Americans, popular folk music of the period reflected the unique views of the growing nation in a different way. One of the most popular songs of the era was “Hunters of Kentucky,” which celebrated the Battle of New Orleans. It became an anthem for the spirit of nationalism in the United States and was used successfully in Andrew Jackson’s campaign for the presidency in 1828.

READING CHECK **Summarizing** How did music reflect American interests in the early to mid-1800s?

Religion and Music

Through the early and mid-1800s, several waves of religious revivalism swept the United States. During periods of revivalism, meetings

Architecture and Education

American creativity extended to the way in which people designed buildings. Before the American Revolution, most architects followed the style used in Great Britain. After the

American Arts (continued)

1828

Noah Webster publishes his first dictionary of American—not British—English.



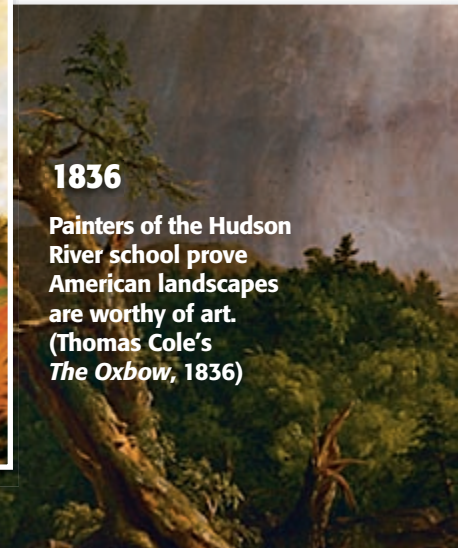
1830

George Catlin travels widely to paint images of Native American ways of life before they are lost.



1836

Painters of the Hudson River school prove American landscapes are worthy of art. (Thomas Cole’s *The Oxbow*, 1836)



Revolution, leaders such as Thomas Jefferson called for Americans to model their architecture after the styles used in ancient Greece and Rome. Many Americans admired the ancient civilization of Greece and the Roman Republic because they contained some of the same democratic and republican ideals as the new American nation did.

As time went by, more architects followed Jefferson's ideas. Growing American cities soon had distinctive new buildings designed in the Greek and Roman styles. These buildings were usually made of marble or other stone and featured large, stately columns.

Americans also embraced educational progress. Several early American political leaders expressed a belief that democracy would only succeed in a country of educated and enlightened people. But there was no general agreement on who should provide that education.

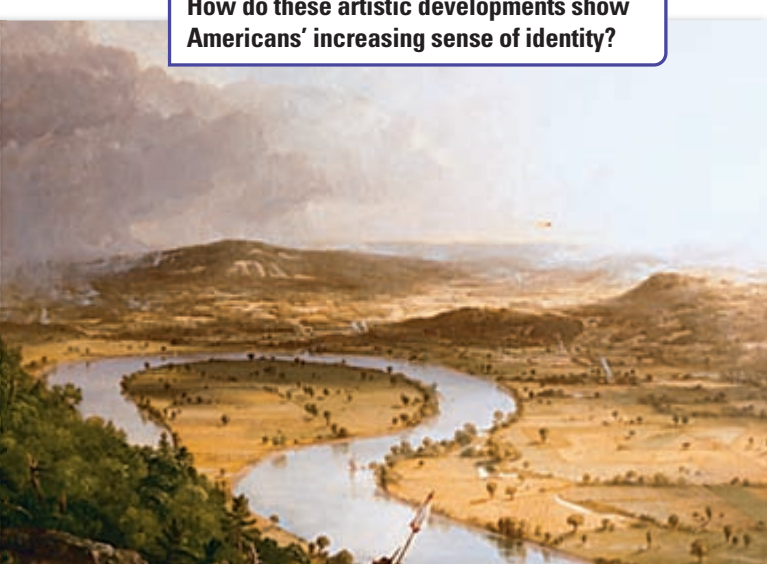
Eventually, the idea of a state-funded public school gathered support. In 1837 Massachusetts lawmakers created a state board of education. Other states followed this example, and the number of public schools slowly grew.

READING CHECK Identifying Points of View

Why did some Americans call for new architectural styles and more education after the American Revolution?

ANALYSIS SKILL ANALYZING INFORMATION

How do these artistic developments show Americans' increasing sense of identity?



SUMMARY AND PREVIEW As the United States grew, so did a unique national identity. In Chapter 10 you will read about the changing face of American democracy.

Section 3 Assessment

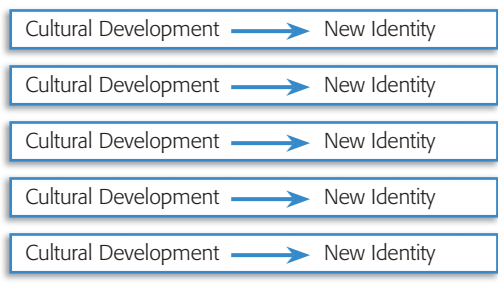
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ONLINE QUIZ

Reviewing Ideas, Terms, and People

1. **a. Describe** What topics interested American writers in the early 1800s?
b. Draw Conclusions Why is **Washington Irving** considered an important American writer?
2. **a. Identify** What influence did **Thomas Cole** have on American painters?
b. Describe How did American painting styles change from the early period to the mid-1800s?
3. **a. Describe** What effect did religious revivalism have on American music?
b. Elaborate Why do you think folk songs like "Hunters of Kentucky" were popular?
4. **a. Identify** On what historical examples did many American architects model their buildings?
b. Predict What might be some possible results of the growing interest in education in the United States?

Critical Thinking

5. **Categorizing** Review your notes about new developments in American culture. Copy the graphic organizer below and use it to show how these cultural developments reflected a new American identity.



FOCUS ON WRITING

6. **Identifying Values** You can tell much about someone's values by what that person makes. For instance, you could guess that a person who creates a collage of personal mementos for a friend's birthday is creative and values personal relationships. As you read this section, make note of what the United States created and what it valued.

Literature of the American Frontier

GUIDED READING

WORD HELP

accoutrements dress and gear

rude crude, rough

attenuated made thin

indurated hardened

unremitted ongoing

gartered fastened

ingenious clever

1 What do you learn about Natty Bumppo in the first paragraph?

2 A “girdle of wampum” is a belt strung with beads. Wampum were used by Native Americans for both money and decoration.

Make a list of the items Bumppo wears and carries. What does each item suggest about him?

from *The Last of the Mohicans*

by James Fenimore Cooper (1789–1851)

About the Reading *The Last of the Mohicans* is one of five novels known as the Leatherstocking Tales. These novels follow the life and adventures of American pioneer Natty Bumppo (also known as Leatherstocking, Hawkeye, and the Deerslayer). Bumppo is the perfect woodsman: resourceful, honest, kind to both his friends and his enemies, but always a loner at heart.

AS YOU READ Try to imagine what Natty Bumppo looks like.

On that day, two men were lingering on the banks of a small but rapid stream . . . While one of these loiterers showed the red skin and wild accoutrements of a native of the woods, the other exhibited, through the mask of his rude and nearly savage equipments, the brighter though sunburnt and long-faded complexion of one who might claim descent from a European parentage. **1**

The frame of the white man, judging by such parts as were not concealed by his clothes, was like that of one who had known hardships and exertion from his earliest youth. His person, though muscular, was rather attenuated than full; but every nerve and muscle appeared strung and indurated by unremitted exposure and toil. He wore a hunting shirt of forest green, fringed with faded yellow, and a summer cap of skins which had been shorn of their fur. He also bore a knife in a girdle of wampum, **2** like that which confined the scanty garments of the Indian, but no tomahawk. His moccasins were ornamented after the . . . fashion of the natives, while the only part of his underdress which appeared below the hunting frock was a pair of buckskin leggings that laced at the sides, and which were gartered above the knees with the sinews of a deer. A pouch and horn completed his personal accoutrements, though a rifle of great length, which the theory of the more ingenious whites had taught them was the most dangerous of all firearms, leaned against a neighboring sapling.

from *The Legend of Sleepy Hollow*

by Washington Irving (1783–1859)

About the Reading *“The Legend of Sleepy Hollow” has been called one of the first American short stories. Even though it is based on an old German folktale, its setting, a small village in the Hudson River valley, is American through and through. Irving’s knack for capturing the look and the feel of the region made the story instantly popular—as did the tale’s eerie central character, a horseman without a head.*

AS YOU READ Try to picture both the ghost and the setting.

The dominant spirit, however, that haunts this enchanted region, and seems to be commander in chief of all the powers of the air, is the apparition of a figure on horseback without a head. It is said by some to be the ghost of a Hessian trooper, ❶ whose head had been carried away by a cannon ball, in some nameless battle during the revolutionary war, and who is ever and anon seen by the country folk, hurrying along in the gloom of night, as if on the wings of the wind. His haunts are not confined to the valley, but extend at times to the adjacent roads, and especially to the vicinity of a church at no great distance. Indeed, certain of the most authentic historians of those parts, who have been careful in collecting and collating the floating facts concerning this spectre, allege, that the body of the trooper having been buried in the church yard, the ghost rides forth to the scene of battle in nightly quest of his head, ❷ and that the rushing speed with which he sometimes passes along the hollow, like a midnight blast, is owing to his being belated, and in a hurry to get back to the church yard before day break.

Such is the general purport of this legendary superstition, which has furnished materials for many a wild story in that region of shadows; and the spectre is known, at all the country firesides, by the name of The Headless Horseman of Sleepy Hollow. ❸

CONNECTING LITERATURE TO HISTORY

1. **Drawing Inferences** The writing of the period reflects a new national culture and identity. What do these passages suggest about the thoughts, feelings, or lives of early Americans?
2. **Making Predictions** *The Last of the Mohicans* takes place during the French and Indian War. Whose side do you think

Natty Bumppo would most likely take—that of the French and Indians, that of the English, or neither? Explain.

3. **Drawing Conclusions** Both of these stories were very popular in their time. Why do you think these stories were so popular? What is it about the stories that makes them entertaining?

GUIDED READING

WORD HELP

dominant prevailing; ruling
apparition a ghostlike form that appears suddenly
collating comparing
spectre ghost
allege to firmly state
purport sense; gist

❶ A Hessian trooper is a German mercenary soldier from the American Revolution.

How and when is the horseman said to have died?

❷ *Why does the horseman ride forth each night?*

❸ *What is happening “at all the country firesides”? What does this suggest about how early Americans entertained themselves?*

Identifying Central Issues

Define the Skill

The reasons for historical events are often complex and difficult to determine. An accurate understanding of them requires the ability to identify the central issues involved. A *central issue* is the main topic of concern in a discussion or dispute. In history, these issues are usually matters of public debate or concern. They generally involve political, social, moral, economic, or territorial matters.

Being able to identify central issues lets you go beyond what the participants in an event said and gain a more accurate understanding of it. The skill is also useful for understanding issues today, and for evaluating the statements of those involved.

Learn the Skill

In this chapter you learned about the dispute that arose over Missouri's admission to the Union. Yet that was not what this controversy was really about. Recognizing the central issue in this dispute helps you understand why each side fought so hard over just one state.

Use the following steps to identify central issues when you read about historical events.

- 1 Identify the main subject of the information.
- 2 Determine the nature and purpose of what you are reading. Is it a primary source or a secondary one? Why has the information been provided?
- 3 Find the strongest or most forceful phrases or statements in the material. These are often clues to the issues or ideas the speaker or writer thinks most central or important.

- 4 Determine how the information might be connected to the major events or controversies that were concerning the nation at the time.

Practice the Skill

Soon after the Missouri Compromise passed, Secretary of State John Quincy Adams wrote:

“The impression produced upon my mind by the progress of this discussion [the dispute over Missouri] is that the bargain between freedom and slavery contained in the Constitution . . . is morally and politically vicious, . . . cruel and oppressive. . . . I have favored this Missouri Compromise, believing it to be all that can be effected [accomplished] under the present Constitution, and from an extreme unwillingness to put the Union at hazard [risk]. But perhaps it would have been a . . . bolder course to have persisted in the restriction upon Missouri till it should have terminated [ended] in a convention of the states to . . . amend the Constitution. This would have produced a new Union of thirteen or fourteen states unpolluted with slavery . . . If the Union must be dissolved, slavery is precisely the question upon which it ought to break. For the present, however, this contest [issue] is laid to sleep.”

Apply the steps to identifying central issues to analyze Adams's statement and answer the following questions:

1. About what subject was Adams writing? What was his reason for making these remarks?
2. What did Adams believe was the most important issue in the dispute? What strong language does he use to indicate this?
3. What evidence suggests Adams did not think the breakup of the Union the central issue?



History's Impact

▶ video series

Review the video to answer the closing question:

How did the Roosevelt Corollary change the Monroe Doctrine?

Visual Summary



Use the visual summary below to help you review the main ideas of the chapter.



Reviewing Vocabulary, Terms, and People

Match the word in the left column with the correct definition in the right column.

- | | |
|--------------------------|--|
| 1. American System | a. an agreement that limited naval power on the Great Lakes for both the United States and British Canada |
| 2. George Caleb Bingham | b. American artist known for his focus on the American landscape and people |
| 3. Simon Bolívar | c. sense of pride and devotion to a nation |
| 4. Henry Clay | d. a group of American artists in the mid-1800s who focused on the American landscape |
| 5. Erie Canal | e. a leader of independence movements in Latin America, known as the Liberator |
| 6. Hudson River school | f. the plan to raise tariffs in order to finance internal improvements such as roads and canals |
| 7. James Monroe | g. president who promoted the acquisition of Florida, closer ties to Latin America, and presided during the Era of Good Feelings |
| 8. Monroe Doctrine | h. project that connected the Hudson River to Lake Erie and improved trade and transportation |
| 9. nationalism | i. representative from Kentucky who promoted improvements in transportation and the Missouri Compromise |
| 10. Rush-Bagot Agreement | j. U.S. declaration that any attempt by a foreign nation to establish colonies in the Americas would be viewed as a hostile act |

Comprehension and Critical Thinking

SECTION 1 (Pages 298–301)

11. **a. Identify** What were the four main points of the Monroe Doctrine?
- b. Draw Conclusions** How did the United States compromise in its disputes with British Canada?
- c. Evaluate** Which of the issues that the United States faced with foreign nations do you think was most important? Why?

SECTION 2 (Pages 302–305)

12. **a. Recall** What developments helped strengthen national unity in this period?
- b. Analyze** How was the disagreement over Missouri's statehood an example of sectionalism? How was the disagreement resolved?
- c. Predict** What effect might the election of 1824 have on national unity? Why?

SECTION 3 (Pages 308–311)

13. **a. Describe** How did popular music show the interests of Americans in the early 1800s?
- b. Make Inferences** Why do you think new American styles of art and literature emerged?
- c. Elaborate** Which element of American culture of the early 1800s do you find most appealing? Why?

Reviewing Themes

14. **Politics** How did the relations of the United States with foreign nations lead to a rise in nationalism?
15. **Society and Culture** What led to the creation of a uniquely American culture?

Using the Internet

16. **Activity: Researching** In this chapter you learned about the development of a distinctly American artistic and cultural identity. Through your online textbook, research the development of American culture in art and literature. Then create a visual display of your findings.

 nmhsocialstudies.com

Reading Skills

Bias and Historical Events Use the Reading Skills taught in this chapter to answer the question about the reading selection below.

When the House chose John Quincy Adams as president, Jackson's supporters claimed that Adams had made a corrupt bargain with Henry Clay. These accusations grew after Adams chose Clay to be secretary of state. (p. 305)

17. Which of the following used a biased definition, according to the above selection?
 - a. Andrew Jackson
 - b. supporters of Jackson
 - c. Henry Clay
 - d. John Quincy Adams

Social Studies Skills

Identifying Central Issues Use the Social Studies Skills taught in this chapter to answer the question about the reading selection below.

[Henry Clay] developed a plan that came to be known as the American System—a series of measures intended to make the United States economically self-sufficient. To build the economy, he pushed for a national bank that would provide a single currency, making interstate trade easier. Clay wanted the money from a protective tariff to be used to improve roads and canals. (p. 302)

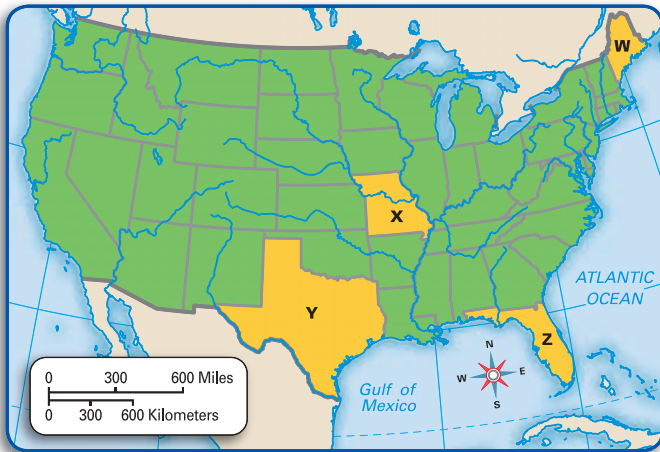
18. Which of the following is the central issue addressed by the American System?
 - a. economic unity
 - b. protective tariff
 - c. national bank
 - d. improving roads and canals

FOCUS ON WRITING

19. **Writing a Character Sketch** Write a paragraph describing your overall impression of the nation's character. Write one sentence describing each of these aspects of the United States: its relationships with others, its feelings about itself, and its values.

DIRECTIONS: Read each question and write the letter of the best response.

- 1** Use the map below to answer the following question.



The present-day state that became part of the United States in the Adams-Onís Treaty of 1819 is shown on the map by the letter

- A W.
B X.
C Y.
D Z.
- 2** The principle that European nations could establish no more colonies in North and South America was set forth in the
- A Missouri Compromise.
B Rush-Bagot Agreement.
C Monroe Doctrine.
D Convention of 1818.
- 3** The Missouri Compromise had a significant effect on the United States because it
- A established the present border with Canada.
B prohibited slavery north of Missouri's southern border.
C led to the expansion of roads and canals.
D settled conflicts between Native Americans in the West and the federal government.

- 4** Greek- and Roman-style architecture became common in the United States in the early 1800s because of
- A the popularity of President George Washington, who liked the building style.
B Americans' admiration for the ideals of Greek democracy and republicanism.
C the nation's desire to build as strong a military as the Greeks and Romans had.
D Americans' great feeling of nationalism after the War of 1812.
- 5** Which painting would have been typical of an artist of the Hudson River school in the 1830s and 1840s?
- A a portrait of a famous American
B a Native American hunting game
C a portrait of an ancient Greek or Roman lawmaker
D a scene showing America's natural beauty
- 6** Examine the following passage from a letter about American education and then use it to answer the question below.

“A lady asked me one day, ‘What state is Virginia in?’ Another asked, ‘Is Canada in Kentucky?’ Another supposed that ‘Joe Graphy [geography] was very hard to learn.’ Such is the cause of all our mistakes in religion, morals, and politics. When we are educated we can cast off prejudice and superstition. Education improves our judgments and restrains our passions. In short, it enables us to discover what is best for our welfare.”

— Anne Newport Royall, adapted from *Letters from Alabama, 1817-1822*

Document-Based Question Why might Royall and others try to make education available to more Americans? Explain.

The Age of Jackson

Essential Question What impact did Andrew Jackson's presidency have on the nation?



What You Will Learn...

In this chapter you will learn about President Andrew Jackson and why historians refer to his time in office as the Age of Jackson.

SECTION 1: Jacksonian Democracy 322

The Big Idea The expansion of voting rights and the election of Andrew Jackson signaled the growing power of the American people.

SECTION 2: Jackson's Administration 326

The Big Idea Andrew Jackson's presidency was marked by political conflicts.

SECTION 3: Indian Removal 332

The Big Idea President Jackson supported a policy of Indian removal.

FOCUS ON WRITING

An Interview You are a reporter for a large city newspaper in the year 1837. Andrew Jackson has just left office, and you have been given the assignment of interviewing him about his presidency and his role in American politics. As you read this chapter, you will write interview questions for your interview with Jackson.



This statue of Andrew Jackson has stood in Washington, D.C., for more than 150 years and captures the drive and spirit of the seventh president of the United States.



1828

Andrew Jackson is elected president.

Sequoya finishes a written language for the Cherokee.

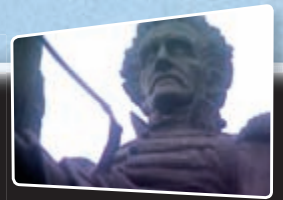


1830



1829

Louis Braille publishes a reading system for the blind.



1832
Andrew Jackson vetoes the charter renewal of the national Bank of the United States.



1836
Martin Van Buren is elected president.

1838
The Trail of Tears begins when U.S. troops remove the Cherokee from Georgia.

1835

1832 A British reform bill doubles the number of British men who can vote.

1833
Slavery is abolished in the British Empire.



1838
Dutch colonists known as Boers clash with the Zulu in southern Africa.

1839
The Opium War breaks out between Great Britain and China.

Reading Social Studies

Economics

Geography

Politics

Society
and Culture

Science and
Technology

Focus on Themes In this chapter you will read about the events that shaped the United States from 1828 to 1838. You will see how **political** and **economic** decisions were intertwined. For instance, you will read about the tensions between southern

and northern states over tariff regulations. You will also read about the forced relocation of many Native Americans to the West. Understanding how economic issues led to political decisions will help you understand this time.

