

## Chapter Overview

During the presidency of Thomas Jefferson, the United States continued to grow and change, both physically and politically. Politically, a Supreme Court ruling established the dominance of the Constitution as the law of the land, and provided more power to the judicial branch. Physically, Jefferson's Louisiana Purchase roughly doubled the size of the country. Conflicts with Native Americans, Mediterranean pirates, and the British in the War of 1812 led to American expansion at home and increased respect for the young country around the world.

### CHAPTER BENCHMARKS



**SS.8.A.3.14** Explain major domestic and international economic, military, political, and socio-cultural events of Thomas Jefferson's presidency.

**SS.8.A.4.1** Examine the causes, course, and consequences of United States westward expansion and its growing diplomatic assertiveness (War of 1812, Convention of 1818, Adams-Onís Treaty, Missouri Compromise, Monroe Doctrine, Trail of Tears, Texas annexation, Manifest Destiny, Oregon Territory, Mexican American War/Mexican Cession, California Gold Rush, Compromise of 1850, Kansas Nebraska Act, Gadsden Purchase).

**SS.8.A.4.3** Examine the experiences and perspectives of significant individuals and groups during this era of American History.

**SS.8.A.4.4** Discuss the impact of westward expansion on cultural practices and migration patterns of Native American and African slave populations.

### WHAT I NEED TO KNOW

#### TERMS

- customs duty
- jurisdiction
- secede
- tribute
- neutral rights
- embargo
- nationalism
- frigate

#### PEOPLE, PLACES, EVENTS

- Election of 1800
- John Adams

- Thomas Jefferson
- Aaron Burr
- Judiciary Act of 1801
- John Marshall
- Marbury v. Madison*
- Louisiana Territory
- New Orleans
- Santo Domingo
- Toussaint L'Ouverture
- James Monroe
- Meriwether Lewis
- William Clark
- Sacagawea

- Zebulon Pike
- Aaron Burr
- Alexander Hamilton
- Embargo Act
- Tecumseh
- Tenskwatawa
- William Henry Harrison
- War Hawks
- Henry Clay
- John C. Calhoun
- Oliver Hazard Perry
- Andrew Jackson

## CHAPTER 10

# The Jefferson Era

### CHAPTER BENCHMARKS, *continued*

**SS.8.A.4.8** Describe the influence of individuals on social and political developments of this era in American History.

**SS.8.A.4.12** Examine the effects of the 1804 Haitian Revolution on the United States acquisition of the Louisiana Territory.

**SS.8.A.4.13** Explain the consequences of landmark Supreme Court decisions (McCulloch v. Maryland [1819], Gibbons v. Ogden [1824], Cherokee Nation v. Georgia [1831], and Worcester v. Georgia [1832]) significant to this era of American history.

**SS.8.G.3.1** Locate and describe in geographic terms the major ecosystems of the United States.

**SS.8.G.5.1** Describe human dependence on the physical environment and natural resources to satisfy basic needs in local environments in the United States.

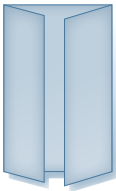


## The Jefferson Era

Make this Foldable and label the four tabs—1800, 1803, 1810, and 1812. As you read the lessons in this chapter, use short phrases to record what you learn about events occurring before, during, and after each date. On the back, compare and contrast what life was like in America before and after the size of the nation doubled. Include information on westward-bound settlers and the overall economy of the country. Use this Foldable to study for quizzes and tests.

### Step 1

Fold the outer edges of the paper to meet at the midpoint. Crease well.



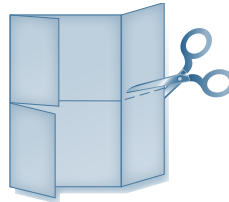
### Step 2

Fold the paper in half from top to bottom.



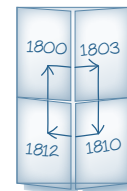
### Step 3

Open and cut along the inside fold lines to form four tabs.



### Step 4

Label the tabs as shown.





LESSON 1 SUMMARY, *continued*

**2. CITING TEXT**

**EVIDENCE** Think about Thomas Jefferson’s views about the federal government as expressed in his Inaugural Address. List several words or phrases from the text that describe these views.

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Then, underline examples of actions Jefferson took in office to carry out the ideas expressed in his address.

**3. DETERMINING WORD**

**MEANINGS** Under the Judiciary Act of 1801, President Adams appointed hundreds of new judges. Why do you think these appointees were known as “midnight judges”?

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When the electors voted in 1800, there was a tie between Jefferson and Burr. The House of Representatives then voted to decide the election. The House voted 35 times, but each time the vote was still a tie. The next time the House voted, one person changed his vote, and Jefferson won.

To avoid another tie between a presidential and vice-presidential candidate, Congress changed the Constitution. Under the Twelfth Amendment, passed in 1803, electors cast one vote for president and the other for vice president.

### Jefferson’s Inauguration

Jefferson became president in 1801 in a ceremony called an inauguration. In his Inaugural Address, Jefferson outlined his goals. He believed that a large federal government threatened liberty. The states, he argued, could better protect freedom. So, Jefferson wanted to limit the power and size of the federal government to make it “wise and frugal.” At the same time, he wanted to support “the state governments in all their rights.”

### Jefferson as President

Jefferson created new policies to put his ideas about government into practice. These new policies included:

- lowering the national debt
- cutting military spending
- having only a few hundred government workers
- eliminating most federal taxes.

Under Jefferson, the government raised money from **customs duties**, or taxes on imported goods. The government also made money from selling lands in the West.

### Judiciary Act of 1801

Before Jefferson took office, the Federalists passed an act that set up a system of courts. John Adams used this act, the Judiciary Act of 1801, to appoint hundreds of new judges. He also asked John Marshall to serve as chief justice. In this way, Adams made sure that the Federalists controlled the courts.

Adams’s last minute appointees, known as “midnight judges,” could not take office until they received official papers called commissions. When Jefferson became president, some of these appointees had not yet received their commissions.

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**LESSON 1 SUMMARY, *continued***

Jefferson told Secretary of State James Madison not to deliver them.

## The Growing Power of the Supreme Court

One of the appointees who did not get his commission was William Marbury. He asked the Supreme Court to force Madison to deliver the commission. In the case of *Marbury v. Madison*, the Court ruled against Marbury. The Court said it did not have the **jurisdiction**, or legal authority, to force Madison to deliver Marbury’s commission. The Court also ruled that an act of Congress related to the case violated the Constitution.

Chief Justice John Marshall wrote the Court’s opinion. He described three basic ideas, or **principles**, of judicial review. (1) The Constitution is the supreme law of the land; (2) the Constitution must be followed when there is a conflict with any other law; and (3) the judicial branch can declare laws unconstitutional. Through these principles, judicial review became an important check on the legislative and executive branches.

Other important court cases affected the power of the Supreme Court. This chart shows three cases and the effect of each case.

Case	Effect
<i>McCulloch v. Maryland</i>	Congress has implied powers and can do more than the Constitution specifically says it can do. The states cannot overrule federal laws.
<i>Gibbons v. Ogden</i>	Federal laws take priority over state laws in cases affecting more than one state.
<i>Worcester v. Georgia</i>	States cannot make rules about Native Americans. Only the federal government can do this.

### 4. MAKING

**INFERENCES** *Marbury v. Madison* established the idea that the Constitution is the supreme law of the land—above any other laws, including state laws. How did this principle give more power to the judicial branch of the federal government? Use a separate sheet of paper for your answer.

### 5. IDENTIFYING POINTS OF VIEW

Review the effects of the court cases listed in the table. Do you think Thomas Jefferson would have been pleased with the consequences of these decisions? Why or why not?

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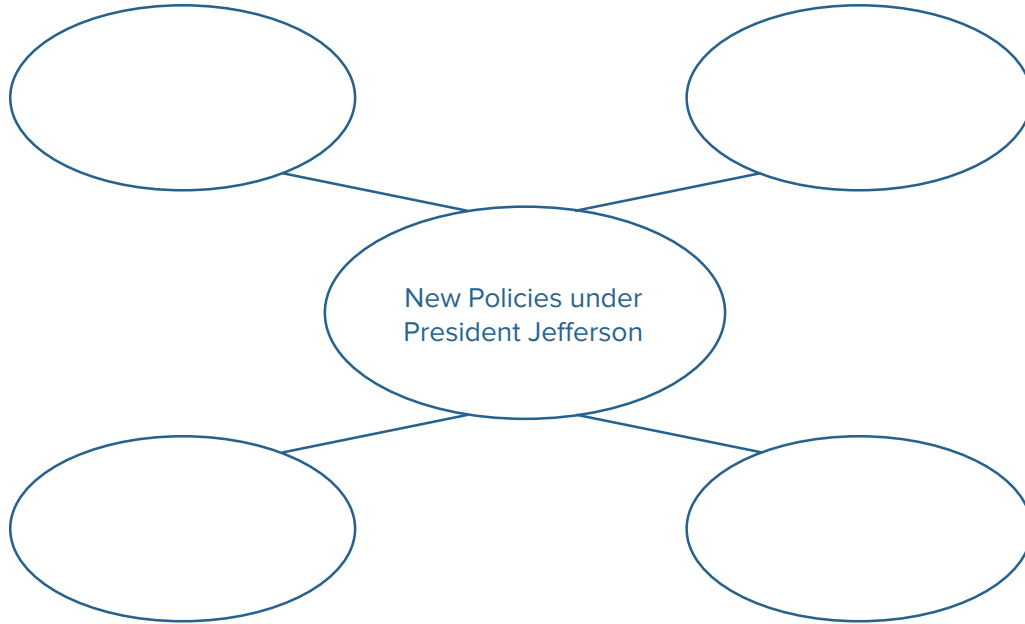
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LESSON 1 SUMMARY, *continued*



REVIEW LESSON 1

1. Use the graphic organizer below to identify new policies established by President Jefferson once he took office.



2. **DRAWING CONCLUSIONS** Use the information from your graphic organizer to write an essay that answers this question: How did the new policies established by Jefferson reflect his views on the proper role of the federal government?