Drawing Conclusions about the Past

Focus on Reading Writers don't always tell you everything you need to know about a subject. Sometimes you need to think critically about what they have said and make your own decisions about what you've read.

Drawing Conclusions Earlier in this book, you learned how to make inferences. Sometimes when you read, you will need to make several inferences and put them together. The result is a **conclusion**, an informed judgment that you make by combining information.

Election of 1828

The 1828 campaign focused a great deal on the candidates' personalities. Jackson's campaigners described him as a war hero who had been born poor and rose to success through his own hard work.

Adams was a Harvard graduate whose father had been the second U.S. president. Jackson's supporters described Adams as being out of touch with everyday people . . . When the ballots were counted, Jackson had defeated Adams, winning a record number of popular votes. (pp. 323–324)

Inference: Jackson shared many qualities with American voters.

+

Inference: Adams enjoyed many privileges that most Americans did not.

+

Inference: Jackson easily won the election by a huge majority.

Conclusion: In 1828, Americans chose a president to whom they could relate.

You Try It!

The following passage is from the chapter you are getting ready to read. As you read the passage, look for the facts of the situation.

The Election of 1834

In 1834 a new political party formed to oppose Jackson. Its members called themselves Whigs, after an English political party that opposed the monarchy, to make the point that Jackson was using his power like a king. The Whig Party favored the idea of a weak president and a strong Congress. Unable to agree on a presidential candidate, the Whigs nominated four men to run against Vice President Martin Van Buren. With strong backing from Jackson, Van Buren won the election.

*From
Chapter 10,
p. 330*

After you read the passage, answer the following questions.

1. From this passage, what can you infer about President Jackson's popularity with the Whig Party?
2. The Whigs could not choose a single presidential candidate, so they nominated four men. Based on what you know about elections from your studies and your past experiences, how do you think this affected the votes each man received?
3. Jackson's backing helped Van Buren win the presidency. From this, what can you infer about Jackson's popularity with the American people as a whole?
4. Using the inferences you made answering questions 1 through 3, draw a conclusion about why Van Buren won the election of 1834.

As you read Chapter 10, use your personal background knowledge and experience to draw conclusions about what you are reading.

Chapter 10

Section 1

nominating conventions (p. 323)
Jacksonian Democracy (p. 323)
Democratic Party (p. 323)
John C. Calhoun (p. 323)
spoils system (p. 324)
Martin Van Buren (p. 324)
Kitchen Cabinet (p. 324)

Section 2

Tariff of Abominations (p. 327)
states' rights doctrine (p. 328)
nullification crisis (p. 328)
Daniel Webster (p. 328)
McCulloch v. Maryland (p. 330)
Whig Party (p. 330)
Panic of 1837 (p. 331)
William Henry Harrison (p. 331)

Section 3

Indian Removal Act (p. 332)
Indian Territory (p. 332)
Bureau of Indian Affairs (p. 332)
Sequoya (p. 333)
Worcester v. Georgia (p. 334)
Trail of Tears (p. 334)
Black Hawk (p. 335)
Osceola (p. 335)

Academic Vocabulary

Success in school is related to knowing academic vocabulary—the words that are frequently used in school assignments and discussions. In this chapter, you will learn the following academic words:

criteria (p. 328)
contemporary (p. 333)

Jacksonian Democracy

What You Will Learn...

Main Ideas

1. Democracy expanded in the 1820s as more Americans held the right to vote.
2. Jackson's victory in the election of 1828 marked a change in American politics.

The Big Idea

The expansion of voting rights and the election of Andrew Jackson signaled the growing power of the American people.

Key Terms and People

nominating conventions, *p. 323*
 Jacksonian Democracy, *p. 323*
 Democratic Party, *p. 323*
 John C. Calhoun, *p. 323*
 spoils system, *p. 324*
 Martin Van Buren, *p. 324*
 Kitchen Cabinet, *p. 324*



Use the graphic organizer online to take notes on how an expansion of voting rights led to Andrew Jackson's election to the presidency.

If YOU were there...

It's 1829, and you live in Washington, D.C. You've come with a friend to the party for Andrew Jackson's inauguration as president. Your friend admires Jackson as a man of the people. You are less sure about his ability. Jackson's inauguration soon turns into a rowdy party, as mobs crowd into the White House. They break glasses and overturn the furniture.

How would you feel about having Jackson as your president?

BUILDING BACKGROUND In the early years of the United States, the right to vote belonged mainly to a few—free white men who owned property. As the country grew, more men were given the right to vote. This expansion of democracy led to the election of Andrew Jackson, a war hero. But not everyone approved of Jackson.

Expansion of Democracy

America in the early 1800s was changing fast. In the North, workshops run by the craftspeople who owned them were being replaced by large-scale factories owned by businesspeople and staffed by hired workers. In the South, small family farms began to give way to large cotton plantations, owned by wealthy white people and worked by enslaved African Americans. Wealth seemed to be concentrating into fewer hands. Many ordinary Americans felt left behind.

These same people also began to believe they were losing power in their government. In the late 1700s some Americans thought that government was best managed by wealthy, property-owning men. Government policies seemed targeted to help build the power of these people. The result was a growing belief that the wealthy were tightening their grip on power in the United States.

Hoping for change, small farmers, frontier settlers, and slaveholders rallied behind reform-minded Andrew Jackson, the popular hero of the War of 1812 and presidential candidate in the 1824 election. They believed Jackson would defend the rights of the common

Democracy in Action

Democracy spread in the early 1800s as more people became active in politics. Many of these people lived in the new western states. In these mostly rural areas, a political rally could be as simple as neighboring farmers meeting to talk about the issues of the day, as the farmers in the painting on the right are doing.

During the early 1800s democracy and demonstrations blossomed in the United States. The demonstrators of today owe much to the Americans of Andrew Jackson's time. Today, political rallies are a familiar sight in communities all over the country.



ANALYSIS SKILL

ANALYZING INFORMATION

How are the people in both pictures practicing democracy?

people and the slave states. And they had been bitterly disappointed in the way Jackson had lost the 1824 election because of the decision in the House of Representatives.

During the time of Jackson's popularity, many democratic reforms were made. Some states changed their qualifications for voters to grant more white males suffrage. The revised rules, however, usually excluded free blacks from voting as they had been allowed under original state constitutions. Political parties began holding public **nominating conventions**, where party members choose the party's candidates instead of the party leaders. This period of expanding democracy in the 1820s and 1830s later became known as **Jacksonian Democracy**.

READING CHECK Finding Main Ideas

How did voting rights change in the early 1800s?

Election of 1828

Jackson supporters were determined that their candidate would win the 1828 election. They formed the **Democratic Party** to support Jackson's candidacy. Many people who backed President Adams began calling themselves National Republicans.

The 1828 presidential contest was a rematch of the 1824 election. Once again, John Quincy Adams faced Andrew Jackson. Jackson chose **John C. Calhoun** as his vice presidential running mate.

The Campaign

The 1828 campaign focused a great deal on the candidates' personalities. Jackson's campaigners described him as a war hero who had been born poor and rose to success through his own hard work.

THE IMPACT TODAY

Just as they did in the 1820s, presidential campaigns today frequently focus on personal image—strong versus weak or government-insider versus newcomer, for example.

Primary Source

LETTER

People's President

Washington resident Margaret Bayard Smith was surprised by the chaos surrounding Jackson's inauguration.

“What a scene did we witness! . . . a rabble, a mob, of boys, . . . women, children, scrambling, fighting, romping . . . Cut glass and china to the amount of several thousand dollars had been broken . . . But it was the people's day, and the people's President, and the people would rule.”

—Margaret Bayard Smith, quoted in *Eyewitness to America*, edited by David Colbert

ANALYSIS SKILL

ANALYZING PRIMARY SOURCES

How does the author view the people that support Jackson?

Adams was a Harvard graduate whose father had been the second U.S. president. Jackson's supporters described Adams as being out of touch with everyday people. Even a fan of Adams agreed that he was “as cold as a lump of ice.” In turn, Adams's supporters said Jackson was hot tempered, crude, and ill-equipped to be president of the United States. When the ballots were counted, Jackson had defeated Adams, winning a record number of popular votes.

Jackson's Inauguration

Jackson's supporters saw his victory as a win for the common people. A crowd cheered outside the Capitol as he took his oath of office. The massive crowd followed Jackson to a huge party on the White House lawn. The few police officers on hand had difficulty controlling the partygoers.

As president, Jackson rewarded some of his supporters with government jobs. This **spoils system**—the practice of giving government jobs to political backers—comes from the saying “to the victor belong the spoils [valued goods] of the enemy.”

Secretary of State **Martin Van Buren** was one of Jackson's strongest allies in his official cabinet. President Jackson also relied a great deal on his **Kitchen Cabinet**, an informal group of trusted advisers who sometimes met in the White House kitchen.

READING CHECK Analyzing How might the spoils system cause disputes?

SUMMARY AND PREVIEW The expansion of democracy swept Andrew Jackson into office. In the next section you will read about the increasing regional tensions that occurred during Jackson's presidency.

Section 1 Assessment



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ONLINE QUIZ

Reviewing Ideas, Terms, and People

- Recall** What changes did the new western states make that allowed more people to vote?
 - Draw Conclusions** How did **nominating conventions** allow the people more say in politics?
 - Predict** How might changes to the voting process brought about by **Jacksonian Democracy** affect politics in the future?
- Recall** What two new political parties faced off in the election of 1828? Which candidate did each party support?
 - Make Inferences** Why did **Andrew Jackson** have more popular support than did Adams?
 - Evaluate** Do you think the **spoils system** was an acceptable practice? Explain your answer.

Critical Thinking

- Identifying Effect** Review your notes on the election of Andrew Jackson to the presidency. Then use a cause-and-effect chart like this one to show the ways in which Jacksonian Democracy increased Americans' political power.



FOCUS ON WRITING

- Noting Significance** As you read this section, note things that made Jackson's political campaign and election significant in the history of American politics.

Andrew Jackson

If you were president, how would you use your powers?

When did he live? 1767–1845

Where did he live? Jackson was born in Waxhaw, a region along the border of the North and South Carolina colonies. In 1788 he moved to Nashville, Tennessee, which was still a part of North Carolina. There he built a mansion called the Hermitage. He lived in Washington as president, then retired to the Hermitage, where he died.

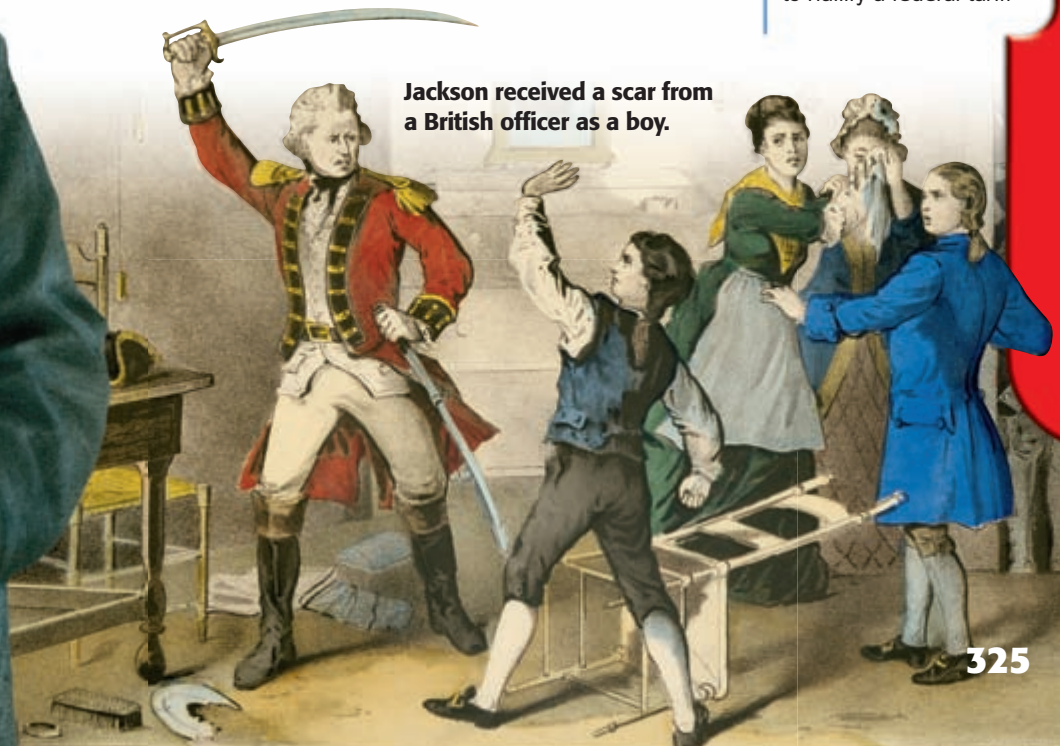
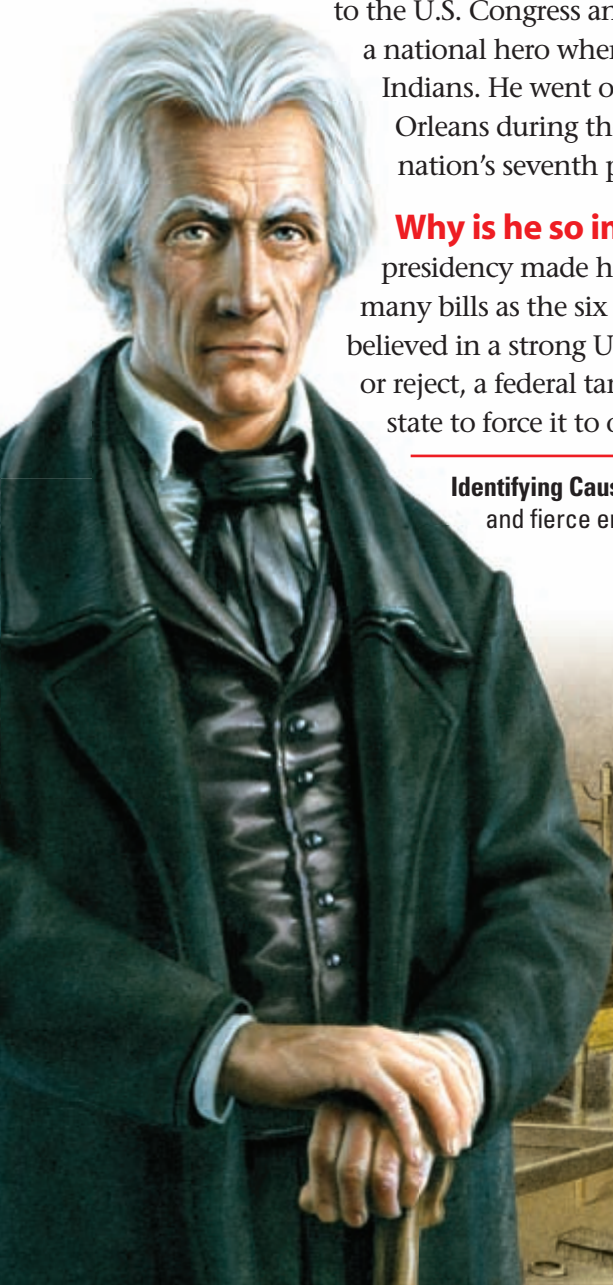
What did he do? Jackson had no formal education, but he taught himself law and became a successful lawyer. He became Tennessee's first representative to the U.S. Congress and also served in the Senate. Jackson became a national hero when his forces defeated the Creek and Seminole Indians. He went on to battle the British in the Battle of New Orleans during the War of 1812. Jackson was elected as the nation's seventh president in 1828 and served until 1837.

Why is he so important? Jackson's belief in a strong presidency made him both loved and hated. He vetoed as many bills as the six previous presidents together. Jackson also believed in a strong Union. When South Carolina tried to nullify, or reject, a federal tariff, he threatened to send troops into the state to force it to obey.

Identifying Cause and Effect Why did Jackson gain loyal friends and fierce enemies?

KEY EVENTS

- **1796–1797**
Served in the U.S. House of Representatives
- **1797–1798**
Served in the U.S. Senate
- **1798–1804**
Served on the Tennessee Supreme Court
- **1821**
Governor of Florida Territory
- **1823–1825**
Served in the U.S. Senate
- **1829–1837**
Served as president of the United States
- **1832**
Vetoed rechartering the Second Bank of the United States. Threatened to send troops to South Carolina when it tried to nullify a federal tariff



Jackson received a scar from a British officer as a boy.

Jackson's Administration

What You Will Learn...

Main Ideas

1. Regional differences grew during Jackson's presidency.
2. The rights of the states were debated amid arguments about a national tariff.
3. Jackson's attack on the Bank sparked controversy.
4. Jackson's policies led to the Panic of 1837.

The Big Idea

Andrew Jackson's presidency was marked by political conflicts.

Key Terms and People

Tariff of Abominations, p. 327
 states' rights doctrine, p. 328
 nullification crisis, p. 328
 Daniel Webster, p. 328
McCulloch v. Maryland, p. 330
 Whig Party, p. 330
 Panic of 1837, p. 331
 William Henry Harrison, p. 331



Use the graphic organizer online to take notes on the conflicts that Andrew Jackson faced during his administration.

If YOU were there...

You live on a small farm in South Carolina in 1829. Your family grows corn and cotton to sell, as well as vegetables for your own table. Although you grow your own food, you also depend on imported wool, flax, iron, and hemp to make ropes. But the government has just put new taxes on these products from Europe. Now they're too expensive for you to buy!

How would you feel about the new taxes on imports?

BUILDING BACKGROUND Even though Americans had a new feeling of national unity, different sections of the country still had very different interests. The industrial North competed with the agricultural South and the western frontier. As Congress favored one section over another, political differences grew.

Sectional Differences Increase

Regional differences had a major effect on Andrew Jackson's presidency. Americans' views of Jackson's policies were based on where they lived and the economy of those regions.

Three Regions Emerge

There were three main U.S. regions in the early 1800s. The North, first of all, had an economy based on trade and on manufacturing. Northerners supported tariffs because tariffs helped them compete with British factories. Northerners also opposed the federal government's sale of public land at cheap prices. Cheap land encouraged potential laborers to move from northern factory towns to the West.

The second region was the South. Its economy was based on farming. Southern farmers raised all types of crops, but the most popular were the cash crops of cotton and tobacco. Southerners sold a large portion of their crops to foreign nations.

Regions of the United States, Early 1800s

QUICK
FACTS



NORTH

- Economy based on manufacturing
- Support for tariffs—American goods could be sold at lower prices than could British goods



SOUTH

- Economy based on agriculture
- Opposition to tariffs, which increased the cost of imported goods



WEST

- Emerging economy
- Support for internal improvements and the sale of public lands

Southerners imported their manufactured goods. Tariffs made imported goods more expensive for southern farmers. In addition, high tariffs angered some of the South's European trading partners. These trading partners would likely raise their own tariffs in retaliation. To avoid this situation, southerners called for low tariffs.

Southerners also relied on enslaved African Americans to work the plantations. The issue of slavery would become increasingly controversial between the North and South.

In the third region, the West, the frontier economy was just emerging. Settlers favored policies that boosted their farming economy and encouraged further settlement. Western farmers grew a wide variety of crops. Their biggest priority was cheap land and internal improvements such as better roads and water transportation.

Tariff of Abominations

Tariffs became one of the first issues that President Jackson faced. In 1827, the year before Jackson's election, northern manufacturers began to demand a tariff on imported woolen goods. Northerners wanted the tariff

to protect their industries from foreign competition, especially from Great Britain.

British companies were driving American ones out of business with their inexpensive manufactured goods. The tariff northerners supported, however, was so high that importing wool would be impossible. Southerners opposed the tariff, saying it would hurt their economy.

Before Andrew Jackson took office, Congress placed a high tariff on imports. Angry southerners called it the **Tariff of Abominations**. (An abomination is a hateful thing.) Southern voters were outraged.

President John Quincy Adams signed the tariff legislation, though he did not fully support it. In early U.S. history, presidents tended to reserve veto power for legislation that they believed violated the Constitution. Signing the tariff bill meant Adams would surely be defeated in his re-election bid. The new tariff added fuel to the growing sectional differences plaguing the young nation.

READING CHECK Summarizing Describe the sectional economic differences in the United States during the early 1800s.

States' Rights Debate

When Andrew Jackson took office in 1829, he was forced to respond to the growing conflict over tariffs. At the core of the dispute was the question of an individual state's right to disregard a law that had been passed by the U.S. Congress.

Nullification Crisis

Early in his political career, Vice President John C. Calhoun had supported the **criteria** of a strong central government. But in 1828 when Congress passed the Tariff of Abominations, Calhoun joined his fellow southerners in protest. Economic depression and previous tariffs had severely damaged the economy of his home state, South Carolina. It was only beginning to recover in 1828. Some leaders in the state even spoke of leaving the Union over the issue of tariffs.

In response to the tariff, Calhoun drafted the *South Carolina Exposition and Protest*. It said that Congress should not favor one state or region over another. Calhoun used the *Protest* to advance the **states' rights doctrine**, which said that since the states had formed the national government, state power should be greater than federal power. He believed states had the right to nullify, or reject, any federal law they judged to be unconstitutional.

Calhoun's theory was controversial, and it drew some fierce challengers. Many of them were from the northern states that had benefited from increased tariffs. These opponents believed that the American people, not the individual states, made up the Union. **Conflict between the supporters and the opponents of nullification deepened. The dispute became known as the nullification crisis.**

Although he chose not to put his name on his *Exposition and Protest*, Calhoun did resign from the vice presidency. He was then elected to the Senate, where he continued his arguments in favor of nullification. Martin Van Buren replaced Calhoun as vice president when Jackson was re-elected president.

The Hayne-Webster Debate

The debate about states' rights began early in our nation's history. Thomas Jefferson and James Madison supported the states' power to disagree with the federal government in the Virginia and Kentucky Resolutions of 1798–99. Some of the delegates at the Hartford Convention supported states' rights. But Calhoun's theory went further. He believed that states could judge whether a law was or was not constitutional. This position put the power of the Supreme Court in question.

The issue of nullification was intensely debated on the floor of the Senate in 1830. Robert Y. Hayne, senator from South Carolina, defended states' rights. He argued that nullification gave states a way to lawfully protest federal legislation. **Daniel Webster** of Massachusetts argued that the United States was one nation, not a pact among independent states. He believed that the welfare of the nation should override that of individual states.

Jackson Responds

Although deeply opposed to nullification, Jackson was concerned about economic problems in the southern states. In 1832 he urged Congress to pass another tariff that lowered the previous rate. South Carolina thought the slight change was inadequate. The state legislature took a monumental step; it decided to test the doctrine of states' rights.

South Carolina's first action was to pass the Nullification Act, which declared the 1828 and 1832 tariffs "null, void ... [and not] binding upon this State, its officers or citizens." South Carolina threatened to withdraw from the Union if federal troops were used to collect duties. The legislature also voted to form its own army. Jackson was enraged.

The president sternly condemned nullification. Jackson declared that he would enforce the law in South Carolina. At his request, Congress passed the Force Bill,

ACADEMIC VOCABULARY

criteria
basic requirements

FOCUS ON READING

What conclusions can you draw about the importance of the states' rights debate after reading this section?

approving use of the army if necessary. In light of Jackson's determined position, no other state chose to support South Carolina.

Early in 1833, Henry Clay of Kentucky had proposed a compromise that would gradually lower the tariff over several years. As Jackson's intentions became clear, both the U.S. Congress and South Carolina moved quickly to approve the compromise. The Congress would decrease the tariff, and South Carolina's leaders would enforce the law.

Despite the compromise, neither side changed its beliefs about states' rights. The argument continued for years, ending in the huge conflict known as the Civil War.

READING CHECK Summarizing What led to the nullification crisis, and why was it important?

Jackson Attacks the Bank

President Jackson upheld federal authority in the nullification crisis. He did not, however, always support greater federal power. For

example, he opposed the Second Bank of the United States, founded by Congress in 1816.

The Second Bank of the United States was given a 20-year charter. This charter gave it the power to act exclusively as the federal government's financial agent. The Bank held federal deposits, made transfers of federal funds between states, and dealt with any payments or receipts involving the federal government. It also issued bank notes, or paper currency. Some 80 percent of the Bank was privately owned, but its operations were supervised by Congress and the president.

Many states, particularly in the South, had opposed the Bank. Small farmers believed that the Bank only helped wealthy businesspeople. Jackson also questioned the legality of the Bank. He believed it was an unconstitutional extension of the power of Congress. The states, he thought, should have the power to control the banking system.

Some states decided to take action. Maryland tried to pass a tax that would limit the

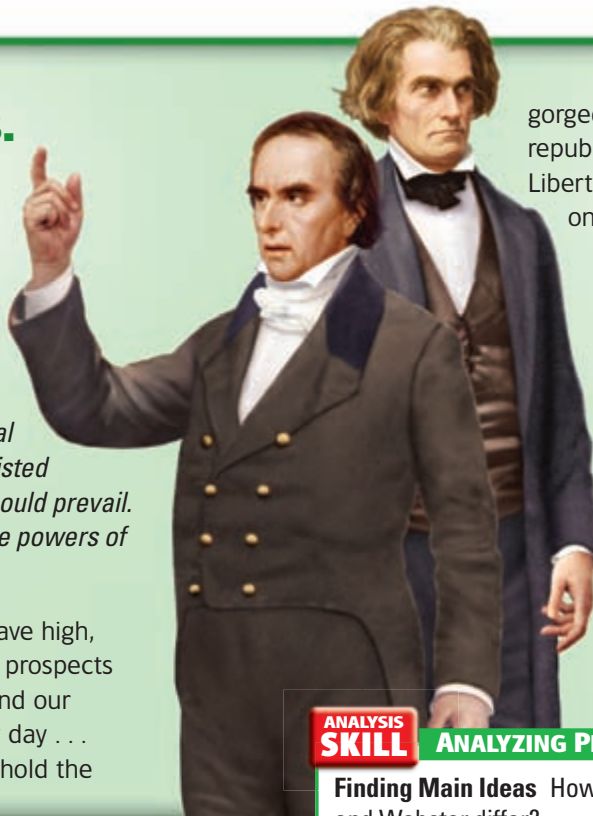
Primary Source

POINTS OF VIEW

States' Rights vs. the Union

The framers of the Constitution created a document that was remarkable in its scope. But a few issues were unresolved. One of the most controversial was the matter of states' rights versus the authority of the federal government. Daniel Webster insisted that the interests of the Union should prevail. John C. Calhoun believed that the powers of the states were greater.

“While the Union lasts we have high, exciting, gratifying [rewarding] prospects spread out before us, for us and our children. God grant that in my day . . . my eyes shall be turned to behold the



gorgeous ensign [flag] of the republic . . . bearing for its motto . . . Liberty and Union, now and forever one and inseparable.”

—Daniel Webster

from the Hayne-Webster debate, 1830

“If there be no protective power in the reserved rights of the states, they must in the end be forced to rebel . . . ”

—John C. Calhoun

from a letter to Virgil Maxcy, September 11, 1830

ANALYSIS SKILL

ANALYZING PRIMARY SOURCES

Finding Main Ideas How did the views of Calhoun and Webster differ?

Primary Source

POLITICAL CARTOON

Jackson against the Bank

Andrew Jackson's fight with the Bank was the subject of many political cartoons, like this one.

In this scene, Jackson is shown fighting a hydra that represents the national bank. The hydra is a mythological monster whose heads grow back when cut off. The heads of the hydra are portraits of politicians who opposed Jackson's policies.



Nicholas Biddle is at the center of the hydra. Why?

Andrew Jackson fights the hydra with a cane labeled "veto."

Why do you think the cartoonist chose this monster to represent the Bank?

ANALYSIS SKILL

ANALYZING PRIMARY SOURCES

How does this image show the difficulty Jackson had politically?



VIDEO

Jackson Censured in Bank War

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Bank's operations. James McCulloch, cashier of the Bank's branch in Maryland, refused to pay this tax. The state took him to court, and the resulting case went all the way to the U.S. Supreme Court. In ***McCulloch v. Maryland***, the Court ruled that the national bank was constitutional.

Nicholas Biddle, the Bank's director, decided to push for a bill to renew the Bank's charter in 1832. Jackson campaigned for the bill's defeat. "I will kill it," he promised. True to his word, Jackson vetoed the legislation when Congress sent it to him.

Congress could not get the two-thirds majority needed to override Jackson's veto. Jackson also weakened the Bank's power by moving most of its funds to state banks. In many cases, these banks used the funds to offer easy credit terms to people buying land. While this practice helped expansion in the West, it also led to inflation.

In the summer of 1836 Jackson tried to slow this inflation. He ordered Americans to use only gold or silver—instead of paper state-bank notes—to buy government-owned

land. This policy did not help the national economy as Jackson had hoped. Jackson did improve the economy by lowering the national debt. However, his policies opened the door for approaching economic troubles.

READING CHECK Analyzing Why did critics of the Second Bank of the United States oppose it?

Panic of 1837

Jackson was still very popular with voters in 1836. He chose not to run in 1836, however, and the Democrats nominated Vice President Martin Van Buren.

In 1834 a new political party had formed to oppose Jackson. Its members called themselves Whigs, after an English political party that opposed the monarchy, to make the point that Jackson was using his power like a king. The **Whig Party** favored the idea of a weak president and a strong Congress. Unable to agree on a candidate, the Whigs chose four men to run against Van Buren. Because of this indecision, and with backing from Jackson, Van Buren won the election.

The Supreme Court and Capitalism

CONNECT TO ECONOMICS

During the early 1800s, the Supreme Court made several rulings that helped define federal power over contracts and commerce. These rulings reinforced capitalism as the ruling economic system in the United States.

What effect did the Supreme Court have on economic development?

1810

Fletcher v. Peck

State legislatures could not pass laws violating existing contracts.

1819

Dartmouth College v. Woodward

State legislatures could not pass laws to change the charters of institutions or businesses.

McCulloch v. Maryland

States do not have the power to tax federal institutions.

1824

Gibbons v. Ogden

Only the federal government has the power to regulate interstate and foreign commerce.

Shortly after Van Buren took office, the country experienced the **Panic of 1837**, a severe economic depression. Jackson's banking policies and his unsuccessful plan to curb inflation contributed to the panic. But people blamed Van Buren.

In 1840 the Whigs united against the weakened Van Buren to stand behind one candidate, **William Henry Harrison**, an army general. Harrison won in an electoral landslide. The Whigs had achieved their goal of winning the presidency.

READING CHECK Identifying Cause and Effect

What contributed to the Panic of 1837, and how did it affect the 1840 election?

SUMMARY AND PREVIEW The states' rights debate dominated much of Jackson's presidency. In the next section you will learn about the removal of American Indians from the southeastern United States.

Section 2 Assessment



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ONLINE QUIZ

Reviewing Ideas, Terms, and People

- a. **Recall** On what were the economies of the northern, southern, and western states based?

b. **Predict** How might the sectional issues involved in the dispute over the **Tariff of Abominations** lead to future problems between North and South?
- a. **Describe** What roles did **Daniel Webster** and John C. Calhoun play in the **nullification crisis**?

b. **Summarize** What idea did supporters of the **states' rights doctrine** promote?
- a. **Describe** What problems resulted from weakening the Bank?

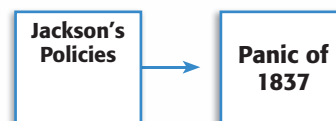
b. **Draw Conclusions** Why did Jackson veto the bill to renew the Second Bank of the United States?
- a. **Recall** What caused the **Panic of 1837**?

b. **Summarize** How did the **Whig Party** win the election of 1840?

c. **Elaborate** Why do you think Jackson chose not to run for the presidency in 1836? Do you think he made the right decision? Why?

Critical Thinking

- Identifying Cause and Effect** Review your notes on the political conflicts during Jackson's administration. Then use a graphic organizer like the one below to show how some of Jackson's policies dealing with conflicts led to the Panic of 1837.



FOCUS ON WRITING

- Identifying Important Conflicts** Stories about conflict sell newspapers. As you read this section, list important conflicts that occurred during Jackson's presidency and note the role Jackson played in creating or resolving the conflicts.

Indian Removal

What You Will Learn...

Main Ideas

1. The Indian Removal Act authorized the relocation of Native Americans to the West.
2. Cherokee resistance to removal led to disagreement between Jackson and the Supreme Court.
3. Other Native Americans resisted removal with force.

The Big Idea

President Jackson supported a policy of Indian removal.

Key Terms and People

Indian Removal Act, p. 332
 Indian Territory, p. 332
 Bureau of Indian Affairs, p. 332
 Sequoia, p. 333
Worcester v. Georgia, p. 334
 Trail of Tears, p. 334
 Black Hawk, p. 335
 Osceola, p. 335



Use the graphic organizer online to take notes on the steps Andrew Jackson and the U.S. government took toward Indian removal.

If YOU were there...

You belong to the Cherokee nation. Your family has farmed rich lands in Georgia for as long as anyone can remember. You've learned some new ways from white settlers, too. At school you've learned to read both English and Cherokee. But now that doesn't seem important. The U.S. government is sending you and your people far away to unknown places in the West.

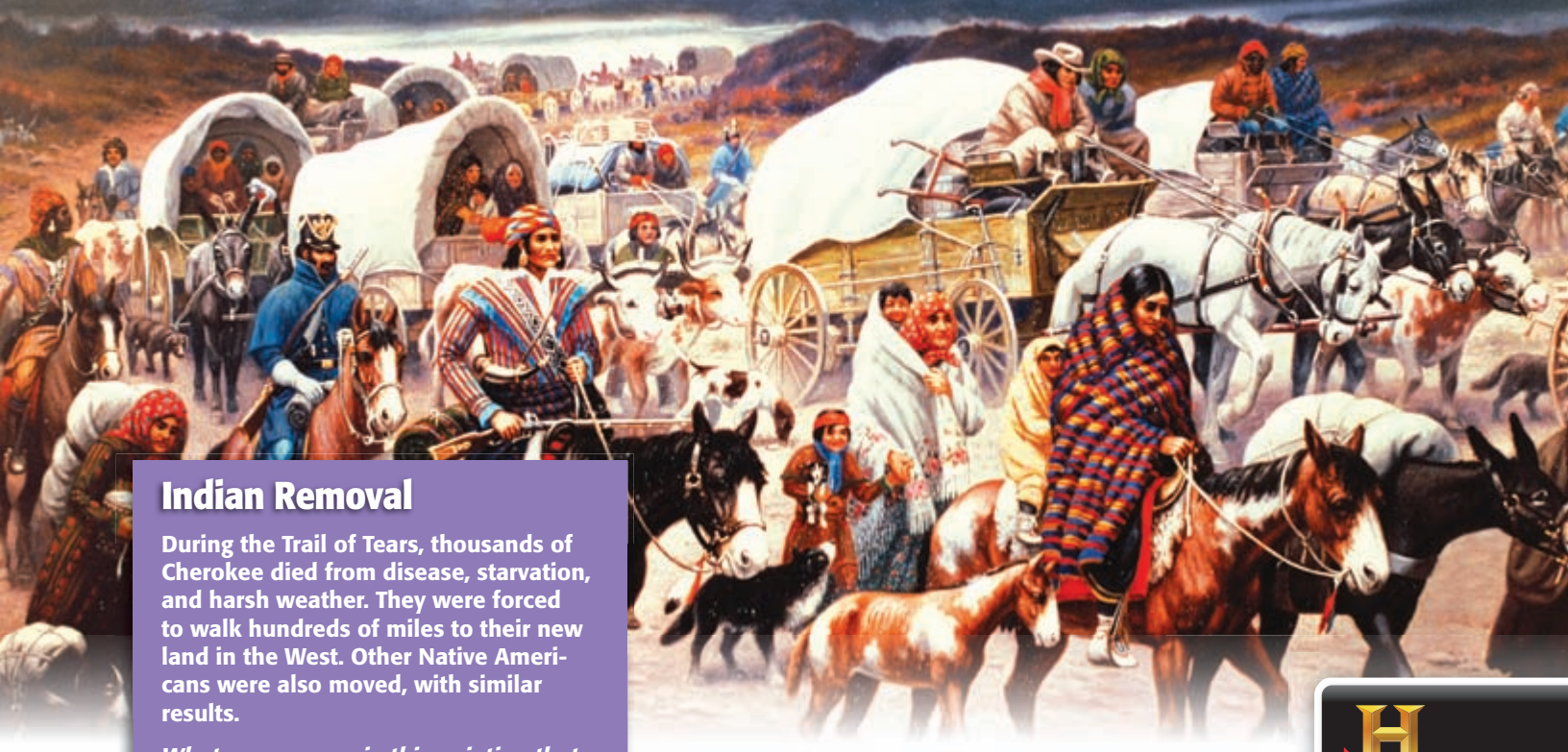
How would you feel about being taken away from your home?

BUILDING BACKGROUND President Andrew Jackson had become famous as an American Indian fighter. He had no sympathy with Native Americans' claim to the lands where they had always lived. With public support, he reversed the government's pledge to respect Indian land claims. The result was the brutal removal of the southeastern peoples to empty lands in the West.

Indian Removal Act

Native Americans had long lived in settlements stretching from Georgia to Mississippi. However, President Jackson and other political leaders wanted to open this land to settlement by American farmers. Under pressure from Jackson, Congress passed the **Indian Removal Act** in 1830, authorizing the removal of Native Americans who lived east of the Mississippi River to lands in the West.

Congress then established **Indian Territory**—U.S. land in what is now Oklahoma—and planned to move Native Americans there. Some supporters of this plan, like John C. Calhoun, argued that removal to Indian Territory would protect Indians from further conflicts with American settlers. "One of the greatest evils to which they are subject is that incessant [constant] pressure of our population," he noted. "To guard against this evil . . . there ought to be the strongest . . . assurance that the country given [to] them should be theirs." To manage Indian removal to western lands, Congress approved the creation of a new government agency, the **Bureau of Indian Affairs**.



Indian Removal

During the Trail of Tears, thousands of Cherokee died from disease, starvation, and harsh weather. They were forced to walk hundreds of miles to their new land in the West. Other Native Americans were also moved, with similar results.

What can you see in this painting that indicates this was a difficult journey?

The Choctaw were the first Indians sent to Indian Territory. The Mississippi legislature abolished the Choctaw government and then forced the Choctaw leaders to sign the Treaty of Dancing Rabbit Creek. This treaty gave more than 7.5 million acres of their land to the state. The Choctaw moved to Indian Territory during a disastrous winter trip. Federal officials in charge of the move did not provide enough food or supplies to the Choctaw, most of whom were on foot. About one-fourth of the Choctaw died of cold, disease, or starvation.

News of the Choctaw's hardships caused other Indians to resist removal. When the Creek resisted in 1836, federal troops moved in and captured some 14,500 of them. They led the Creek, many in chains, to Indian Territory. One Creek woman remembered the trip being filled with "the awful silence that showed the heartaches and sorrow at being taken from the homes and even separation from loved ones." The Chickasaw, who lived in upper Mississippi, negotiated a treaty for better supplies on their trip to Indian Territory. Nevertheless, many Chickasaw lives were also lost during removal.

READING CHECK Finding Main Ideas What major changes did President Jackson make to U.S. policy regarding Native Americans?

Cherokee Resistance

Many Cherokee had believed that they could prevent conflicts and avoid removal by adopting the **contemporary** culture of white people. In the early 1800s they invited missionaries to set up schools where Cherokee children learned how to read and write in English. The Cherokee developed their own government modeled after the U.S. Constitution with an election system, a bicameral council, and a court system. All of these were headed by a principal chief.

A Cherokee named **Sequoya** used 86 characters to represent Cherokee syllables to create a writing system for their own complex language. In 1828 the Cherokee began publishing a newspaper printed in both English and Cherokee.

The adoption of white culture did not protect the Cherokee. After gold was discovered on their land in Georgia, their treaty rights



VIDEO

Jackson: Cherokeees, Tariffs and Nullification

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ACADEMIC VOCABULARY

contemporary
existing at the same time

THE IMPACT TODAY

Members of the Cherokee Nation of northeastern Oklahoma are descendants of the Cherokee who were removed to Indian Territory. The group's population is about 70,000. Members of the Eastern Band of Cherokee Indians are descendants of the Cherokee who escaped removal. The 8,100 members of this group live mostly in western North Carolina.

were ignored. Georgia leaders began preparing for the Cherokee's removal. When they refused to move, the Georgia militia began attacking Cherokee towns. In response, the Cherokee sued the state. They said that they were an independent nation and claimed that the government of Georgia had no legal power over their lands.

In 1832 the Supreme Court, under the leadership of Chief Justice John Marshall, agreed. In **Worcester v. Georgia** the Court ruled that the Cherokee nation was a distinct community in which the laws of Georgia had no force. The Court also stated that only the federal government, not the states, had authority over Native Americans.

Georgia, however, ignored the Court's ruling, and President Jackson took no action to make Georgia follow the ruling. "John Marshall has made his decision; now let him enforce it," Jackson supposedly said. By not

enforcing the Court's decision, Jackson violated his presidential oath to uphold the laws of the land. However, most members of Congress and American citizens did not protest the ways Jackson removed Native Americans.

In the spring of 1838, U.S. troops began to remove all Cherokee to Indian Territory. A few were able to escape and hide in the mountains of North Carolina. After the Cherokee were removed, Georgia took their businesses, farms, and property.

The Cherokee's 800-mile forced march became known as the **Trail of Tears**. During the march, the Cherokee suffered from disease, hunger, and harsh weather. Almost one-fourth of the 18,000 Cherokee died on the march.

READING CHECK Finding Main Ideas

What was the *Worcester v. Georgia* ruling, and what was Jackson's response?

Primary Source

PERSONAL ACCOUNTS

Trail of Tears

The Cherokee knew that they would be forced to march West, but they did not know that so many of their people would die on the way. Here are two accounts of the Trail of Tears, one written before it started and one written after, both by Cherokee who made the trip.

March 10, 1838

Beloved Martha, I have delayed writing to you so long... If we Cherokees are to be driven to the west by the cruel hand of oppression to seek a new home in the west, it will be impossible... It is thus all our rights are invaded."