## LESSON 2 SUMMARY

# The Louisiana Purchase

SS.8.A.3.14; SS.8.A.4.3; SS.8.A.4.12; SS.8.G.3.1; SS.8.G.5.1

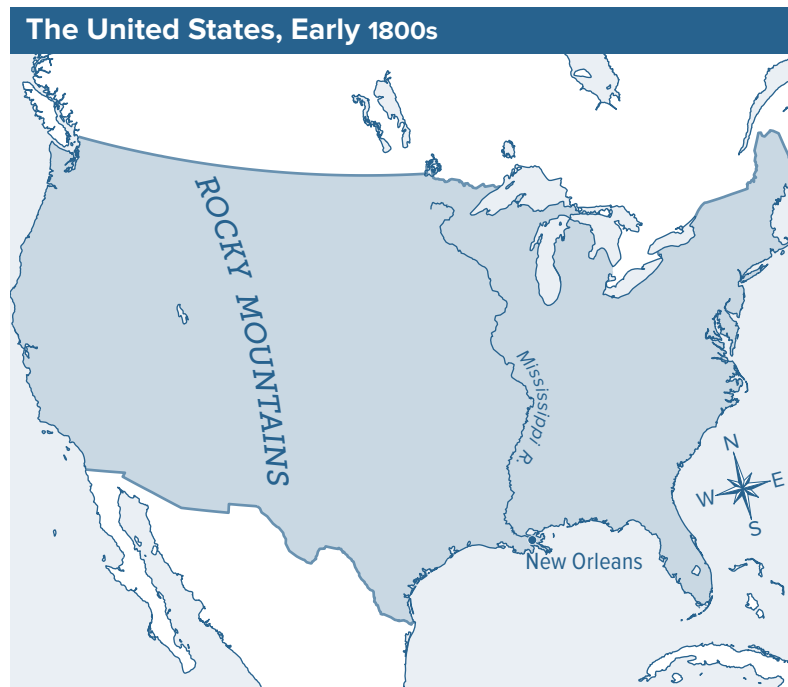
## Westward, Ho!

In 1800 the Mississippi River was the western border of the United States. The area west of the river, called the Louisiana Territory, belonged to Spain. The Louisiana Territory stretched west to the Rocky Mountains and south to New Orleans. It did not have a clear border to the north.

During the early 1800s, American pioneers moved west in search of land and adventure. They made a long and exhausting journey over the Appalachian Mountains. Settlers used Conestoga wagons to carry their household goods. Two important possessions were rifles and axes. They used rifles for protection and to hunt animals for food. They used axes to cut paths for their wagons through dense forests.

Many pioneers set up farms along rivers that flowed into the Upper Mississippi River. Farmers needed access to the Mississippi to transport their crops to markets. They shipped their goods down the Mississippi River to New Orleans. From New Orleans, the goods traveled to the East Coast.

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### 1. CITING TEXT

**EVIDENCE** Circle two valued possessions that westward-bound pioneers took with them on their journey. Underline why they needed these things.

### 2. CREATING A MAP

On the map, shade the boundaries of the Louisiana Territory and add a label for the region. Label the western border of the United States. Then, using an atlas or online reference, draw and label the Appalachian Mountains, the Illinois River, the Ohio River, and at least two of the rivers that flow into the Ohio, such as the Wabash and the Cumberland.

To reach markets on the East Coast, why did farmers ship crops west, toward the Mississippi River, rather than directly east?

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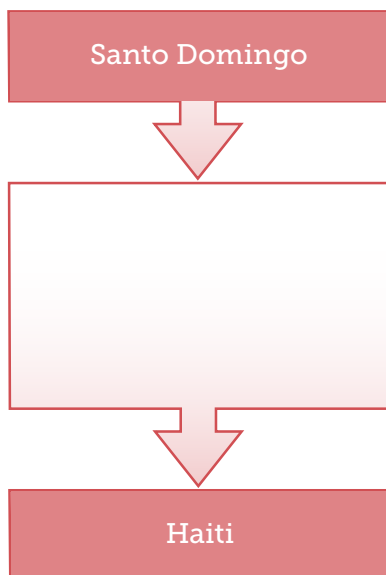
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**LESSON 2 SUMMARY, *continued***

**3. ANALYZING PRIMARY SOURCES** In 1802, Thomas Jefferson wrote, “There is on the globe one single spot, the possessor of which is our natural and habitual enemy. It is New Orleans.” On a separate sheet of paper, explain what Jefferson meant. Why was control of New Orleans so important to Jefferson?