—Letter from Jenny, a Cherokee girl, just before her removal

ANALYSIS SKILL

ANALYZING POINTS OF VIEW

1. What is different about the concerns of the Cherokee before and after the Trail of Tears?
2. How do you think the survivors of the Trail of Tears felt when they reached Indian Territory?

"Long time we travel on way to new land. People feel bad when they leave Old Nation. Women cry and make sad wails, Children cry and many men cry... but they say nothing and just put heads down and keep on go towards West. Many days pass and people die very much."

—Recollections of a survivor of the Trail of Tears

Other Native Americans Resist

Other Native Americans decided to fight U.S. troops to avoid removal. Chief **Black Hawk**, a leader of Fox and Sauk Indians, led his people in a struggle to protect their lands in Illinois. By 1832, however, the Sauk forces were running out of food and supplies, and by 1850 they had been forced to leave.

In Florida, Seminole leaders were forced to sign a removal treaty that their followers decided to ignore. A leader named **Osceola** called upon his people to resist with force, and the Second Seminole War began. Osceola was captured and soon died in prison. His followers, however, continued to fight. Some 4,000 Seminole were removed and hundreds of others killed. Eventually, U.S. officials decided to give up the fight. Small groups of Seminole had resisted removal, and their descendants live in Florida today.

READING CHECK **Evaluating** How effective was Native American resistance to removal?



SUMMARY AND PREVIEW President Jackson supported the removal of thousands of Native Americans from their traditional lands to the federal territory in the West. In the next chapter you will learn about the westward growth of the nation as farmers, ranchers, and other settlers moved West.

Section 3 Assessment

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ONLINE QUIZ

Reviewing Ideas, Terms, and People

- a. Identify** What Native American groups were affected by the **Indian Removal Act**? Where were they relocated?

b. Explain Why did government officials want to relocate Native Americans to the West?

c. Predict What are some possible effects that the Indian Removal Act might have on Native Americans already living in the West?
- a. Identify** What was the **Trail of Tears**?

b. Analyze Why did the state of Georgia want to relocate the Cherokee, and what did the Cherokee do in response?

c. Elaborate What do you think of President Jackson's refusal to enforce the **Worcester v. Georgia** ruling?
- a. Describe** What led to the Second Seminole War?

b. Compare and Contrast How were the Seminole and the Sauk resistance efforts similar and different?

Critical Thinking

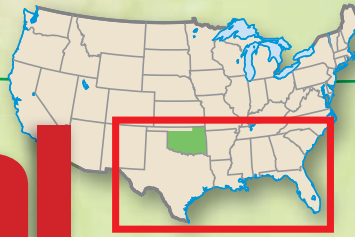
- Comparing and Contrasting** Review your notes on Indian removal. Then copy the chart below and use it to identify the Native American groups and their responses to removal.

Native American Group	Response to Removal

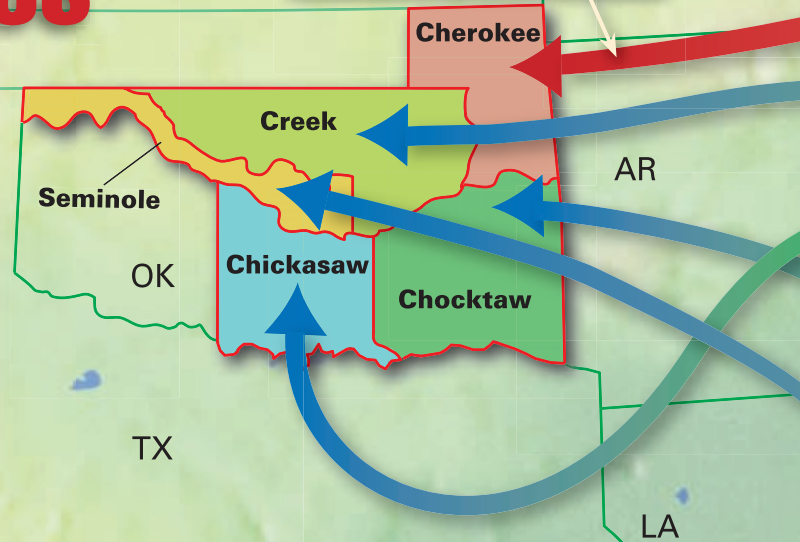
FOCUS ON WRITING

- Understanding Causes and Effects** As you read, identify the causes and effects of the Jackson administration's policy of Indian relocation.

The Indian Removal Treaties



Trail of Tears, 1838-39



In 1830 President Andrew Jackson signed the Indian Removal Act into law. As its name implies, the purpose of the act was to remove Native Americans from land that white settlers wanted for themselves. Five tribes were forced to leave their traditional lands and walk to a territory west of the Mississippi River. The land in the new Indian Territory was land white settlers did not want. It was poor and not good for farming. The poor land made life very difficult for newly arrived Indians. Many died from malnutrition and disease. Within 10 years, about 60,000 Indians had been relocated.

Treaty	Date	Indian Group	Results for United States	Results for Indian Groups	Outcome
Treaty of Greenville	1795	12 Groups	Ended battles in Northwest Territory	Payment of \$20,000; acknowledgment of lands	Indian land claims disregarded by American settlers
Treaty at Holston River	1798	Cherokee	Received land promised to Cherokee	Payment of \$5,000 followed by annual payments	Cherokee lands reduced
Treaty at St. Louis	1804	Sauk and Fox	Received land from Sauk and Fox	Annual payment of \$1,000	Indians claimed their leaders acted without permission; conflicts arose as settlers moved to Sauk and Fox land
Treaty at Ft. Jackson	1814	Creek	Ended battles with Red Eagle; received 23 million acres of land in Georgia	Received small amount of land in Alabama	Conflicts between settlers and Creek led to removal of Creek to Indian Territory
Treaty of Dancing Rabbit Creek	1830	Choctaw	Received all Choctaw lands east of Mississippi River	Received land in Indian Territory	Choctaw became first tribe moved from southeast to land in Indian Territory

THE CHEROKEE



For generations, the Cherokee had called the southern Appalachian Mountain region home. But when they were forced off their land in the Trail of Tears, thousands died.

THE CREEK



The Creek had to leave a land rich in variety. It stretched from the ridges and valleys of the Appalachian Mountains in the north, through a region of low hills and valleys, to a flat area of pine forest in the south.

THE SEMINOLE



Many Seminole Indians refused to leave Florida. They hid in the swamps, battling American soldiers. Many of their descendants still live in Florida today.

THE CHICKASAW

The Chickasaw lived in a land of rich, black prairie soil. They would find the soil west of the Mississippi much less suited for farming.

THE CHOCTAW



The Choctaw were forced to leave behind the low, rolling hills and plains of their homeland. For generations they had farmed the rich soil there.

GEOGRAPHY SKILLS

INTERPRETING MAPS

- 1. Place** How did land in the Indian Territory compare to the land in the Indians' homelands?
- 2. Movement** How do you think being forced to leave their homelands affected the Indians' way of life?

Solving Problems

Define the Skill

Problem solving is a process for finding workable solutions to difficult situations. The process involves asking questions, identifying and evaluating information, comparing and contrasting, and making judgments. Problem solving is useful in studying history because it helps you better understand problems people faced at certain points in time and how they dealt with those difficulties.

The ability to understand and evaluate how people solved problems in the past also can help in solving similar problems today. The skill can also be applied to many other kinds of difficulties besides historical ones. It is a method for thinking through almost any situation.

Learn the Skill

Using the following steps will enable you to better understand and solve problems.

- 1 Identify the problem.** Ask questions of yourself and others to make sure you know exactly what the situation is and understand why it is a problem.
- 2 Gather information.** Ask questions and conduct research to learn more about the problem, such as its history, what caused it, what contributes to it, and other factors.
- 3 List options.** Based on the information you have gathered, identify possible options for solving the problem that you might consider. Be aware that your final solution will probably be better and easier to reach if you have as many options as possible to consider.

- 4 Evaluate the options.** Weigh each option you are considering. Think of and list the advantages it has as a solution, as well as its potential disadvantages.
- 5 Choose and implement a solution.** After comparing the advantages and disadvantages of each possible solution, choose the one that seems best and apply it.
- 6 Evaluate the solution.** Once the solution has been tried, evaluate its effectiveness in solving the problem. This step will tell you if the solution was a good one, or if another of the possible solutions should be tried instead.

Practice the Skill

One of the most challenging situations that President Jackson faced was the nullification crisis. You can use the problem-solving skills to better understand this problem and to evaluate his solution for it. Review the information about the nullification crisis in this chapter. Then answer the questions below.

1. What was the specific problem that Jackson faced? Why was it a problem?
2. What event led to the problem? What earlier circumstances and conditions contributed to it?
3. List possible solutions to the problem that you would have considered if you had been president, along with advantages and disadvantages.
4. Jackson threatened to send troops to South Carolina to enforce federal law. Do you think his solution was the best one? Explain why, or if not, what solution would have been better.



History's Impact

▶ **video series**
 Review the video to answer the closing question:
How may the U.S. government's early treatment of Native Americans have contributed to the reservations' current situation?

Visual Summary



Use the visual summary below to help you review the main ideas of the chapter.

Jackson's Policies Shut the Door on Key Issues

Second Bank of the United States Jackson vetoed the legislation to renew the Bank's charter and removed federal funds from the Bank.

Indian Removal Jackson pressured Congress to pass a law to move Native Americans out of the Southeast and into Indian Territory.

Nullification Crisis Jackson threatened to send federal troops into South Carolina to enforce federal law.

Reviewing Vocabulary, Terms, and People

Complete each sentence by filling in the blank with the correct term or person.

- In the Supreme Court case of _____, the Court ruled that the federal government, not the states, had authority over the Cherokee.
- President Jackson's group of advisers was known as the _____ because of where its members met in the White House.
- _____ served as Andrew Jackson's vice president until he resigned due to the dispute over nullification.
- The _____ supported the power of the states over the federal government.
- The practice of rewarding supporters with positions in government is known as the _____.

Comprehension and Critical Thinking

SECTION 1 (Pages 322–324)

- Identify** What changes took place in the early 1800s that broadened democracy in the United States?
- Analyze** How was Jackson's victory in the election of 1828 a reflection of a change in American politics?
- Evaluate** Do you think the changes brought about by Jacksonian Democracy went far enough in expanding democracy? Why or why not?

SECTION 2 (Pages 326–331)

- Describe** What conflicts troubled the Jackson administration?

- b. Draw Conclusions** What were the results of the conflict over the Second Bank of the United States?
- c. Predict** How might sectional differences and the debate over states' rights lead to future problems for the United States?

SECTION 3 (Pages 332–335)

- 8. a. Identify** Who was Sequoia? What important contribution did he make?
- b. Contrast** In what different ways did the Cherokee and the Seminole attempt to resist removal to Indian Territory?
- c. Elaborate** Do you agree with Jackson's refusal to enforce the *Worcester v. Georgia* ruling? Why or why not?

Reviewing Themes

- 9. Politics** What new political party rose in opposition to President Andrew Jackson? What was the party's attitude toward the power of the president?
- 10. Economics** What economic factors influenced the policy of Indian removal?

Social Studies Skills

Solving Problems Use the Social Studies Skills taught in this chapter to answer the question about the reading selection below.

Northerners wanted the tariff to protect their industries from foreign competition, especially from Great Britain.

British companies were driving American ones out of business because they could manufacture goods more cheaply than American businesses could . . . Southerners opposed the tariff, claiming it would hurt their economy. (p. 327)

- 11.** Which of the following might be a reasonable solution to the problem discussed above?
 - a.** passing a low tariff
 - b.** passing a high tariff only in the South
 - c.** Britain passing a tariff
 - d.** selling northern and British goods for a higher price

Reading Skills

Drawing Conclusions about the Past Use the Reading Skills taught in this chapter to answer the question about the reading selection below.

Native Americans had long lived in settlements stretching from Georgia to Mississippi. However, President Jackson and other political leaders wanted to open this land to settlement by American farmers. (p. 332)

- 12.** Which statement below can you conclude from the passage above?
 - a.** Farmers moved onto the Native Americans' land after removal.
 - b.** Native Americans wanted to move from their lands.
 - c.** Native Americans resisted removal.
 - d.** Government officials had to use force to remove Native Americans from their land.

Using the Internet

- 13. Activity: Writing a newspaper** Through your online textbook, research Andrew Jackson's presidency. Then use your research to write a party newspaper that supports or criticizes Jackson's policies. Write from the point of view of a Jackson supporter or from the point of view of a political enemy. Be sure to provide evidence to support your opinions.

 hmhsocialstudies.com

FOCUS ON WRITING

- 14. Writing Interview Questions** Review the notes you have taken about Jackson's political significance, the conflicts he was involved in, and the causes and effects of his policies toward Indians. Then, based on your notes, begin writing questions for your interview with Jackson. What will the readers of your newspaper want to learn more about? Write at least 10 interview questions that your readers will want answered.

DIRECTIONS: Read each question and write the letter of the best response.

- 1** The era surrounding the presidency of Andrew Jackson is *best* known for an expansion in
- A freedom of speech.
 - B religious toleration.
 - C states' rights.
 - D voting rights.
- 2** Which of the following was important to the South's economy in the 1830s?
- A manufacturing
 - B plantation agriculture
 - C shipbuilding
 - D weaving
- 3** What action did the Cherokee take to resist their removal from Georgia and North Carolina to the West?
- A sued the state of Georgia in the courts
 - B destroyed neighbors' farms and businesses
 - C went to war against the U.S. government
 - D staged a protest called the Trail of Tears
- 4** The debate between John C. Calhoun and Daniel Webster over states' rights was *most like* the debate between
- A the Patriots and the Loyalists.
 - B the Antifederalists and the Federalists.
 - C England and France during the French and Indian War.
 - D the large states and the small states during the Constitutional Convention.
- 5** President Jackson's weakening of the Second Bank of the United States resulted in
- A inflation and other economic problems.
 - B the nullification crisis.
 - C the rise of the Democratic Party.
 - D increasing sectionalism.
- 6** The ruling in the Supreme Court case of *Worcester v. Georgia*
- A established the policy of Indian removal.
 - B determined that Georgia laws did not apply to the Cherokee.
 - C was enforced by President Andrew Jackson.
 - D established protective tariffs for imported goods.
- 7** Read the following quote from Daniel Webster's "Seventh of March" speech and use it to answer the question below.

"The people have preserved . . . their . . . Constitution, for forty years, and have seen their happiness, prosperity, and renown grow with its growth, and strengthen with its strength . . . I have not coolly weighed the chances of preserving liberty when the bonds that unite us together shall be broken . . . [Let us not have] 'Liberty first and Union afterwards,' but . . . that other sentiment, dear to every true American heart,—Liberty and Union, now and forever, one and inseparable!"

—Daniel Webster, Seventh of March Speech, 1830

Document-Based Question How does Webster appeal to listeners to preserve the Union?

Expanding West

Essential Question How did westward expansion transform the nation?



What You Will Learn...

In this chapter you will learn about how the United States expanded west.

SECTION 1: Trails to the West 346

The Big Idea The American West attracted a variety of settlers.

SECTION 2: The Texas Revolution 350

The Big Idea In 1836, Texas gained its independence from Mexico.

SECTION 3: The Mexican-American War 354

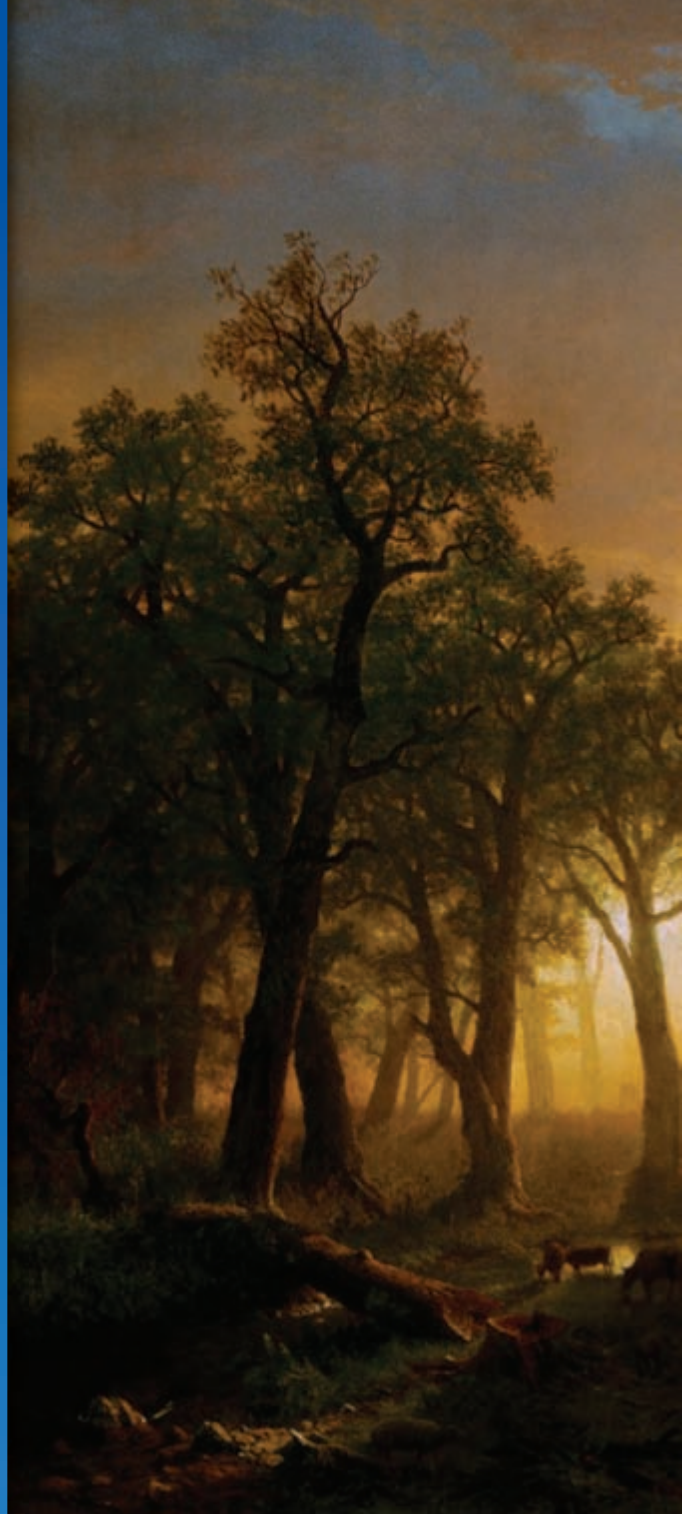
The Big Idea The ideals of manifest destiny and the outcome of the Mexican-American War led to U.S. expansion to the Pacific Ocean.

SECTION 4: The California Gold Rush 364

The Big Idea The California gold rush changed the future of the West.

FOCUS ON WRITING

Outline for a Documentary Film Many documentary films have been made about the history of the United States, but there is always room for one more. In this chapter you will read about the westward expansion of the United States, a period filled with excitement and challenge. Then you will create an outline for a documentary film to be used in middle-school history classes.



1811

John Jacob Astor founds the fur-trading post Astoria on the Columbia River.

1810





To reach the West many pioneers made the six-month journey along the Oregon Trail. Amazing natural beauty rewarded the travelers for the dangers and obstacles they faced, as painter Albert Bierstadt showed in his work *Emigrants Crossing the Plains*.

1827

The United States and Great Britain agree to continue joint occupation of Oregon Country.

1820

1821

Mexico wins its independence from Spain.

1830

1838

Californios revolt unsuccessfully against the Mexican government.

1846

The United States declares war against Mexico.

1840

1842

China gives Great Britain control of the island of Hong Kong.

1848

Gold is discovered in California on January 24.



1850

1854

Commodore Matthew Perry negotiates a trade treaty with Japan.



Reading Social Studies

Economics

Geography

Politics

Society
and Culture

Science and
Technology

Focus on Themes In this chapter you will read about the American people as they continued to move west. You will find out about the famous Oregon and Santa Fe trails, Texas’s fight for independence from Mexico, and Mexico’s war with the

United States. Finally, you will read about the California gold rush that brought thousands of people west. As you read each section, you will see how **economic** issues affected the growth of different **geographic** areas.

Vocabulary in Context

Focus on Reading In Chapter 3 you learned how writers sometimes give you clues to a word’s meaning in the same or a nearby sentence. Those clues are usually definitions, restatements in different words, or comparisons or contrasts. But what do you do if you do not know the word and the writer doesn’t think to give you a direct clue?

Using Broader Context Clues If the writer does not give you one of those direct clues, you have to try to figure out the meaning of the word for yourself.

1. Read the whole paragraph and look for information that will help you figure out the meaning.
2. Look up the word in the dictionary to be sure of its meaning.

Notice how a student used information from the whole paragraph to learn the meaning of two unknown words.

In 1844, the Whig Party passed up Tyler and chose Senator Henry Clay of Kentucky as its presidential candidate. At first opposing annexation, Clay changed his mind due to pressure from southern politicians. The Democratic Party chose former Tennessee governor James K. Polk to oppose Clay. Both candidates strongly favored acquiring Texas and Oregon. (p. 355)

I'm not sure about *annexation*. The southerners convinced Clay to be for it. Maybe I'll understand if I read some more.