**4. DETERMINING CAUSE AND EFFECT** Complete this graphic organizer to describe changes in the Caribbean island of Santo Domingo.



**The French Threat**

Spain controlled the area west of the Mississippi, including New Orleans. The Spanish allowed Americans to travel on the Mississippi and trade in New Orleans. For western farmers, this was vital to their economic survival.

In 1802 the Spanish suddenly stopped letting American settlers trade in New Orleans. President Jefferson learned that Spain had secretly agreed to give France control of the Louisiana Territory. Jefferson believed that France had also gained control of Florida in this secret agreement.

The agreement posed a serious threat to the United States. France’s leader, Napoleon Bonaparte, had plans to create empires in Europe and the Americas. French control of the Louisiana Territory would put American trade along the Mississippi River at risk. Congress sent Robert Livingston, the minister to France, to offer as much as \$2 million to buy New Orleans and West Florida from the French.

**Napoleon and Santo Domingo**

Napoleon dreamed of leading a Western empire. He wanted to use the Caribbean island of Santo Domingo, which was controlled by the French, as a naval base from which he could build such an empire.

Events in Santo Domingo, however, ended Napoleon’s dream. Toussaint L’Ouverture led enslaved Africans and other laborers in Santo Domingo in a revolt. After fierce fighting, the rebels won and declared the colony an independent republic. In 1802, Napoleon sent troops to take back Santo Domingo, but they failed. By 1804, the French had been forced out of Santo Domingo. The country took its original name, Haiti.

**An Expanding Nation**

Without Santo Domingo, Napoleon knew he could not build a Western empire. He now had little use for Louisiana. He also had another problem. He needed money to help pay for his war against Britain. To get the money he needed, he decided to sell the Louisiana Territory.

Meanwhile, James Monroe had joined Robert Livingston in France in the effort to buy New Orleans and West Florida. Now they were told the entire Louisiana Territory was for sale.

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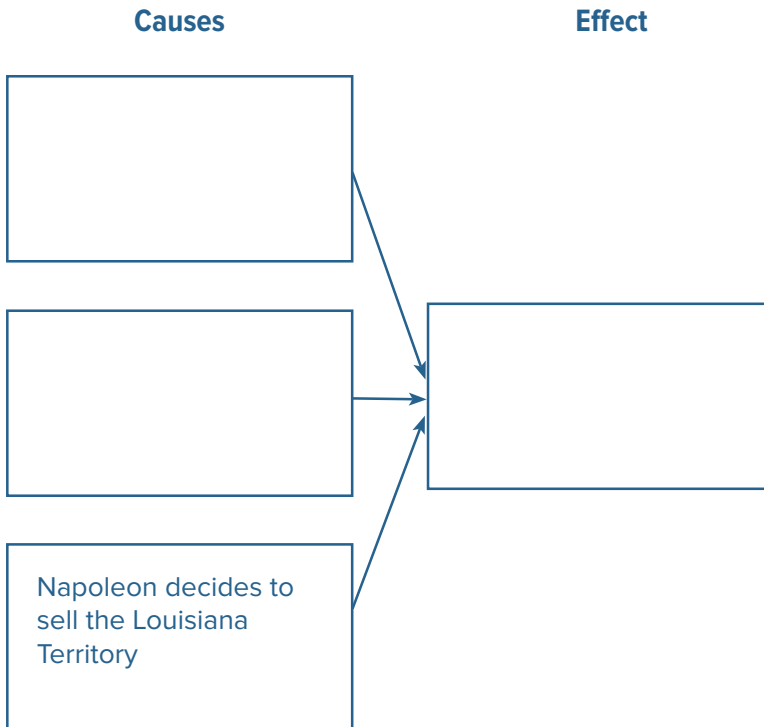


**LESSON 2 SUMMARY, *continued***

The offer took Livingston and Monroe by surprise. They had the authority to buy only part of the territory, not the whole thing. The deal, however, was too good to pass up. The new territory would provide plenty of cheap land for farmers for future generations. It also would give the United States control of the Mississippi River. They agreed to pay \$15 million to purchase, or buy, the land.

Jefferson worried that such a large purchase might not be legal. The Constitution said nothing about acquiring new territory. The Constitution did say, however, that he could make treaties. Jefferson decided his right to make treaties allowed him to buy the land. The Senate approved the purchase in October 1803. The purchase of the Louisiana Territory doubled the size of the United States.

Complete the cause-and-effect graphic organizer below to identify how a decision made by Napoleon Bonaparte affected the territorial boundaries of the United States.



**5. DETERMINING CENTRAL IDEAS** How did Jefferson's concerns about the legality of the Louisiana Purchase reflect the ideas of the Republican Party?

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**LESSON 2 SUMMARY, *continued***

**6. EVALUATING** Underline the qualifications that Meriwether Lewis and William Clark had to lead their expedition.

What other character traits do you think would be needed to lead an expedition into unknown lands? List three things Jefferson might have looked for when choosing leaders for the expedition.