Oh, both presidential candidates favored *acquiring* Texas and Oregon. Maybe *annexation* means almost the same thing as *acquiring*. I'll check the dictionary.

You Try It!

The following passage is from the chapter you are about to read. Read the passage and then answer the questions.

American Settlement in the Mexican Cession

From
Chapter 11,
p. 361

The war ended after Scott took Mexico City. In February 1848, the United States and Mexico signed the Treaty of Guadalupe Hidalgo, which officially ended the war and forced Mexico to turn over much of its northern territory to the United States. Known as the Mexican Cession, this land included the present-day states of California, Nevada, and Utah . . .

In exchange for this vast territory, the United States agreed to pay Mexico \$15 million. In addition, the United States assumed claims of more than \$3 million held by American citizens against the Mexican government.

Refer to the passage to answer the following questions.

1. Do you know what the word *cession* means? What clues in the first paragraph can help you figure out what the word might mean? Use those clues to write a definition of *cession*.
2. Look *cession* up in a dictionary. How does your definition compare to the dictionary definition?
3. In your experience, what does the word *assume* usually mean? Do you think that meaning is the one used in the second paragraph? If not, what do you think *assume* means in this case?
4. Look *assume* up in a dictionary. Does one of its meanings match the one you came up with?

As you read Chapter 11, use context clues to figure out the meanings of unfamiliar words. Check yourself by looking the words up in a dictionary.

Chapter 11

Section 1

John Jacob Astor (p. 346)
mountain men (p. 346)
Oregon Trail (p. 348)
Santa Fe Trail (p. 349)
Mormons (p. 349)
Brigham Young (p. 349)

Section 2

Father Miguel Hidalgo y Costilla (p. 350)
empresarios (p. 350)
Stephen F. Austin (p. 351)
Antonio López de Santa Anna (p. 351)
Alamo (p. 352)
Battle of San Jacinto (p. 352)

Section 3

manifest destiny (p. 354)
James K. Polk (p. 355)
vaqueros (p. 357)
Californios (p. 357)
Bear Flag Revolt (p. 358)
Treaty of Guadalupe Hidalgo (p. 361)
Gadsden Purchase (p. 361)

Section 4

John Sutter (p. 365)
Donner party (p. 365)
forty-niners (p. 365)
prospect (p. 366)
placer miners (p. 366)

Academic Vocabulary

Success in school is related to knowing academic vocabulary—the words that are frequently used in school assignments and discussions. In this chapter, you will learn the following academic words:

explicit (p. 351)
element (p. 357)

Trails to the West

What You Will Learn...

Main Ideas

1. During the early 1800s, Americans moved west of the Rocky Mountains to settle and trade.
2. The Mormons traveled west in search of religious freedom.

The Big Idea

The American West Attracted a variety of settlers.

Key Terms and People

John Jacob Astor, *p. 346*
 mountain men, *p. 346*
 Oregon Trail, *p. 348*
 Santa Fe Trail, *p. 349*
 Mormons, *p. 349*
 Brigham Young, *p. 349*



Use the graphic organizer online to take notes on the different groups that settled in the American West, the trails they took, and their motives for moving West.

If YOU were there...

You live in Ohio in 1840. A few months ago, you and your family heard stories about a wonderful land in the Northwest, with sparkling rivers and fertile valleys. You all decide to pull up stakes and head West. You travel to Independence, Missouri, planning to join a wagon train on the Oregon Trail. In Missouri, you're surprised to find hundreds of other people planning to make the trip.

What would you expect your journey West to be like?

BUILDING BACKGROUND Many Americans in the Jacksonian Era were restless, curious, and eager to be on the move. The American West drew a variety of settlers. Some looked for wealth and adventure. Others, like this family on its way to the Northwest, dreamed of rich farmland and new homes.

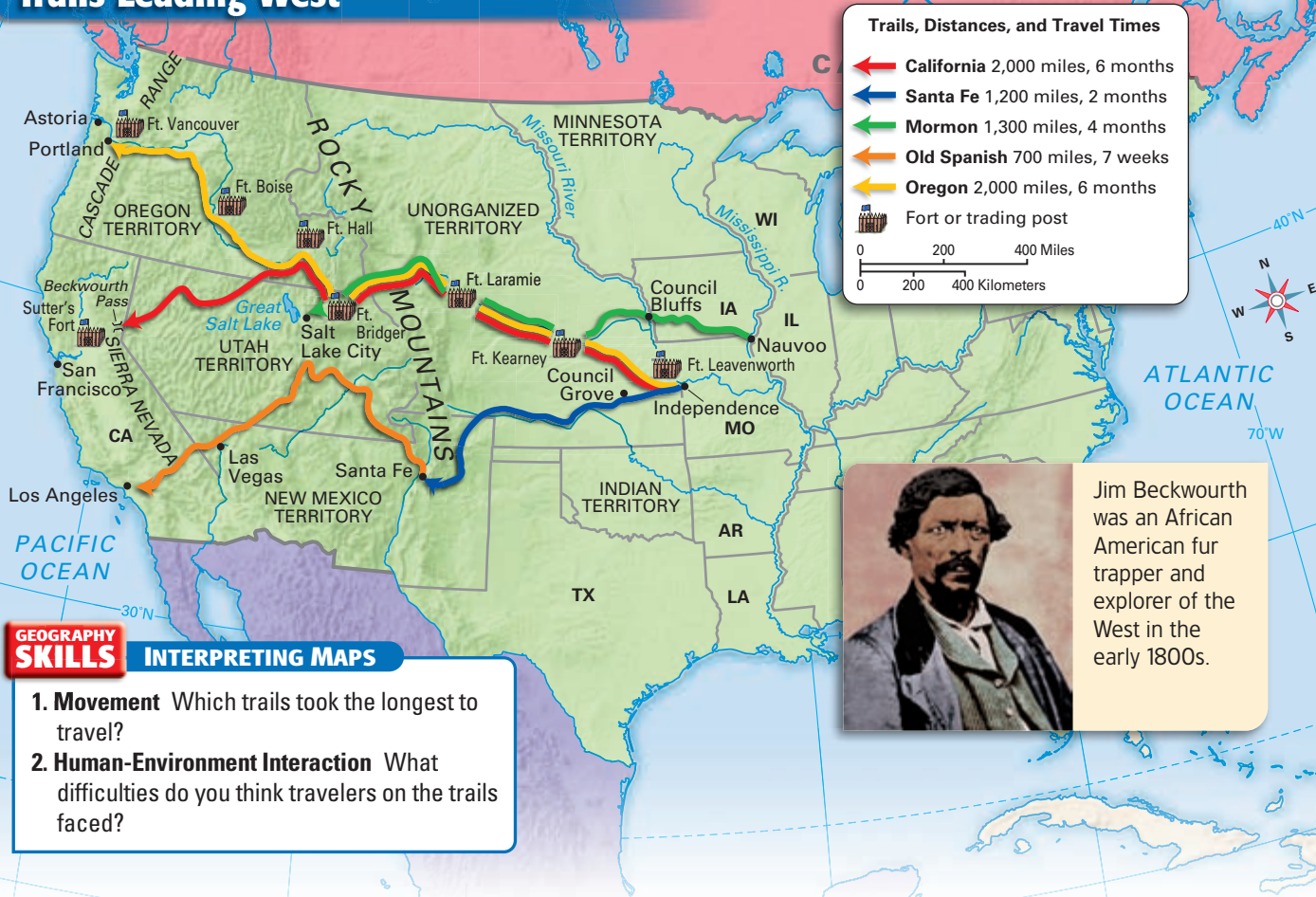
Americans Move West

In the early 1800s, Americans pushed steadily westward, moving even beyond the territory of the United States. They traveled by canoe and flatboat, on horseback, and by wagon train. Some even walked much of the way.

The rush to the West occurred, in part, because of a hat. The “high hat,” made of water-repellent beaver fur, was popular in the United States and Europe. While acquiring fur for the hats, French, British, and American companies gradually killed off the beaver population in the East. Companies moved west in search of more beavers. Most of the first non-Native Americans who traveled to the Rocky Mountains and the Pacific Northwest were fur traders and trappers.

American merchant **John Jacob Astor** created one of the largest fur businesses, the American Fur Company. His company bought skins from western **fur traders and trappers who became known as mountain men**. These adventurers were some of the first easterners to explore and map the Rocky Mountains and lands west of them. Mountain men lived lonely and often dangerous lives. They trapped animals on their own, far from towns and settlements. Mountain men such as Jedediah Smith, Manuel Lisa, Jim Bridger, and Jim

Trails Leading West



GEOGRAPHY SKILLS INTERPRETING MAPS

- 1. Movement** Which trails took the longest to travel?
- 2. Human-Environment Interaction** What difficulties do you think travelers on the trails faced?

Beckwourth survived many hardships during their search for wealth and adventure. To survive on the frontier, mountain men adopted Native American customs and clothing. In addition, they often married Native American women. The Indian wives of trappers often worked hard to contribute to their success.

Pioneer William Ashley saw that frequently bringing furs out of the Rocky Mountains was expensive. He asked his traders to stay in the mountains and meet once a year to trade and socialize. This practice helped make the fur trade more profitable. The yearly meeting was known as the rendezvous. At the rendezvous, mountain men and Native American trappers sold their fur to fur-company agents. It was thus important to bring as many furs as possible. One trapper described the people at a typical rendezvous in 1837. He saw Americans, Canadian French, some Europeans, and “Indians, of nearly every tribe in the Rocky Mountains.”

The rendezvous was filled with celebrating and storytelling. At the same time, the meeting was also about conducting business. Western artist Alfred Jacob Miller described how trade was begun in the rendezvous camp.

“The Fur Company’s great tent is raised; the Indians erect their picturesque [beautiful] white lodges; the accumulated [collected] furs of the hunting season are brought forth and the Company’s tent is a . . . busy place.”

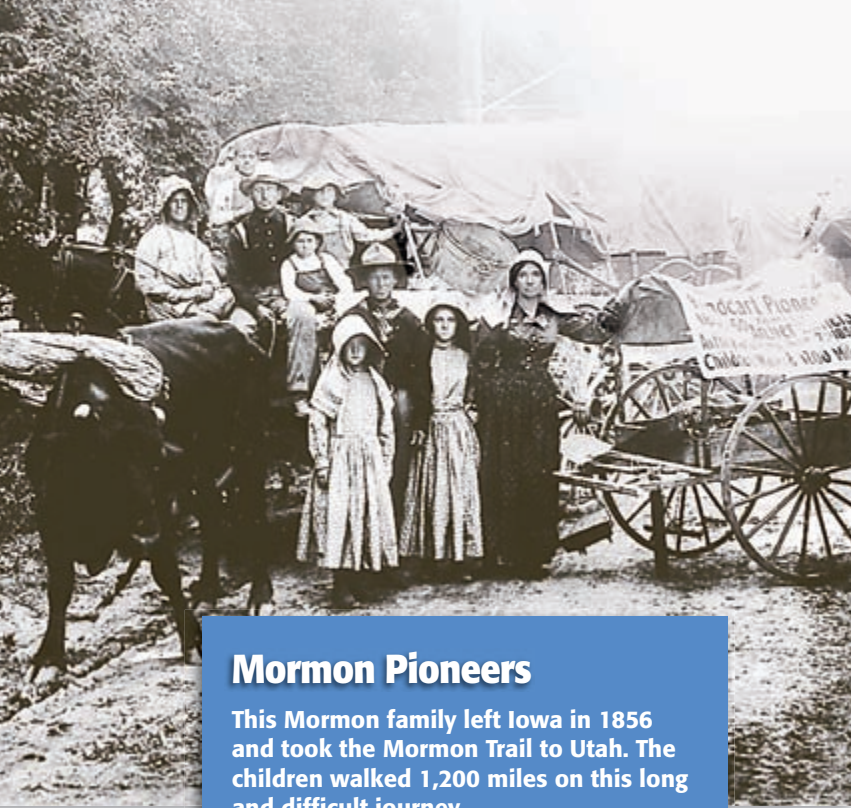
—Alfred Jacob Miller, quoted in *The Fur Trade of the American West*, by David J. Wishart

In 1811, John Jacob Astor founded a fur-trading post called Astoria at the mouth of the Columbia River. Astoria was one of the first American settlements in what became known as Oregon Country. American Indians occupied the region, which was rich in forests, rivers, and wildlife. However, Britain, Russia, Spain, and the United States all claimed the land. The United States based its claim on

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ANIMATED HISTORY

American Trails West



Mormon Pioneers

This Mormon family left Iowa in 1856 and took the Mormon Trail to Utah. The children walked 1,200 miles on this long and difficult journey.

How many family members can you see in this photo?

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ANIMATED GEOGRAPHY AND HISTORY

The Western
Wilderness
1850s

the exploration of merchant captain Robert Gray, who had reached the mouth of the Columbia River in 1792.

Recognizing the huge economic value of the Pacific Northwest, the United States made treaties in which Spain and Russia gave up their claims to various areas. The United States also signed treaties with Britain allowing both countries to occupy Oregon Country, the Columbia River, and its surrounding lands.

By the 1840s, the era of American fur trading in the Pacific Northwest was drawing to a close. The demand for beaver furs had fallen because fashions changed. Too much trapping had also greatly reduced the number of beavers. Some mountain men gave up their work and moved back east. Their daring stories, however, along with the treaties made by the U.S. government, inspired other Americans to move West. Lured by rich resources and a mild climate, easterners poured into Oregon Country in the 1840s. These new settlers soon replaced the mountain men on the frontier.

The Oregon Trail

Many settlers moving to Oregon Country and other western areas followed the 2,000-mile-long **Oregon Trail**, which stretched from places such as Independence, Missouri, or Council Bluffs, Iowa, west into Oregon Country. The trail followed the Platte and Sweetwater Rivers over the Plains. After it crossed the Rocky Mountains, the trail forked. The northern branch led to the Willamette Valley in Oregon. The other branch went to California and became known as the California Trail.

Traveling the trail challenged the strength and determination of pioneer families. The journey usually began after the rainy season ended in late spring and lasted about six months. The cost, about \$600 for a family of four, was high at a time when a typical worker usually made about \$1.50 per day. Young families made up most groups of settlers. They gathered in wagon trains for the trip. There could be as few as 10 wagons or as many as several dozen in a wagon train.

The wagons were pulled by oxen, mules, or horses. Pioneers often walked to save their animals' strength. They kept up a tiring pace, traveling from dawn until dusk. Settler Jesse Applegate recalled the advice he received from one experienced Oregon pioneer: "Travel, *travel*, TRAVEL . . . Nothing is good that causes a moment's delay."

Some pioneers brought small herds of cattle with them on the trail. They faced severe hardships, including shortages of food, supplies, and water. Rough weather and geographic barriers, such as rivers and mountains, sometimes forced large numbers of pioneers to abandon their wagons. In the early days of the Oregon Trail, many Native Americans helped the pioneers, acting as guides and messengers. They also traded goods for food. Although newspapers sometimes reported Native American "massacres" of pioneers, few settlers died from Indian attacks.

The settlers who arrived safely in Oregon and California found generally healthy

and pleasant climates. By 1845 some 5,000 settlers occupied the Willamette Valley.

The Santa Fe Trail

The **Santa Fe Trail** was another important path west. It led from Independence, Missouri, to Santa Fe, New Mexico. It followed an ancient trading route first used by Native Americans. American traders loaded their wagon trains with cloth and other manufactured goods to exchange for horses, mules, and silver from Mexican traders in Santa Fe.

The long trip across blazing deserts and rough mountains was dangerous. But the lure of high profits encouraged traders to take to the trail. One trader reported a 2,000 percent profit on his cargo. The U.S. government helped protect traders by sending troops to ensure that Native Americans were not a threat.

READING CHECK **Contrasting** How were the Oregon and Santa Fe trails different?

Mormons Travel West

One large group of settlers traveled to the West in search of religious freedom. In 1830 a young man named Joseph Smith founded the Church of Jesus Christ of Latter-day Saints in western New York. The members of Joseph Smith's church became known as **Mormons**. Smith told his followers that he had found and translated a set of golden tablets containing religious teachings. The writings were called the *Book of Mormon*.

Church membership grew rapidly, but certain beliefs and practices caused Mormons to be persecuted. For example, beginning in the 1850s some Mormon men practiced polygamy—a practice in which one man is married to several women at the same time. This practice was outlawed by the church in 1890.

In the early 1830s Smith and his growing number of converts left New York. They formed new communities, first in Ohio, then in Missouri, and finally in Illinois. All

three communities eventually failed, and an anti-Mormon mob murdered Smith in 1844. Following Smith's murder, **Brigham Young** became head of the Mormon Church. Young chose what is now Utah as the group's new home, and thousands of Mormons took the Mormon Trail to the area near the Great Salt Lake, where they prospered. By 1860 there were about 40,000 Mormons in Utah.

READING CHECK **Finding Main Ideas** Why did Mormons move west?

SUMMARY AND PREVIEW Some of the first Americans to move West were fur traders and trappers. Settlers soon followed. In the next section you will learn about the Texas Revolution.

Section 1 Assessment

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ONLINE QUIZ

Reviewing Ideas, Terms, and People

- a. Identify** What was the **Oregon Trail**?
b. Elaborate Would you have chosen to leave your home to travel west? Why?
- a. Identify** Who are the **Mormons**?
b. Summarize What difficulties led Mormons to move to Utah?

Critical Thinking

- 3. Drawing Conclusions** Review your notes on early American settlement in the West. Then copy the chart below and use it to identify challenges of the trip that western travelers faced.

Travelers	Challenges Faced

FOCUS ON WRITING

- 4. Describing Trails West** As you read this section, note important topics that you might want to cover in your documentary film. In addition, write down ideas about how you might present information about each topic. For example, will you use a narrator to tell the life story of Joseph Smith, or will you have actors present it dramatically?

The Texas Revolution

What You Will Learn...

Main Ideas

1. Many American settlers moved to Texas after Mexico achieved independence from Spain.
2. Texans revolted against Mexican rule and established an independent nation.

The Big Idea

In 1836, Texas gained its independence from Mexico.

Key Terms and People

Father Miguel Hidalgo y Costilla, *p. 350*
 empresarios, *p. 350*
 Stephen F. Austin, *p. 351*
 Antonio López de Santa Anna, *p. 351*
 Alamo, *p. 352*
 Battle of San Jacinto, *p. 352*



Use the graphic organizer online to take notes on the events that led to the independence of Texas.

If YOU were there...

You are the father of a large farm family in Missouri. There is not enough land for everyone, so you're looking for another opportunity. One day, a Mexican government official comes to town. He is looking for people to settle in Texas. The Mexican government is offering generous tracts of land to colonists. However, you have to become a citizen of Mexico and follow Mexican laws.

Would you decide to move your family to Texas? Why?

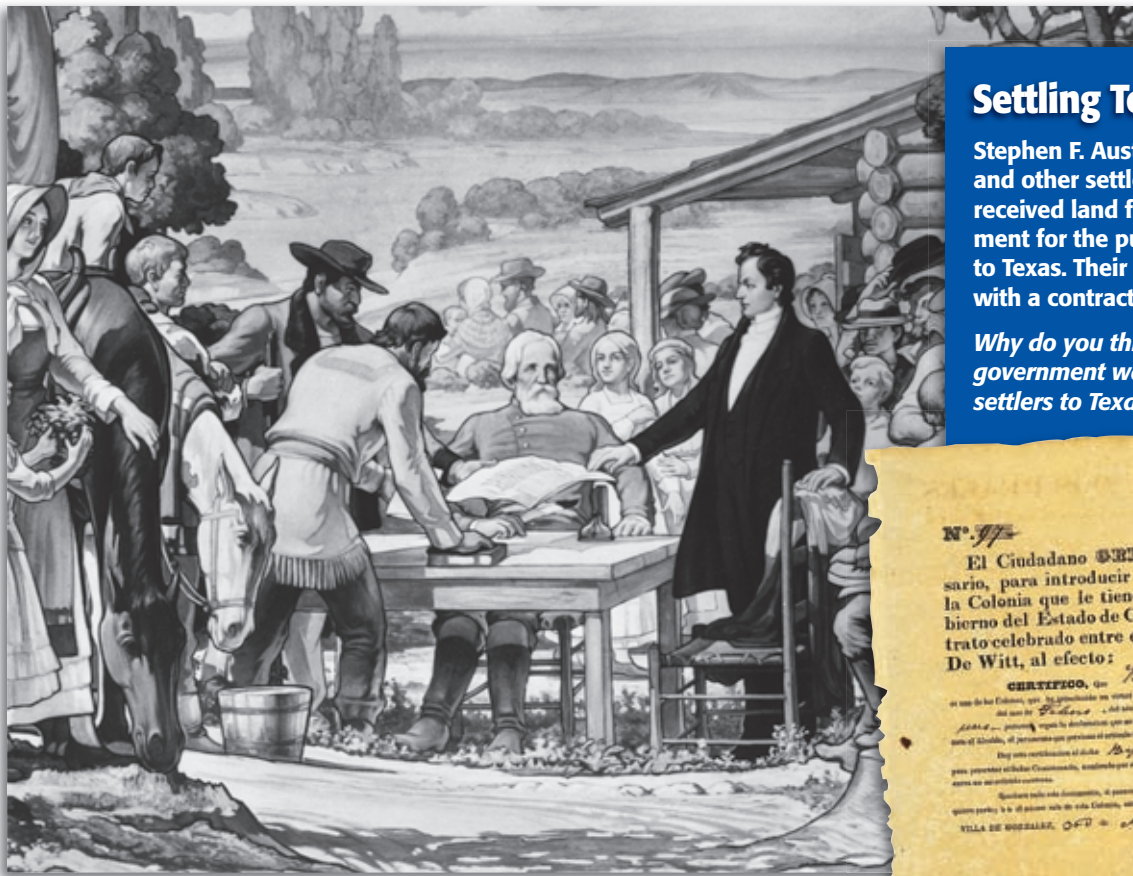
BUILDING BACKGROUND Spain controlled a vast amount of territory in what would later become the American Southwest. The Spanish built missions and forts in Texas to establish control of that region. But the settlements were far apart, and conflicts with Native Americans discouraged Spanish settlers from moving to Texas. When Mexico became an independent republic, it actively looked for more settlers.