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**7. PREDICTING CONSEQUENCES** How do you think the Lewis and Clark expedition might have been different if Sacagawea had not joined the group?

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## The Lewis and Clark Expedition

Jefferson wanted to learn more about the new territory he had just bought. He persuaded Congress to send an expedition to explore the vast region. The expedition would collect information about the land, learn about plants and animals, and suggest sites for future forts. The expedition also would search for the fabled Northwest Passage, a water route across North America. A northwest passage would make travel to Asia faster and less expensive.

Jefferson chose Meriwether Lewis to lead the group. William Clark was co-leader of the expedition. Lewis and Clark were well-informed, amateur scientists. They also had experience doing business with Native Americans. Together they assembled a crew of expert sailors, gunsmiths, carpenters, scouts, and a cook. Two men of mixed Native American and French heritage served as interpreters. An enslaved African American named York was also a member of the team that headed into the unknown.

In the spring of 1804, the expedition left St. Louis and worked its way up the Missouri River. The expedition encountered many Native American groups on the journey. A Shoshone woman named Sacagawea joined the group as a guide.

After 18 months and nearly 4,000 miles, Lewis and Clark reached the Pacific Ocean. They spent the winter there, and then they headed back east, returning in September 1806. The explorers brought back valuable information about people, plants, animals, and the geography of the West. What they found inspired others to move westward.

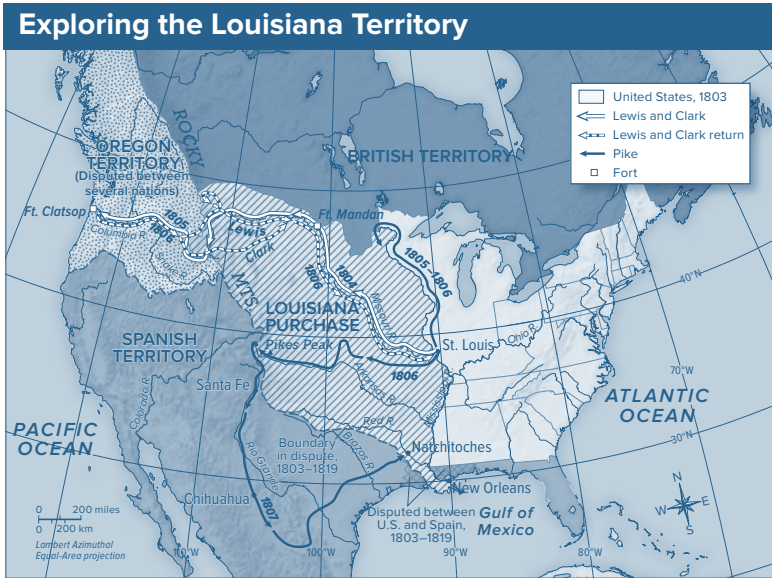
## Pike's Expedition

Lewis and Clark were not the only people Jefferson sent to explore the wilderness. Lieutenant Zebulon Pike led two expeditions between 1805 and 1807. He traveled through the Upper Mississippi River valley and into present-day Colorado. In Colorado, he found a snowcapped mountain known today as Pikes Peak.

From Pike's travels, Americans learned about the Great Plains and the Rocky Mountains. Pike also mapped part of the Rio Grande and traveled across northern Mexico and what is now southern Texas.

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LESSON 2 SUMMARY, *continued*



**8. MAKING INFERENCES**

Study the map. Why do you think both the Lewis and Clark expedition and the Pike expeditions started out in St. Louis?

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**Hamilton and Burr Duel**

The Louisiana Purchase worried Federalists in the northeast. The feared westward expansion would weaken New England’s power and influence. A group of Federalists even plotted to **secede**, or withdraw, from the Union. To be successful, the plotters knew they needed the state of New York to join them. They turned to Aaron Burr for help.

Alexander Hamilton was concerned about rumors of secession. He had never trusted Aaron Burr, and now he heard that Burr had secretly agreed to lead New York out of the Union. Hamilton accused Burr of plotting treason. Burr, meanwhile, was suffering political setbacks in his career. Blaming Hamilton for these troubles, Burr challenged him to a duel.

The two men, armed with pistols, met in July 1804. Hamilton pledged not to shoot at his rival, but Burr took no such pledge. Burr shot Hamilton, and Hamilton died the next day. Burr fled to avoid arrest. Never tried for Hamilton’s death, Burr returned to Washington, D.C., and completed his term as vice president.

**ANALYZING MAPS**

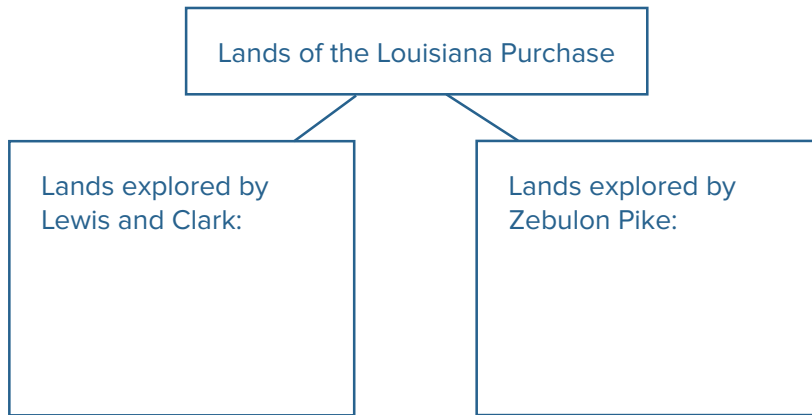
9. On a separate sheet of paper, explain how the route Lewis and Clark followed on their return trip differed from the route they followed as they set out moving west. Why do you think the two explorers split up for part of the route?

LESSON 2 SUMMARY, *continued*



REVIEW LESSON 2

1. Use the graphic organizer to identify the lands of the Louisiana Purchase explored by the Lewis and Clark expedition and by Zebulon Pike.



2. **✏️ MAKING CONNECTIONS** Think about the lands Lewis and Clark and Pike explored. Conduct research to find more details about famous sites they explored along the routes of their expeditions. Choose one site to research, such as the Columbia River Gorge or Pikes Peak. On a separate piece of paper, write an essay that describes the natural site or region you chose. How has the feature proved beneficial to the United States, and how has it changed since the time of the Louisiana Purchase?

## LESSON 3 SUMMARY

# A Time of Conflict

SS.8.A.3.14; SS.8.A.4.1; SS.8.A.4.3; SS.8.A.4.4; SS.8.A.4.8

## American Ships on the High Seas

In the late 1700s, American merchants found they could make great profits selling goods from countries like China in the United States. Soon, American merchant ships were sailing regularly to China and India, as well as South America, Africa, and the Mediterranean area.

American merchants found more opportunities to develop trade connections in the mid-1790s. France and Britain were at war, and French and British merchant ships stayed home to avoid capture by their enemies. This meant American merchants had less competition. By 1800, the United States had almost 1,000 merchant ships trading around the world.

## Piracy on the Seas

The practice of piracy, or robbery on the seas, made some foreign waters dangerous. Pirates from the Barbary States of North Africa—Morocco, Algiers, Tripoli, and Tunis—terrorized European ships sailing on the Mediterranean Sea. The pirates demanded that governments pay **tribute**, or protection money, to allow their country’s ships to pass safely. If tribute was not paid the pirates attacked, seizing ships and imprisoning their crews. Many countries paid tribute. They believed it was less expensive than going to war with the pirates.

## War With Tripoli

The Barbary States also demanded that the United States pay tribute. In 1801 the ruler of Tripoli asked the United States for even more money. When President Jefferson refused to pay, Tripoli declared war on the United States. In response, Jefferson sent ships to blockade Tripoli.

In 1804 pirates seized the U.S. warship *Philadelphia*. They towed the ship into Tripoli Harbor and jailed the crew. Stephen Decatur, a U.S. Navy captain, took action. He slipped into the heavily guarded harbor with a small raiding party and burned the captured ship to prevent the pirates from using it.

**1. EVALUATING** Do you think the advantages of paying tribute to the Barbary pirates outweighed the disadvantages? Explain your answer.

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**2. SEQUENCING** On a separate sheet of paper, create a time line that illustrates the events of the war with Tripoli. Your time line should end with the year that the United States stopped paying tribute. Then write a paragraph that answers this question: Why did the United States continue to pay tribute for eleven years after the war with Tripoli ended?

LESSON 3 SUMMARY, *continued*

The war ended with a peace treaty in 1805. Tripoli agreed to stop demanding tribute, but the United States had to pay \$60,000 for the release of the prisoners. The United States continued paying tribute to other Barbary States until 1816.

### Violating Neutral Rights

Thomas Jefferson won reelection in 1804. At that time, Great Britain and France were at war. The United States remained neutral in the war and continued to trade with both sides. A nation not involved in a conflict enjoyed **neutral rights**, meaning its ships could sail the seas and not take sides.

By 1805, however, the war started to cause problems for American trade. Britain and France each began trying to block the other from trading with the United States. Britain blockaded the French coast and threatened to search all ships trading with France. France then announced that it would search and seize ships caught trading with Britain.

### 3. DRAWING

**CONCLUSIONS** Why do you think the captain of the *Chesapeake* refused to allow the crew of the *Leopard* to search the ship? Use the terms *neutral rights* and *impressment* in your answer.

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### The British Abuse American Shipping

The British desperately needed sailors for their naval war. Many of their own sailors had deserted due to the terrible living conditions in the British navy. British ships began stopping American ships to search for suspected British deserters. The British then forced these deserters to return to the British navy. This practice is called impressment.

While some of the sailors taken were deserters, the British also impressed hundreds of native-born and naturalized American citizens. The British often waited for American ships outside an American harbor, where they boarded and searched them.