American Settlers Move to Texas

Mexico had a long, unprotected border that stretched from Texas to California. Mexico's Spanish rulers worried constantly about attacks from neighbors. They also were concerned about threats from within Mexico.

Their fears were justified. Mexicans moved to overthrow Spanish rule in the early 1800s. In September 1810 **Father Miguel Hidalgo y Costilla**, a Mexican priest, led a rebellion of about 80,000 poor Indians and mestizos, or people of Indian and Spanish ancestry. They hoped that if Mexico became independent from the Spanish monarchy, their lives would improve.

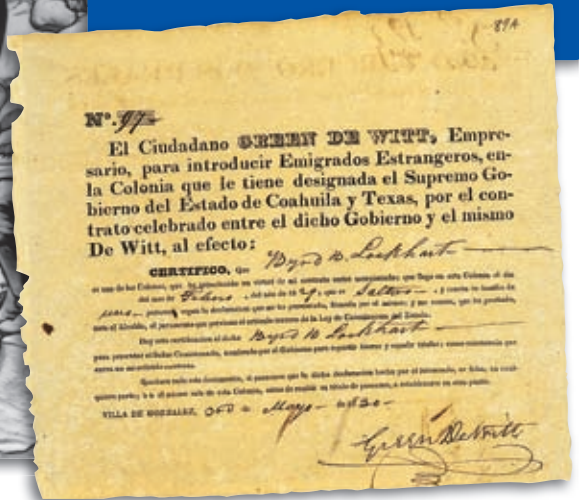
Hidalgo's revolt failed, but the rebellion he started grew. In 1821 Mexico became independent. In 1824 it adopted a republican constitution that declared rights for all Mexicans. The new Mexican government hired **empresarios**, or **agents**, to bring settlers to Texas. They paid the agents in land.



Settling Texas

Stephen F. Austin (standing, in black coat) and other settlers were empresarios—they received land from the Mexican government for the purpose of bringing settlers to Texas. Their holdings were guaranteed with a contract like the one below.

Why do you think the Mexican government wanted to attract settlers to Texas?



In 1822 one young agent, **Stephen F. Austin**, started a Texas colony on the lower Colorado River. The first 300 families became known as the Old Three Hundred. Austin's successful colony attracted other agents, and American settlers flocked to the region.

In exchange for free land, settlers had to obey Mexican laws. But some settlers often **explicitly** ignored these laws. For example, despite the ban on slavery, many brought slaves. Concerned that it was losing control of the growing American population, Mexico responded. In 1830, it banned further settlement by Americans. Angry about the new law, many Texans began to think of gaining independence from Mexico.

Meanwhile, Mexico had come under the rule of General **Antonio López de Santa Anna**. He soon suspended Mexico's republican constitution and turned his attention to the growing unrest in Texas.

READING CHECK **Finding Main Ideas** Why did settlers move to Texas?

Texans Revolt against Mexico

In October 1835 the Mexican army tried to remove a cannon from the town of Gonzales, Texas. Rebels stood next to the cannon. Their flag read, "Come and take it." In the following battle, the rebels won. The Texas Revolution, also known as the Texas War for Independence, had begun.

Texas Independence

On March 2, 1836, Texans declared their independence from Mexico. The new Republic of Texas was born. Both the declaration and the constitution that shortly followed were modeled after the U.S. documents. The Texas constitution, however, made slavery legal.

Delegates to the new Texas government chose politician David Burnet as president and Lorenzo de Zavala as vice president. Another revolutionary, Sam Houston, was named to head the Texas army. Austin went to the United States to seek money and troops.

ACADEMIC VOCABULARY

explicit fully revealed without vagueness

Battle at the Alamo

The Texans' actions angered Santa Anna. He began assembling a force of thousands to stop the rebellion.

A hastily created army of Texas volunteers had been clashing with Mexican troops for months. Under Colonel William Travis, a small force took the town of San Antonio. It then occupied the **Alamo**, an abandoned mission near San Antonio that became an important battle site in the Texas Revolution. Volunteers from the United States, including frontiersman Davy Crockett and Colonel Jim Bowie, joined the Alamo's defense.

The rebels, numbering fewer than 200, hoped to stall the huge Mexican force while a larger Texas army assembled. For almost two weeks, from February 23 to March 6, 1836, the Texans held out. Travis managed to get a message to other Texans through enemy lines:

“I call on you in the name of Liberty, of patriotism, and everything dear to the American character, to come to our aid with all dispatch [speed] . . . VICTORY OR DEATH.”

—William Travis, from a letter written at the Alamo, 1836

Before dawn on March 6, the Mexican army attacked. Despite heavy losses, the army overcame the Texans. All the defenders of the Alamo were killed, though some civilians survived. Following a later battle, at Goliad, Santa Anna ordered the execution of 350 prisoners who had surrendered. Texans were enraged by the massacres.

Battle of San Jacinto

Santa Anna now chased the untrained forces of Sam Houston. Outnumbered, the Texans fled east. Finally, they reorganized at the San Jacinto River, near Galveston Bay. There, the Texans took a stand.

Santa Anna was confident of victory, but he was careless in choosing the site for his camp. On the afternoon of April 21, 1836, while Mexican troops were resting, Houston's forces swarmed the camp, shouting, “Remember the Alamo! Remember Goliad!”

The fighting ended swiftly. Santa Anna's army was destroyed. In the **Battle of San Jacinto**, the Texans captured Santa Anna and forced him to sign a treaty giving Texas its independence.



VIDEO

Independence for Texas

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The Texas Revolution



An Independent Nation

Sam Houston was the hero of the new independent nation of Texas. The republic created a new town named Houston and made it the capital. Voters elected Sam Houston as president. Stephen F. Austin became secretary of state.

To increase the population, Texas offered land grants. American settlers came from nearby southern states, often bringing slaves with them to help grow and harvest cotton.

Most Texans hoped that the United States would annex, or take control of, Texas, making it a state. The U.S. Congress also wanted to annex Texas. But President Andrew Jackson refused. He was concerned that admitting Texas as a slave state would upset the fragile balance of free and slave states. The president also did not want to have a war with Mexico over Texas.

Finally, Jackson did recognize Texas as an independent nation. France did so in 1839. Britain, which wanted to halt U.S. expansion, recognized Texas in 1840.

The Mexican government, however, did not recognize Santa Anna's forced hand-over of Texas. For this reason, in 1837 the

republic organized the Texas Rangers to guard its long frontier from Mexican and Native American attacks. Finally, in 1844 Texas and Mexico signed a peace treaty.

READING CHECK Finding Main Ideas What issues did the new nation of Texas face?

SUMMARY AND PREVIEW American settlers in Texas challenged the Mexican government and won their independence. In the next section you will learn about the war between Mexico and the United States.

Section 2 Assessment



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ONLINE QUIZ

Reviewing Ideas, Terms, and People

- a. Identify** What role did **Stephen F. Austin** play in the settlement of Texas?

b. Make Inferences Why did Mexican officials want to bring more settlers to Texas?

c. Evaluate Do you think Mexico's requirements for foreign immigrants were reasonable or unreasonable? Explain.
- a. Describe** What were the important battles in the War for Texas Independence? Why was each important?

b. Make Inferences Why did Texas offer land grants to settlers?

c. Predict What problems might the Republic of Texas face?

Critical Thinking

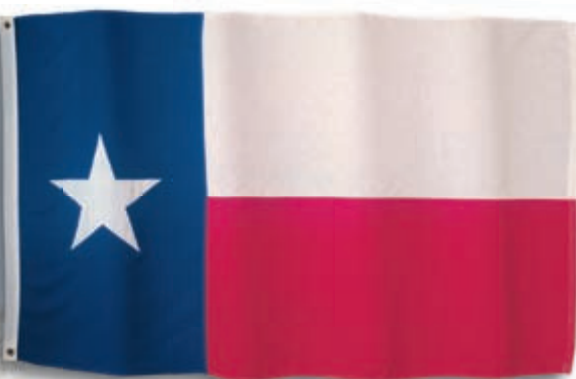
- Sequencing** Review your notes on American settlement in Texas. Then copy the graphic organizer below and use it to show the significant events in the history of the Republic of Texas.

Significant Events

1. Houston is founded and made the capital.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.

FOCUS ON WRITING

- Explaining the Texas Revolution** As you read this section, make note of the most important players and events in the story of how Texas gained independence from Mexico. Consider also how you will present information about these people and events to your film's audience. What words, images, and sounds will make the story of the revolution come alive for the audience?



On March 6, 1836, Texans fought and lost the Battle of the Alamo. A rallying cry for the Texans at the Battle of San Jacinto was "Remember the Alamo!" The single star of the flag represents the Republic of Texas, also called the Lone Star Republic.

Why do you think "Remember the Alamo!" was a rallying cry for Texas troops at San Jacinto?

What You Will Learn...

Main Ideas

1. Many Americans believed that the nation had a manifest destiny to claim new lands in the West.
2. As a result of the Mexican-American War, the United States added territory in the Southwest.
3. American settlement in the Mexican Cession produced conflict and a blending of cultures.

The Big Idea

The ideals of manifest destiny and the outcome of the Mexican-American War led to U.S. expansion to the Pacific Ocean.

Key Terms and People

manifest destiny, p. 354

James K. Polk, p. 355

vaqueros, p. 357

Californios, p. 357

Bear Flag Revolt, p. 358

Treaty of Guadalupe Hidalgo, p. 361

Gadsden Purchase, p. 361



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TAKING NOTES

Use the graphic organizer online to take notes on manifest destiny and the Mexican-American War.

The Mexican-American War

If YOU were there...

Your family are Californios, Spanish settlers who have lived in California for many years. You raise horses on your ranch. So far, you have gotten along with American settlers. But it has become clear that the American government wants to take over California. You hear that fighting has already started between American and Mexican troops.

How might life change under American rule?

BUILDING BACKGROUND Mexican independence set the stage for conflict and change in the West and Southwest. At the same time, American settlers continued to move westward, settling in the Mexican territories of Texas and California. American ambitions led to clashes with Mexico and the people who already lived in Mexico's territories.

Manifest Destiny

“We have it in our power to start the world over again.”

—Thomas Paine, from his pamphlet *Common Sense*

Americans had always believed they could build a new, better society founded on democratic principles. In 1839 writer John O’Sullivan noted, “We are the nation of human progress, and who will, what can, set limits to our onward march?”

Actually, there was one limit: land. By the 1840s the United States had a booming economy and population. Barely 70 years old, the nation already needed more room for farms, ranches, businesses, and ever-growing families. Americans looked West to what they saw as a vast wilderness, ready to be taken.

Some people believed it was America’s **manifest destiny**, or **obvious fate**, to settle land all the way to the Pacific Ocean in order to spread democracy. O’Sullivan coined the term in 1845. He wrote that it was America’s “manifest destiny to overspread and to possess the whole continent which Providence [God] has given us for the development of the great experiment of liberty . . .”

Manifest Destiny

John Gast's 1872 painting *American Progress* shows the spirit of manifest destiny leading settlers westward.

What in this painting shows how settlers traveled west?



Native Americans and buffalo are pushed away by the approaching settlers.

The Mississippi River is in the background as settlers push farther west.

The woman represents America, moving west and bringing sunlight, settlers, and telegraph wires to the new lands.

In the 1840s and 1850s, manifest destiny was tied up with the slavery issue. If America expanded, would slavery be allowed in the new territories? Several presidents became involved in the difficult issue. Among them was President John Tyler. A pro-slavery Whig, Tyler wanted to increase the power of the southern slave states by annexing Texas. His fellow Whigs disagreed.

In 1844, the Whig Party passed up Tyler and chose Senator Henry Clay of Kentucky as its presidential candidate. At first opposing annexation, Clay changed his mind due to pressure from southern politicians. The Democratic Party chose former Tennessee governor **James K. Polk** to oppose Clay. Both candidates strongly favored acquiring Texas and Oregon.

Southerners feared the loss of Texas, a possible new slave state. Others worried that Texas might become an ally of Britain. These concerns helped Polk narrowly defeat Clay.

Acquiring New Territory

President Polk quickly set out to fulfill his campaign promise to annex Oregon and

Texas. By the 1820s, Russia and Spain had given up their claims to Oregon Country. Britain and the United States had agreed to occupy the territory together.

As more Americans settled there, they began to ask that Oregon become part of the United States. Polk wanted to protect these settlers' interests. Some politicians noted that Oregon Country would provide a Pacific port for the growing U.S. trade with China.

Meanwhile, Britain and the United States disagreed over how to draw the United States–Canadian border. American expansionists cried, “Fifty-four forty or fight!” This slogan referred to 54°40' north latitude, the line to which Americans wanted their northern territory to extend.

Neither side really wanted a war, though. In 1846 Great Britain and the United States signed a treaty that gave the United States all Oregon land south of the forty-ninth parallel. This treaty drew the border that still exists today. Oregon became an organized U.S. territory in February 1848.

Texas came next. By March 1845, Congress had approved annexation and

needed only the support of the Republic of Texas. Americans continued to pour into Texas. Texas politicians hoped that joining the United States would help solve the republic's financial and military problems. The Texas Congress approved annexation in June 1845. Texas became part of the United States in December. This action angered the Mexican government, which considered Texas to be a "stolen province."

California under Mexico

Though it had lost Texas, Mexico still had settlements in other areas of the present-day Southwest to govern. New Mexico was the oldest settled area, with its capital at Santa Fe. Mexico also controlled present-day Arizona, Nevada, and California.

During early Spanish rule, the mission system had dominated much of the present-day Southwest. Over time, it had become less important there, especially in New Mexico, where settlers lived in small villages. In

California, however, missions remained the focus of everyday life. Missions under later Spanish rule carried out huge farming and ranching operations using the labor of Native Americans. Some of the Indians came willingly to the missions. Others were brought by force. Usually, they were not allowed to leave the mission once they had arrived. They had to adopt the clothing, food, and religion of the Spanish priests.

Missions often sold their goods to local pueblos, or towns, that arose near the missions and presidios. One wealthy California settler, Mariano Guadalupe Vallejo, remembered the early days.

"We were the pioneers of the Pacific coast, building towns and missions while General [George] Washington was carrying on the war of the Revolution."

—Mariano Guadalupe Vallejo, quoted in *Eyewitnesses and Others*

After winning independence from Spain in 1821, Mexico began to change old Spanish

History Close-up

Ranch Life

Spanish and Mexican *vaqueros*, or cowboys, were expert horse riders. They used their horses to herd cattle on the ranches of the Spanish Southwest.



Vaqueros were known for their specially designed hats.

Leather chaps protected riders from dust and scrapes.

Saddles like these were highly prized by vaqueros.

ANALYSIS SKILL ANALYZING VISUALS
What features of the *vaqueros*' life are shown in this painting?

policies toward California and Texas. In 1833, for example, Mexico ended the mission system in California. Mission lands were broken up, and huge grants were given to some of the wealthiest California settlers, including Vallejo. They created vast ranchos, or ranches, with tens of thousands of acres of land. **Vaqueros, or cowboys, managed the large herds of cattle and sheep.** Cowhides were so valuable that they were called “California banknotes.” Hides were traded for household items and luxury goods with ship captains from the eastern United States. Some settlers also made wine and grew citrus fruits.

Although they had been freed from the missions, for most California Indians the **elements** of life changed very little. They continued to herd animals and do much of the hard physical labor on ranches and farms. Some, however, ran away into the wilderness or to the nearby towns of San Diego and Los Angeles.

The Californios

Because of the great distance between California and the center of Mexico’s government, by the early 1820s California had only around 3,200 colonists. **These early California settlers, called Californios,** felt little connection to their faraway government.

Californios developed a lasting reputation for hospitality and skilled horse riding. In *Two Years Before the Mast*, American novelist Richard Henry Dana Jr. wrote about his encounters with Californio culture. He described, for example, what happened after a Californio served a feast to Dana and a friend.

“We took out some money and asked him how much we were to pay. He shook his head and crossed himself, saying that it was charity—that the Lord gave it to us.”

—Richard Henry Dana Jr., from *Two Years Before the Mast*

In addition to traders and travelers, a small number of settlers also arrived from the United States. They were called Anglos by the Californios. Although there were few

BIOGRAPHY

Mariano Guadalupe Vallejo

1808–1890

Mariano Guadalupe Vallejo was born to an influential Californio family in Monterey. He joined the Mexican army shortly after Mexico’s independence from Spain. He was soon put in charge of Mexico’s efforts to increase settlement in northern California. Vallejo eventually became the richest man in California, owning enormous amounts of land and livestock. He welcomed American rule of California, believing it would result in self-government for Californios. Vallejo served at the state constitutional convention as well as in the first state senate.

Analyzing Why did Vallejo encourage American rule of California?



Anglo settlers in California, their calls for independence increased tensions between Mexico and the United States.

READING CHECK **Drawing Inferences** How did manifest destiny affect Spanish and Mexican rule in California?

ACADEMIC VOCABULARY

element a basic part of an individual’s surroundings

Mexican-American War

Diplomatic relations between Mexico and the United States became increasingly strained. U.S. involvement in California and Texas contributed to this tension.

Conflict Breaks Out

Mexico had long insisted that its northern border lay along the Nueces River. The United States said the border was farther south, along the Rio Grande. In June 1845 President Polk ordered General Zachary Taylor to lead an army into the disputed region.

Polk sent diplomat John Slidell to Mexico City to try to settle the border dispute. Slidell

came with an offer to buy New Mexico and California for \$30 million. Mexican officials refused to speak to him.

In March 1846, General Taylor led his troops to the Rio Grande. He camped across from Mexican forces stationed near the town of Matamoros, Mexico. In April, the Mexican commander told Taylor to withdraw from Mexican territory. Taylor refused. The two sides clashed, and several U.S. soldiers were killed.

In response, President Polk said to Congress:

“Mexico has passed the boundary of the United States, has invaded our territory, and shed American blood upon the American soil . . . The two nations are now at war.”

—James K. Polk, from his address to Congress, May 11, 1846

Polk’s war message was persuasive. Two days later, Congress declared war on Mexico.

War Begins

At the beginning of the war with Mexico, the U.S. Army had better weapons and equipment. Yet it was greatly outnumbered and poorly prepared. The government put out a call for 50,000 volunteers. About 200,000 responded. Many were young men who thought the war would be a grand adventure in a foreign land.

On the home front, many Americans supported the war. However, many Whigs thought the war was unjustified and avoidable. Northern abolitionists also opposed the conflict. They feared the spread of slavery into southwestern lands.

While Americans debated the war, fighting proceeded. General Taylor’s soldiers won battles south of the Nueces River. Taylor then crossed the Rio Grande and occupied Matamoros, Mexico. While Taylor waited for more men, Polk ordered General Stephen Kearny to attack New Mexico. On August 18, 1846, Kearny took Santa Fe, the capital city, without a fight. He claimed the entire province of New Mexico for the United States and marched west to California, where another conflict with Mexico was already under way.

The Bear Flag Revolt

In 1846, only about 500 Americans lived in the huge province of California, in contrast to about 12,000 Californios. Yet, in the spirit of manifest destiny, a small group of American settlers seized the town of Sonoma, north of San Francisco, on June 14. Hostilities began between the two sides when the Americans took some horses that were intended for the Mexican militia. In what became known as the **Bear Flag Revolt**, the Americans declared California to be an independent nation. Above the town, the rebels hoisted a hastily made flag of a grizzly bear facing a red star. Californios laughed at the roughly-made bear, thinking it “looked more like a pig than a bear.”

John C. Frémont, a U.S. Army captain, was leading a mapping expedition across the Sierra Nevada when he heard of the possible war with Mexico. Frémont went to Sonoma and quickly joined the American settlers in their revolt against the Californios. Because war had already broken out between the United States and Mexico, Frémont’s actions were seen as beneficial to the American cause in the region. His stated goal, however, was Californian independence, not to annex California to the United States. During the revolt, several important Californios were taken prisoner, including Mariano Vallejo. Vallejo and his brother were held at an Anglo settlement for two months without any formal charges being brought against them. Long after his release, Vallejo wrote a history of California that included an account of his time as a bear flag prisoner.

But the bear flag was quick to fall. In July, U.S. naval forces came ashore in California and raised the stars and stripes. Kearny’s army arrived from the East. The towns of San Diego, Los Angeles, and San Francisco fell rapidly. In August, U.S. Navy commodore Robert Stockton claimed California for the United States. Some Californios continued to resist until early 1847, when they surrendered.