In June 1807, the British warship *Leopard* stopped the American vessel *Chesapeake*. The *Leopard's* captain wanted to search the *Chesapeake* for deserters, but the *Chesapeake's* captain refused. In reply, the British opened fire, damaging the *Chesapeake* and killing three crew members.

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**LESSON 3 SUMMARY, *continued***

**More Problems for American Trade**

Americans were furious about the attack. Many called for war against Britain, but President Jefferson wanted to avoid war. He did, however, take other action.

In December 1807, Congress passed the Embargo Act. An **embargo** prohibits trade with another country. The act targeted Great Britain, but the embargo banned imports from and exports to *all* foreign countries. Jefferson wanted to prevent Americans from using other countries as go-betweens for forbidden trade.

The embargo of 1807 was a disaster. With ships confined to their harbors, unemployment rose in New England. Without European markets, the South could not sell its tobacco or cotton. The price of wheat fell in the West, and river traffic stopped. Britain, meanwhile, simply bought needed goods from other countries. Congress repealed the Embargo Act in March 1809. In its place, it passed the Nonintercourse Act. This act, which prohibited trade only with Britain and France, was also unpopular and unsuccessful.

Complete this table comparing and contrasting the Embargo Act and the Nonintercourse Act.

	Embargo Act	Nonintercourse Act
Similarities		
Differences		

**The Election of 1808**

Following Washington’s precedent, Jefferson did not run for a third term. In 1808, the Republicans chose James Madison as their candidate. The Federalists nominated Charles Pinckney. They hoped that voter anger over the embargo would help them win. However, Madison easily won the election.

**4. DETERMINING CAUSE AND EFFECT** Complete this graphic organizer to illustrate the effects of the Embargo Act of 1807.



**LESSON 3 SUMMARY, *continued***

**5. CITING TEXT EVIDENCE** Underline Tecumseh’s goal.

Then answer this question: Do you think Tecumseh would have accepted new treaties to settle the land disputes between Native Americans and the U.S. government?

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## War at Home and Abroad

James Madison took office under difficult conditions. The nation was involved in the embargo crisis. Britain continued to halt American ships. Cries for war with Britain grew louder.

The French, meanwhile, promised to lift trade **restrictions**, or limits, against the United States. Yet they, too, continued to seize American ships. On the verge of war, Americans were divided over who the enemy should be. Madison thought Britain was the bigger threat to the United States.

### Broken Treaties

Madison’s problems were not only with other countries. There also were problems in the West. White settlers wanted more land in the Ohio River valley. Native Americans had already given up millions of acres. Now settlers were moving onto lands that were guaranteed to Native Americans by treaty.

As tensions grew, some Native Americans renewed their contacts with British agents and fur traders in Canada. Other Native Americans pursued a new strategy. Tecumseh, a powerful Shawnee chief, built a confederacy among Native American nations in the Northwest. Tecumseh wanted to halt white movement into Native American lands. He believed that a strong alliance—with the backing of the British in Canada—could achieve that goal.

Working alongside Tecumseh was his brother, Tenskwatawa. Known as the Prophet, Tenskwatawa urged Native Americans to return to their ancient customs. His message gained a large following. He founded Prophetstown in northern Indiana, near where the Tippecanoe and Wabash Rivers meet.

Complete the table below to summarize the challenges Madison faced as president.

Foreign Challenges	Domestic Challenges

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LESSON 3 SUMMARY, *continued*

## The Battle of Tippecanoe

The governor of the Indiana territory, William Henry Harrison, became alarmed by the growing power of the two Shawnee brothers. He feared they would form an alliance with the British. Harrison attacked Prophetstown while Tecumseh was away trying to expand the confederacy. After more than two hours of battle, the Prophet’s forces fled.

The Battle of Tippecanoe was a victory for the Americans. Yet it came at a cost. Tecumseh soon joined forces with the British.

## The War Hawks Call for War

Meanwhile, a group of young Republicans from Congress known as the War Hawks were demanding that President Madison take a more aggressive policy toward the British. This group was led by Henry Clay of Kentucky and John C. Calhoun of South Carolina. The War Hawks supported increases in military spending and were driven by a hunger for land. War Hawks from the West wanted the lands of southern Canada. Those from the South wanted Spanish Florida. Their **nationalism**—or loyalty to their country—appealed to a renewed sense of patriotism.

Not everyone, however, wanted war. The Federalists in the Northeast remained strongly opposed.

Despite differing opinions about the conflict, Madison knew that he could no longer avoid war. On June 1, 1812, he asked Congress to declare war on Britain.

**6. IDENTIFYING POINTS OF VIEW** Complete this chart by placing a checkmark in the correct column to identify how regional differences affected attitudes toward war with Britain.