Mexican-American War, 1846–1847

The Bear Flag Revolt

American settlers took over Sonoma, the regional headquarters of the Mexican army. They captured Mexican general Mariano Vallejo and declared California a new country: the California Republic.



End of the War

General Winfield Scott landed at Veracruz and defeated troops in the Mexican fortress there. He then marched inland, toward Mexico City. Scott's capture of the Mexican capital led to the end of the war.

GEOGRAPHY SKILLS INTERPRETING MAPS

- 1. Location** What Mexican city did Scott's forces attack in March 1847?
- 2. Movement** Which U.S. commander led forces from Santa Fe to San Diego?



American soldier

War's End

In Mexico General Taylor finally got the reinforcements he needed. He drove his forces deep into enemy lands. Santa Anna, thrown from office after losing Texas, returned to power in Mexico in September 1846. He quickly came after Taylor.

The two armies clashed at Buena Vista in February 1847. After a close battle with heavy casualties on both sides, the Mexican Army retreated. The next morning, the cry went up: "The enemy has fled! The field is ours!"

Taylor's success made him a war hero back home. The general's popularity troubled President Polk, and when Taylor's progress stalled, Polk gave the command to General Winfield Scott. A beloved leader, he was known by his troops as "Old Fuss and Feathers" because of his strict military discipline.

Scott sailed to the port of Veracruz, the strongest fortress in Mexico. On March 29, after an 88-hour artillery attack, Veracruz fell.

Scott moved on to the final goal, Mexico City, the capital. Taking a route similar to one followed by Spanish conquistador Hernán Cortés in 1519, the Americans pushed 200 or so miles inland. Santa Anna tried to stop the U.S. forces at Cerro Gordo in mid-April, but failed. By August 1847, U.S. troops were at the edge of Mexico City.

After a truce failed, Scott ordered a massive attack on Mexico City. Mexican soldiers and civilians fought fierce battles in and around the capital. At a military school atop the steep, fortified hill of Chapultepec, young Mexican cadets bravely defended their hopeless position. At least one soldier jumped to his death rather than surrender to the invading forces. Finally, on September 14, 1847, Mexico City fell. Santa Anna soon fled the country.

READING CHECK **Sequencing** In chronological order, list the key battles of the Mexican-American War.

Battle of Buena Vista

After the two-day Battle of Buena Vista, the American army gained control of northern Mexico. At the beginning of the battle, Mexican forces outnumbered the Americans. But the Mexicans suffered more than twice as many casualties.

Why was the Battle of Buena Vista a turning point in the Mexican-American War?



Mexican soldier

American Settlement in the Mexican Cession

The war ended after Scott took Mexico City. In February 1848, the United States and Mexico signed the **Treaty of Guadalupe Hidalgo**, which officially ended the war and forced Mexico to turn over much of its northern territory to the United States. Known as the Mexican Cession, this land included the present-day states of California, Nevada, and Utah. In addition, it included most of Arizona and New Mexico and parts of Colorado and Wyoming. The United States also won the area claimed by Texas north of the Rio Grande. The Mexican Cession totaled more than 500,000 square miles and increased the size of the United States by almost 25 percent.

Agreements and Payments

In exchange for this vast territory, the United States agreed to pay Mexico \$15 million. In addition, the United States assumed claims of

more than \$3 million held by American citizens against the Mexican government. The treaty also addressed the status of Mexicans in the Mexican Cession. The treaty provided that they would be “protected in the free enjoyment of their liberty and property, and secured in the free exercise of their religion.” The Senate passed the treaty in March 1848.

After the war with Mexico, some Americans wanted to guarantee that any southern railroad to California would be built completely on American soil. James Gadsden, U.S. minister to Mexico, negotiated an important agreement with Mexico in December 1853. Under the terms of the **Gadsden Purchase**, the U.S. government paid Mexico \$10 million. In exchange, the United States received the southern parts of what are now Arizona and New Mexico. With this purchase, the existing boundary with Mexico was finally fixed.

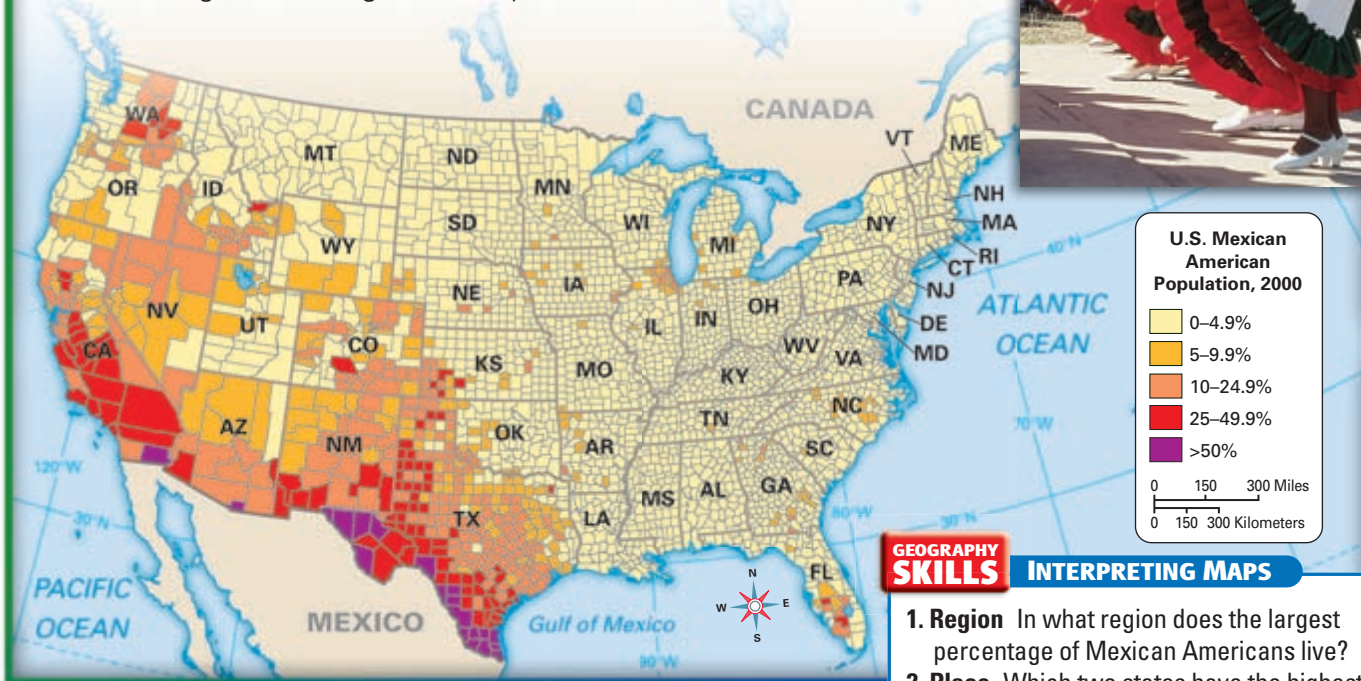
Surge of American Settlers

After the Mexican-American War, a flood of Americans moved to the Southwest. American newcomers struggled against longtime residents to control the land and other valuable resources, such as water and minerals. Most Mexicans, Mexican Americans, and Native Americans faced legal, economic, and social discrimination. As a result, they found it difficult to protect their rights.

The Treaty of Guadalupe Hidalgo promised to protect Mexican American residents' property rights. Yet differences between Mexican and U.S. land laws led to great confusion. The U.S. government often made Mexican American landowners go to court to prove that they had titles to their land. Landowners had to pay their own travel costs as well as those of witnesses and interpreters. They also had to pay attorneys' and interpreters' fees. These legal battles often bankrupted landowners. New settlers also tended to ignore Mexican legal concepts, such as community property or community water rights.

Mexican Americans Today

Today Mexican Americans make up about 10 percent of the U.S. population, or just over 30 million people. Mexican Americans live in all 50 states, though most live in the West and Southwest. Many Mexican Americans in these areas are descended from people who lived there long before the region became part of the United States.



GEOGRAPHY SKILLS

INTERPRETING MAPS

- 1. Region** In what region does the largest percentage of Mexican Americans live?
- 2. Place** Which two states have the highest concentrations of Mexican Americans?

THE IMPACT TODAY

Mexican holidays like Cinco de Mayo and Día de los Muertos are still popular holidays in the Southwest.

White settlers also battled with American Indians over property rights. In some areas, for example, new white settlers soon outnumbered southwestern Native Americans. The Anglo settlers often tried to take control of valuable water resources and grazing lands. In addition, settlers rarely respected Indian holy places. Native American peoples such as the Navajo and the Apache tried to protect their land and livestock from the settlers. Indians and settlers alike attacked one another to protect their interests.

Cultural Encounters

Despite conflicts, different cultures shaped one another in the Southwest. In settlements with large Mexican populations, laws were often printed in both English and Spanish.

Names of places—such as San Antonio, San Diego, and Santa Barbara—show Hispanic heritage. Other place-names, such as Taos and Tesuque, are derived from Native American words. Communities throughout the Southwest regularly celebrated both Mexican and American holidays.

Mexican and Native American knowledge and traditions also shaped many local economies. Mexican Americans taught Anglo settlers about mining in the mountains. Many ranching communities were first started by Mexican settlers. In addition, Mexican Americans introduced new types of saddles and other equipment to American ranchers. Adobe, developed by the Anasazi Indians, was adopted from the Pueblo people by the Spanish. It is still commonly

used by American residents in New Mexico, Arizona, and California.

Trade also changed the Southwest. For example, the Navajo created handwoven woolen blankets to sell to Americans. Americans in turn brought manufactured goods and money to the Southwest. Due to exchanges like these, the economies of many Mexican American and Native American communities in the Southwest began to change.

Water Rights

Eastern water-use laws commonly required owners whose land bordered streams or rivers to maintain a free flow of water. These restrictions generally prevented landowners from constructing dams because doing so would infringe upon the water rights of neighbors downstream.

In the typically dry climate of the West, large-scale agriculture was not possible without irrigation. Dams and canals were required

to direct scarce water to fields. This need conflicted with the accepted eastern tradition of equal access to water.

Brigham Young established a strict code regulating water rights for the Mormon community. In any dispute over water use, the good of the community would outweigh the interests of individuals. Young's approach stood as an example for modern water laws throughout the West.

READING CHECK Summarizing What were some of the early important agreements between the United States and Mexico, and why were they significant?

SUMMARY AND PREVIEW America's westward expansion continued rapidly after the Mexican-American War. In the next section you will learn about the California gold rush.

Section 3 Assessment

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ONLINE QUIZ

Reviewing Ideas, Terms, and People

- Define** What was **manifest destiny**?
 - Make Inferences** Why was westward expansion such an important issue in the election of 1844?
 - Evaluate** Do you think California benefited from Mexican independence? Why or why not?
- Recall** Why did the United States declare war on Mexico?
 - Summarize** What was General Winfield Scott's strategy for winning the war with Mexico?
 - Elaborate** Would you have sided with those who opposed the war with Mexico or with those who supported it? Why?
- Describe** What conflicts did American settlers, Native Americans, and Mexican Americans in the Mexican Cession experience?
 - Draw Conclusions** Why were water rights so important in the American Southwest?
 - Evaluate** In your opinion, what was the most important effect of the annexation of the Mexican Cession?

Critical Thinking

- Identifying Cause and Effect** Review your notes on manifest destiny and U.S. territorial expansion. Then use the graphic organizer below to show how Americans' expansion into California caused war, as well as the effects of the war.



FOCUS ON WRITING

- Explaining the Mexican-American War** How will you convey ideas, such as manifest destiny, in a film? How will you explain to your audience the Mexican-American War's role in expansion of the United States? Consider these questions as you read this section.

The California Gold Rush

What You Will Learn...

Main Ideas

1. The discovery of gold brought settlers to California.
2. The gold rush had a lasting impact on California's population and economy.

The Big Idea

The California gold rush changed the future of the West.

Key Terms and People

John Sutter, *p. 365*
 Donner party, *p. 365*
 forty-niners, *p. 365*
 prospect, *p. 366*
 placer miners, *p. 366*



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TAKING NOTES

Use the graphic organizer online to take notes on the California gold rush.

If YOU were there...

You are a low-paid bank clerk in New England in early 1849. Local newspaper headlines are shouting exciting news: "Gold Is Discovered in California! Thousands Are on Their Way West." You enjoy having a steady job. However, some of your friends are planning to go west, and you are being influenced by their excitement. Your friends are even buying pickaxes and other mining equipment. They urge you to go west with them.

Would you go west to seek your fortune in California? Why?

BUILDING BACKGROUND At the end of the Mexican-American War, the United States gained control of Mexican territories in the West, including all of the present-day state of California. American settlements in California increased slowly at first. Then, the discovery of gold brought quick population growth and an economic boom.

Discovery of Gold Brings Settlers

In the 1830s and 1840s, Americans who wanted to move to California started up the Oregon Trail. At the Snake River in present-day Idaho, the trail split. People bound for California took the southern route, which became known as the California Trail. This path ran through the Sierra Nevada mountain range. American emigrants and traders on the California Trail tried to cross these mountains before the season's first snows.

Although many Americans traveled along the California Trail, few actually settled in California. American merchants were usually more interested in trading goods made in factories than in establishing settlements. They traded for gold and silver coins, hides, and tallow (animal fat used to make soap and candles) from Mexico. California became a meeting ground for traders from Mexico and the United States.

Before the Mexican-American War, California's population consisted mostly of Mexicans and Native Americans. When Mexico

controlled California, Mexican officials did not want many Americans to settle there. However, in 1839 they did give Swiss immigrant **John Sutter** permission to start a colony. Sutter's Fort, located near the Sacramento River, soon became a popular rest stop for many American emigrants. These new arrivals praised Sutter's hospitality and helpfulness. By the mid-1840s some Anglo Californians were publishing newspaper advertisements and guidebooks encouraging other settlers to move West.

The **Donner party** was a group of western travelers who went to California but were stranded in the Sierra Nevada Mountains during winter. The party began its journey West in the spring of 1846. Trying to find a shortcut, the group left the main trail and got lost. When the Donner party reached the Sierra Nevada Mountains, they became trapped by heavy snows. They were stuck and had almost no food.

A rescue party found the starving and freezing group in February 1847. Of the original 87 travelers, 42 had died.

Gold in California

In January 1848, Sutter sent a carpenter named James Marshall to build a sawmill beside a nearby river. While working near Sutter's Mill, Marshall glanced at the ground. "I reached my hand down and picked it up; it made my heart thump, for I was certain it was gold."

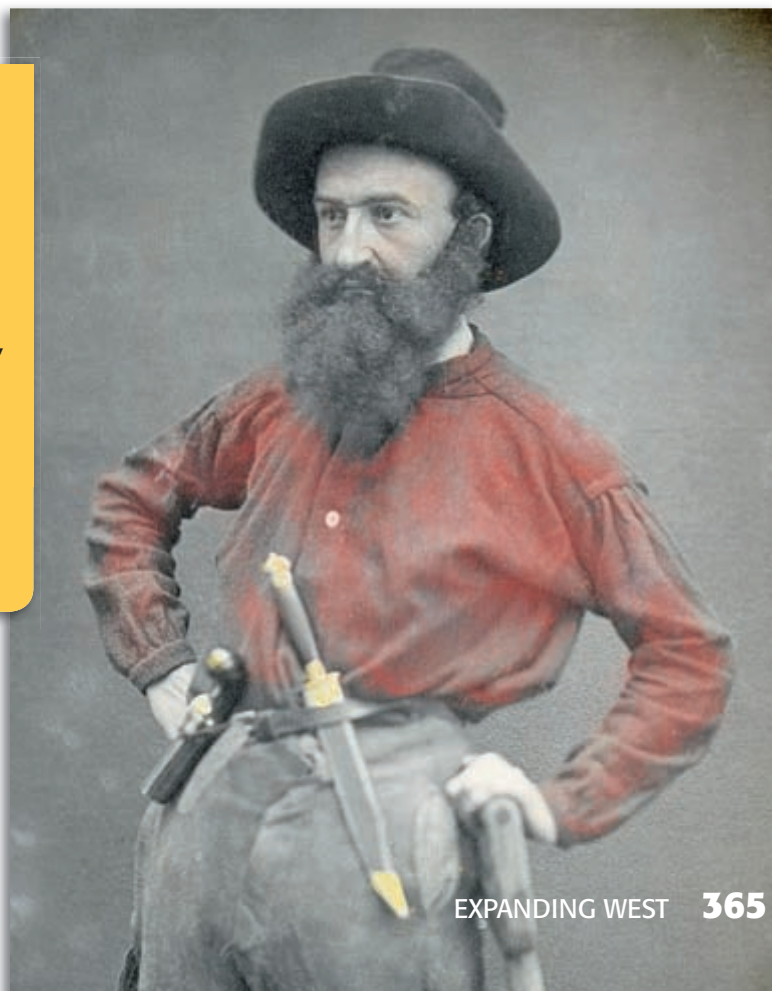
Sutter and Marshall agreed to keep the discovery a secret. However, when they examined the work site the next day, they met a Spanish-speaking Native American worker holding a nugget and shouting, "Oro [gold]! Oro! Oro!"

Sutter's workers soon quit to search for gold. Stories of the discovery rapidly spread across the country. President Polk added to the national excitement by confirming the California gold strike in his farewell message to Congress in December 1848. In 1849 about 80,000 gold-seekers came to California, hoping to strike it rich. These gold-seeking migrants to California were called **forty-niners**. As one Iowa woman who

"Gold Fever"

"Gold fever" brought 80,000 people, like this miner, to California in 1849 alone. One California newspaper captured the excitement: "The whole country, from San Francisco to Los Angeles, and from the sea shore to the base of the Sierra Nevadas, resounds with the cry of 'gold, GOLD, GOLD!' while the field is left half planted, the house half built, and everything neglected but the manufacture of shovels and pickaxes." Below is a piece of jewelry made from nuggets found in California.

Why was everything neglected except for "the manufacture of shovels and pickaxes"?



Staking a Claim



California State Library



VIDEO
Gold Rush
Miners Suffer
Hardships

hmsocialstudies.com

left to find gold recalled, “At that time the ‘gold fever’ was contagious, and few, old or young, escaped the malady [sickness].” Nearly 80 percent of the forty-niners were Americans, while the rest came from all over the world.

Most forty-niners braved long and often dangerous journeys to reach California. Many easterners and Europeans arrived via sea routes. Midwestern gold-seekers usually traveled West in wagon trains. Most forty-niners first arrived in San Francisco. This port town became a convenient trade center and stopping point for travelers. As a result, its population increased from around 800 in March 1848 to more than 25,000 by 1850.

Staking a Claim

Few of the forty-niners had any previous gold-mining experience. The work was difficult and time-consuming. The forty-niners would **prospect**, or search for gold, along the banks of streams or in shallow surface mines.

The early forty-niners worked an area that ran for 70 miles along rivers in northern California.

The first person to arrive at a site would “stake a claim.” Early miners frequently banded together to prospect for gold. The miners agreed that each would keep a share of whatever gold was discovered. When one group abandoned a claim, more recent arrivals often took it over, hoping for success. Sometimes, two or more groups arrived in an area at the same time. In the early gold-rush days, before courts were established, this competition often led to conflict. Occasionally, violent disputes arose over competing claims.

Mining methods varied according to the location. The most popular method, placer (PLA-suhr) mining, was done along rivers and streams. **Placer miners used pans or other devices to wash gold nuggets out of loose rock and gravel.** To reach gold deposits buried in



Miners came to California from around the world to make their fortune. In the photo on the left, Anglo and Chinese miners work together in Auburn Ravine in 1852. Above, a woman joins men to look for gold. Fewer women than men moved west to search for gold, but the ones that did often found greater social and economic opportunity than they had in the east.

Why might people leave their homes and travel long distances in search of gold?

the hills, miners had to dig shafts and tunnels. These tasks were usually pursued by mining companies, rather than by individuals.

In 1853 California's yearly gold production peaked at more than \$60 million. Individual success stories inspired many miners. One lucky man found two and a half pounds of gold after only 15 minutes of work. Two African American miners found a rich gold deposit that became known as Negro Hill in honor of their discovery. The vast majority of miners, however, did not become rich. Forty-niner Alonzo Delano commented that the "lean, meager [thin], worn-out and woe-begone [sorrowful] miner... might daily be seen at almost every point in the upper mines."

Life in the Mining Camps

Mining camps sprang up wherever enough people gathered to look for gold. These camps had colorful names, such as Hangtown or Poker Flat.

Miners in the camps came from many cultures and backgrounds. Most miners were young, unmarried men in search of adventure. Only around 5 percent of gold-rush immigrants were women or children. The hardworking women generally made good money by cooking meals, washing clothes, and operating boardinghouses. One such woman, Catherine Haun, recalled her first home in California.

“We were glad to settle down and go house-keeping in a shed that was built in a day of lumber purchased with the first fee... For neighbors, we had a real live saloon. I never have received more respectful attention than I did from these neighbors.”

—Catherine Haun, quoted in *Ordinary Americans*, edited by Linda R. Monk

Haun's husband was a lawyer. He concluded that he could make more money practicing law than he could panning for gold. He was one of many people who made a good living supplying miners with food, clothing, equipment, and other services. Miners paid high prices for basic necessities because the large amounts of gold in circulation caused severe inflation in California. A loaf of bread, for example, might cost 5 cents in the East, but it would sell for 50 to 75 cents in San Francisco. Eggs sometimes sold for \$1 apiece.

Some settlers took full advantage of these conditions for free enterprise. Biddy Mason and her family, for instance, had arrived in California as slaves. A Georgia slaveholder had brought them during the gold-rush years. Mason quickly discovered that most Californians opposed slavery, particularly in the gold mines. She and her family gained their freedom and moved to the small village of Los Angeles. There she saved money until she could purchase some land. Over time, Mason's property increased in value from \$250 to \$200,000. She became one of the wealthiest landowners in California, a community leader, and a well-known supporter of charities.

Westward Movement in the United States

QUICK
FACTS

Causes

- Americans believe in the idea of manifest destiny.
- The United States acquires vast new lands in the West.
- Pathfinders open trails to new territories.
- Gold is discovered in California.

Effects

- Native Americans are forced off lands.
- Americans travel west to settle new areas.
- The United States stretches to the Pacific Ocean.
- California experiences a population boom.

Immigrants to California

The lure of gold in California attracted miners from around the world. Many were from countries that had seen few immigrants to the United States in the past. They were drawn to California by the lure of wealth. For example, famine and economic hardship in southeastern China caused many Chinese men to leave China for America. Most hoped to find great wealth, and then return home to China. These immigrants were known in Chinese as *gam saan haak*, or “travelers to Gold Mountain.” Between 1849 and 1853 about 24,000 Chinese men moved to California. “From far and near we came and were pleased,” wrote merchant Lai Chun-chuen in 1855.

Chinese immigrants soon discovered that many Americans did not welcome them, however. In 1852, California placed a high monthly tax on all foreign miners. Chinese miners had no choice but to pay this tax if they wanted to prospect for gold in California. Some Chinese workers were the targets of violent attacks. If the Chinese

miners dared to protest the attacks, the legal system favored Americans over immigrants.

Despite such treatment, many Chinese immigrants still worked in the gold mines. Some looked for other jobs. Others opened their own businesses. A newspaper reported Chinese working as “ploughmen, laundrymen, placer miners, woolen spinners and weavers, domestic servants, cigar makers, [and] shoemakers.”

In 1849 alone, about 20,000 immigrants arrived in California not only from China but also from Europe, Mexico, and South America. Like most Americans who sought gold, these new arrivals intended to return home after they had made their fortunes. However, many decided to stay. Some began businesses. For example, Levi Strauss, a German immigrant, earned a fortune by making tough denim pants for miners.

READING CHECK Categorizing What types of people came to California hoping to benefit from the gold rush?

Impact on California

During the Spanish and Mexican periods of settlement, California’s population grew slowly. The arrival of the forty-niners changed this dramatically.

Population Boom

California’s population explosion made it eligible for statehood only two years after being acquired by the United States. In 1850 California became the 31st state.

However, fast population growth had negative consequences for many Californios and California Native Americans. One early observer of the gold rush described why.

“The Yankee regarded every man but [his own kind] as an interloper [trespasser], who had no right to come to California and pick up the gold of ‘free and enlightened citizens.’”

—W. Kelly, quoted in *The Other Californians*,
by Robert F. Heizer and Alan F. Almqvist

THE IMPACT TODAY

Today California is the nation’s most populous state.

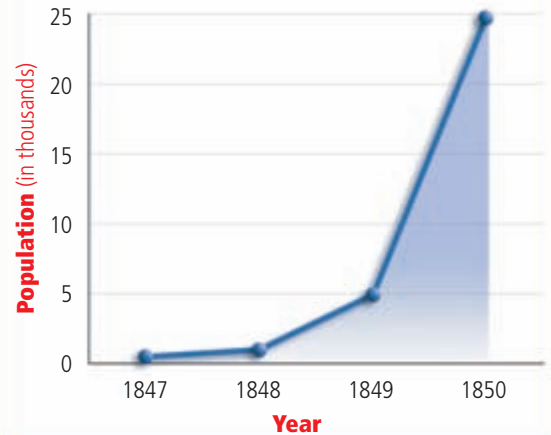
San Francisco Grows

San Francisco boomed in the early years of the gold rush.

What factors led to San Francisco's population growth?



San Francisco Population, 1847–1850



Economic Growth

In addition to rapid population growth, a flood of new businesses and industries transformed California's economy. Gold mining remained an important part of the state's early economy. But Californians soon discovered other ways to make a living. Farming and ranching, for example, became industries for those willing to do the necessary hard labor.

California faced an obstacle to growth, though. The state was isolated from the rest of the country. It was difficult to bring in and ship out goods. The answer to the isolation problem was to bring the railroad all the way to California. Californians would have to wait almost 20 years for that. Completion of the transcontinental railroad in 1869 at last gave Californians the means to grow a stronger economy.

READING CHECK Analyzing Information

What political effect resulted from California's rapid population growth?

SUMMARY AND PREVIEW Americans moved west to create new lives and seize new opportunities. In the next chapter you will learn about the Industrial Revolution in America.

Section 4 Assessment



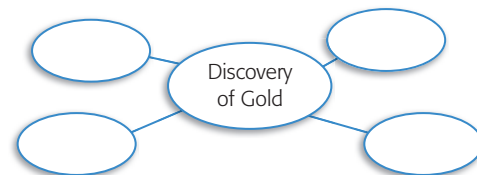
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ONLINE QUIZ

Reviewing Ideas, Terms, and People

- Recall** Why was Sutter's Mill important?
 - Summarize** What types of people participated in the California gold rush, and how did they take part in it?
 - Elaborate** What are some possible problems caused by the arrival of so many new settlers to California?
- Describe** How did some people hope to solve the problem of California's isolation from the rest of the country?
 - Draw Inferences** What effect did California's rapid population growth have on Californios and Native Americans?
 - Evaluate** Overall, do you think that the gold rush had a positive or negative effect on California? Explain.

Critical Thinking

- Evaluating** Review your notes on the gold rush. Then copy the graphic organizer below. Use it to show how the discovery of gold changed California.



FOCUS ON WRITING

- Describing the California Gold Rush** As you read this section, take note of significant events and effects of the gold rush. Consider also how your film can convey the excitement of that time in American history.

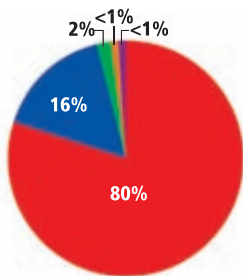
History and Geography

America's Growth

1850

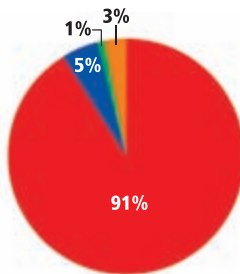
In the 1830s, a new dream began to shape the American mind—manifest destiny. Manifest destiny was the belief that the United States should extend all the way to the Pacific Ocean. By 1850, that dream had become a reality. In 1845, the United States annexed Texas. In 1848, it acquired Oregon and the huge Mexican Cession. By 1853, with the Gadsden Purchase, the United States had taken the basic shape it still has today.

America's Population, 1850: 23.6 million



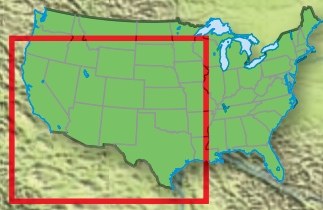
Ethnic Groups, 1850

- White/European
- African American
- Native American
- Asian
- Mexican American



Religions, 1850

- Protestant
- Catholic
- Jewish
- Other



Gold Fever
The discovery of gold in California in 1848 set off a massive migration. In 1849 some 80,000 forty-niners headed toward California. San Francisco, located on an excellent natural port, grew quickly as a result.

- Texas annexation, 1845
- Claim recognized in Oregon Treaty, 1848
- Mexican Cession, 1848
- Gadsden Purchase, 1853

0 150 300 Miles
0 150 300 Kilometers



Water Rights Water was critical in the dry West. Bitter disputes arose over who had the water rights to streams. Gold rush miners developed a simple system: whoever used the water first owned the rights to it. In other parts of the West, the community as a whole had a right to use the water source.

Manifest Destiny Supporters of manifest destiny believed it was God's will that the United States should expand and spread democracy across North America. Huge numbers of settlers headed West to tame new lands.



The Rocky Mountains The Rocky Mountains were a gigantic obstacle to settlers on their way West. Pathfinders like Lt. John C. Frémont traveled widely in the region, making maps and noting possible trails. The South Pass, through which the Oregon Trail ran, was one of the few easy ways through the great chain of mountains.



GEOGRAPHY SKILLS

INTERPRETING MAPS

- 1. Movement** Why did San Francisco grow so rapidly?
- 2. Human-Environment Interaction** Why was water so important in the West?



70° W

Tropic of Cancer

90° W

Interpreting Maps: Expansion

Define the Skill

Maps show features on Earth's surface. These can be physical features, such as mountains and rivers, or human features, such as roads and settlements. Historical maps show an area as it was in the past. Some show how a nation's boundaries changed over time. Interpreting maps can answer questions about history as well as geography.

Learn the Skill

Follow these steps to gain information from a map.

- 1 Read the title to determine what the map is about and the time period it covers.
- 2 Study the legend or key to understand what the colors or symbols on the map mean. Note the map scale, which is used to measure distances.

- 3 Note the map's other features. Maps often contain labels and other information in addition to what is explained in the legend or key.

Practice the Skill

Interpret the map below to answer the following questions about the expansion of the United States.

1. The addition of which territory almost doubled the size of the United States?
2. What was the smallest expansion of U.S. borders, and when did it take place?
3. According to the map, when did California become part of the United States?
4. What choice of overland routes did a traveler have for getting to California?
5. What physical obstacles does the map show such a traveler would face?





History's Impact

▶ video series

Review the video to answer the closing question:

What does the modern success of Silicon Valley have in common with the California gold rush? How is it different?

Visual Summary

Use the visual summary below to help you review the main ideas of the chapter.

QUICK FACTS

U.S. Expansion

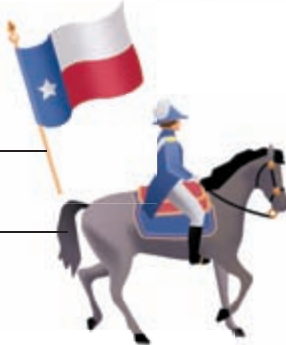
1839 Sutter's Fort established.



1840 Pioneers begin traveling West on the Oregon Trail.

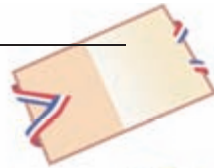


1845 United States annexes Texas.



1846 Mexican War begins.

1848 United States wins the Mexican War and gains the Mexican Cession. Oregon becomes a U.S. territory.



1849 California gold rush begins.



1853 Gadsden Purchase establishes the southwestern U.S. border.



Reviewing Vocabulary, Terms, and People

Identify the correct term or person from the chapter that best fits each of the following descriptions.

1. Mexican priest who led a rebellion for independence from Spain
2. Spanish cowboys in California
3. A group of pioneers who were stranded in the Sierra Nevada Mountains and struggled to survive the winter
4. Agents hired by the Mexican government to attract settlers to Texas
5. The belief that the United States was meant to expand across the continent to the Pacific Ocean
6. Members of the Church of Jesus Christ of Latter-day Saints
7. Fur traders and trappers who lived west of the Rocky Mountains and in the Pacific Northwest
8. Mexican ruler who fought to keep Texas from gaining independence
9. Swiss immigrant who received permission from Mexico to start a colony in California
10. Western trail from Missouri to New Mexico that was an important route for trade between American and Mexican merchants

Comprehension and Critical Thinking

SECTION 1 (Pages 346–349)

11. **a. Identify** What different groups of people traveled West?
- b. Draw Conclusions** Why did Brigham Young move the Mormon community to Utah?
- c. Predict** What are some possible problems that might result from American settlement in the West?

SECTION 2 (Pages 350–353)

- 12. a. Identify** Who were Stephen F. Austin and Antonio López de Santa Anna?
- b. Draw Conclusions** Why did settlers in Texas rebel against Mexican rule?
- c. Elaborate** In what ways was the Texas struggle for independence similar to that of the United States?

SECTION 3 (Pages 354–363)

- 13. a. Recall** Why were some Americans opposed to the annexation of new territories?
- b. Draw Conclusions** What economic and cultural influences did Native Americans and Mexican Americans have on American settlers in the Mexican Cession?
- c. Predict** What are some possible problems the acquisition of so much territory might cause the United States?

SECTION 4 (Pages 364–369)

- 14. a. Identify** What roles did women and immigrants play in the California gold rush?
- b. Make Inferences** Why were most gold-rush settlers young, unmarried men?
- c. Predict** What long-term effects might the gold rush have on California's future?

Reviewing Themes

- 15. Economics** What role did economics play in the desire of Americans to go west?
- 16. Geography** What were the main trails to the West, and what areas did they pass through?

Reading Skills

Vocabulary in Context Use the Reading Skills taught in this chapter to answer the question about the reading selection below.

Texas politicians hoped that joining the United States would help solve the republic's financial and military problems. The Texas Congress approved annexation in June 1845. Texas became part of the United States in December. (p. 356)

- 17.** Determine the definition of *annexation* using context clues.

Social Studies Skills

Interpreting Maps: Expansion Use the Social Studies Skills taught in this chapter to answer the question about the map below.



- 18.** Place the expansions in the order in which they were acquired by the United States, according to the map.

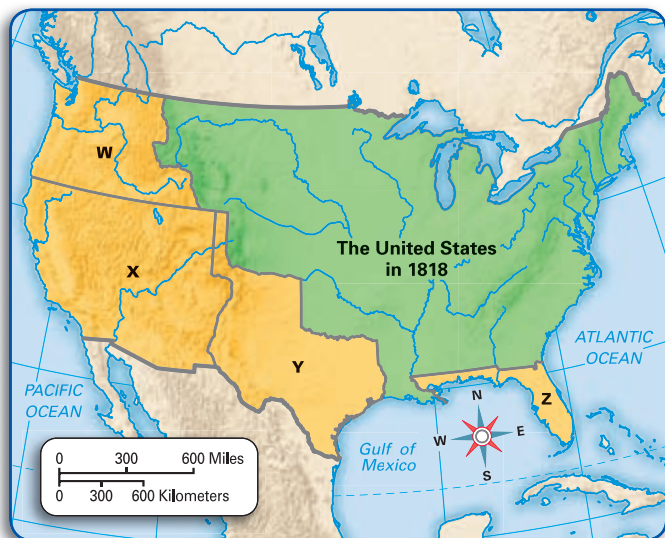
FOCUS ON WRITING

19. Writing an Outline for a Documentary Film

Look back through all your notes, and choose one topic from this chapter that you think would make a good 10-minute documentary. Your outline should be organized by scene (no more than 3 scenes), in chronological order. For each scene, give the following information: main idea of scene, costumes and images to be used, audio to be used, and length of scene. As you plan, remember that the audience will be students your own age.

DIRECTIONS: Read each question and write the letter of the best response.

- 1** Use the map below to answer the following question.



The part of the present-day United States that was once claimed by Britain, Spain, and Russia is shown on the map by which letter?

- A W
B X
C Y
D Z
- 2** In general, what position did Californios take toward the Mexican-American War?
- A They supported the war because they wanted independence from Mexico.
B They supported the war because they wanted to become U.S. citizens.
C They opposed the war because they feared it might bring an end to slavery.
D They opposed the war because they did not want to lose control of California.

- 3** What was the main reason John Jacob Astor founded Astoria at the mouth of the Columbia River in 1811?
- A Plenty of freshwater and salt-water fish were available for residents to eat.

- B The soil there was rich and good for farming.
C Trappers could use the river to bring furs from the mountains to trade.
D The location offered easy protection from attacks by Native Americans or the French.

- 4** The *main* attraction of Texas for many Americans in the 1820s and 1830s was the
- A freedom to practice the Catholic faith.
B availability of cheap or free land.
C desire to become citizens of Mexico.
D Mexican rebellion against Spain.
- 5** Which of the following occurred after the Mexican-American War?
- A Mexican foods and festivals became more important to American culture.
B Prosperity of Mexican landowners in the Southwest increased under U.S. rule.
C Mexican Americans left the United States.
D The size of the United States was reduced.
- 6** Examine the following flier about cheap land available in the Dakota Territory and then use it to answer the question below.



Document-Based Question Who might have been attracted by this description of Dakota? Why?

The Real West: Rush for Gold

When gold was discovered in northern California in 1848, it caused a sensation. Gold seekers from the United States and the rest of the world rushed to California to find their fortunes. The conditions of the trip were difficult, as was the labor required to extract the gold from rivers and mines. Although some people became wealthy, many more never

found the riches they had expected. So many people arrived so quickly that California became a state within three years of gold being discovered.

Explore some of the history and documents of the California Gold Rush online. You can find a wealth of information, video clips, primary sources, activities, and more at hmhsocialstudies.com.

CALIFORNIA!

Mutual Protection
Trading & Mining Co.



"If any man has his health & will work, he can make more than ten times as much here as he can in the states in the same length of time. But many, very many, that come here meet with bad success & thousands will leave their bones here."

— S. Shufelt



A Miner's Letter Home

Read the document to learn about one miner's opinion on the possibility of becoming rich in California.



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Heading West

Watch the video to learn about the dangers that overland travelers faced when trying to get to California from the eastern United States.



Search for the Mother Lode

Watch the video to see the various methods that forty-niners used to mine the gold in California.



Statehood

Watch the video to discover the political issues surrounding the admission of California as a free state and its implications for the rest of the nation.

Assignment

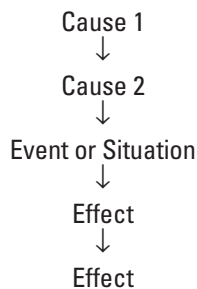
Write a paper explaining the causes or the effects of the War of 1812.

Cause and Effect in History

Historians try to make sense of an event by considering why the event happened and what resulted from it. Exploring causes and effects can provide a deeper understanding of historical events and how they are connected to one another.

TIP Using a Graphic Organizer

Use a graphic organizer like this to organize your research.



1. Prewrite

Identifying Causes and Effects

A **cause** is an action or a situation that makes something else happen. What happens is called an **effect**. For example, if you stay up too late watching TV (cause), you might find yourself nodding off in class (effect). Often an event or situation will have several causes as well as several effects. In those cases, we may look at the order in which the causes or effects occurred, or we may look at their relative importance.

Researching and Organizing

For this paper, you will write about the causes or the effects of the event—the War of 1812. Gather information from the chapter in this textbook, an encyclopedia, or another source recommended by your teacher.

- Look for two or three reasons (causes) why the War of 1812 (the event or situation) occurred.
- At the same time, consider the war as a cause. Look for two or three effects of the war.

Then choose whether to write about the causes or the effects.

2. Write

A Writer's Framework

You can use this framework to help you write your first draft.

Introduction

- Begin with a quote or interesting fact about the event.
- Identify the event you will discuss. [The War of 1812]
- Identify whether you will be discussing the causes or the effects.

Body

- Present the causes or effects in chronological (time) order or order of importance.
- Explain each cause or effect in its own paragraph, providing support with facts and examples.

Conclusion

- Summarize your ideas about the causes or the effects of the event [the war].

3. Evaluate and Revise

Evaluating

Drawing clear, logical connections is the key to writing about causes and effects. Use these questions to evaluate and revise your paper.

Evaluation Questions for an Explanation of Causes or Effects

- Does the introduction begin with an interesting quotation or fact?
- Does the introduction identify the event [the war] and the causes or events to be discussed?
- Is each cause or effect explained in its own paragraph?
- Do facts and examples help to explain each cause or effect and connect it to the event [the war]?
- Are the causes or effects organized clearly—by chronological order or order of importance?
- Does the conclusion summarize the causes or effects and their importance?

Revising

Make sure the connections between the war and its causes or effects are clear by sharing your paper with a classmate. If your classmate is confused, add background information. If he or she disagrees with your conclusions, add evidence or rethink your reasoning.

4. Proofread and Publish

Proofreading

Some transitional words and phrases need to be set off from the sentence with commas. Here are two examples:

- The Louisiana Territory was a huge region of land. *As a result*, the size of the United States almost doubled when the land was purchased.
- Jefferson wanted to know more about the land he had purchased. *Therefore*, he asked Congress to fund an expedition.

Check your paper to see if you need to add commas after or around any transitional words or phrases.

Publishing

Get together with a classmate and share causes and/or effects. Compare your lists to see whether you have identified different causes or effects. Share your findings with your class.

5. Practice and Apply

Use the steps and strategies outlined in this workshop to write your explanation of the causes or effects of the War of 1812.

TIP **Recognizing False Cause-and-Effect** In planning your essay, be careful to avoid false cause-and-effect relationships. The fact that one thing happened before or after another doesn't mean one caused the other. For example, the fact that James Madison was elected in 1808, just four years before the War of 1812, does not mean his election caused the War of 1812.

TIP **Using Transitions** Here are some transitional words and phrases that show cause or effect relationships: *because, as a result, therefore, for, since, so, consequently, for this reason.*