War with Britain		
	For	Against
Northeast	<input type="checkbox"/>	<input type="checkbox"/>
West	<input type="checkbox"/>	<input type="checkbox"/>
South	<input type="checkbox"/>	<input type="checkbox"/>

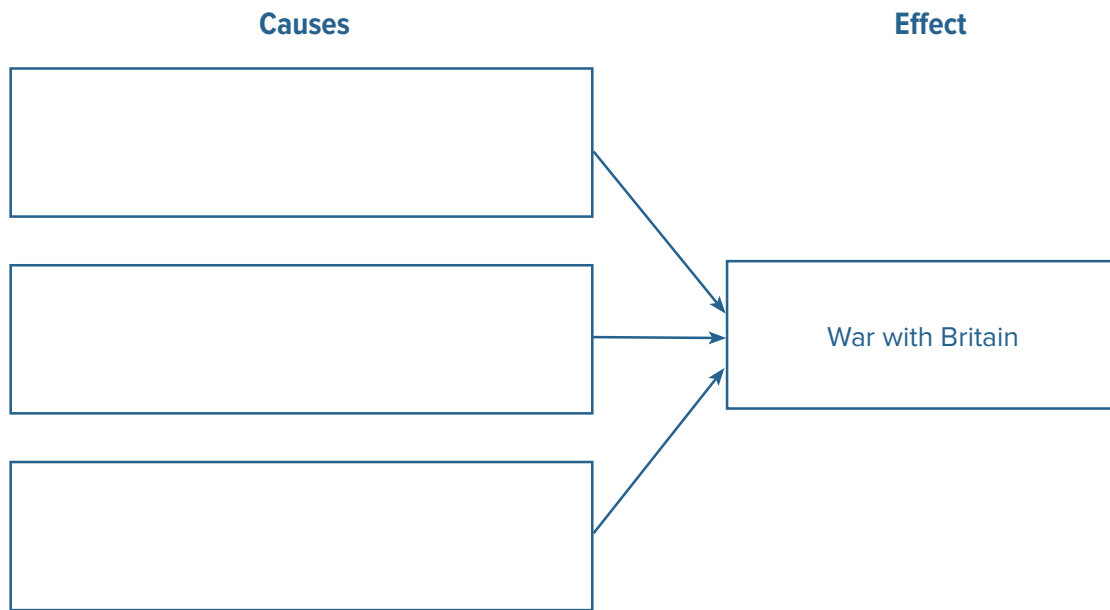
On a separate sheet of paper, explain how the regional differences shown on the chart also reflect differences between Federalists and Republicans.

LESSON 3 SUMMARY, *continued*



REVIEW LESSON 3

1. Complete the graphic organizer below to illustrate the reasons the United States declared war on Britain.



2. **IDENTIFYING CENTRAL ISSUES** Use the information in your graphic organizer and from the lesson to write an essay that explains how westward expansion and the American desire for land played a role in the buildup to war against Britain.

## LESSON 4 SUMMARY

# The War of 1812

SS.8.A.4.1; SS.8.A.4.4; SS.8.A.4.8

## Defeats and Victories

The War Hawks were confident of a quick victory over the British. In reality, however, the Americans were unprepared for war. The regular army had fewer than 12,000 soldiers, 5,000 of whom were new recruits. Many of the experienced leaders were too old to fight. The Americans also **underestimated**, or misjudged, the strength of the British and their Native American allies.

The war began in July 1812. General William Hull led the American army from Detroit into Canada. There they met Tecumseh and his warriors, and the Americans soon surrendered. General William Henry Harrison led another invasion of Canada that also ended in failure. Harrison decided that the United States would not succeed in Canada as long as the British controlled Lake Erie.

## U.S. Naval Strength

The United States had three of the fastest **frigates**, or warships, afloat. The frigate *Constitution* destroyed two British ships early in the war. Armed private ships called privateers also captured many British vessels, boosting American morale.

Oliver Hazard Perry, the commander of the U.S. naval forces on Lake Erie, was given the task of seizing the lake from the British. The showdown came on September 10, 1813. In a bloody battle, Perry and his ships destroyed the British naval force. With Lake Erie in American hands, the British and their Native American allies tried to pull back from the Detroit area. Harrison and his troops cut them off. In the fierce Battle of the Thames, Tecumseh was killed.

American forces also attacked York, in Canada, burning the parliament. Still, Canada remained under British rule.

## Defeat of the Creeks

Before his death, Tecumseh had talked with the Creeks about forming a confederation to fight the United States. With his death, hopes for such a confederation ended.

- 1. COMPARING** Complete this table comparing the strengths and weaknesses of American forces.

American Forces	
Strengths	Weaknesses

- 2. ANALYZING PRIMARY SOURCES** After the Battle of Lake Erie, Oliver Hazard Perry sent General Harrison this message: "We have met the enemy and they are ours." What did Perry's message mean?

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**LESSON 4 SUMMARY, *continued***

**3. EVALUATING** Use a separate sheet of paper to answer this question: How would you evaluate Tecumseh's role in the War of 1812?

In March 1814, Andrew Jackson led U.S. forces in an attack on the Creeks in the Battle of Horseshoe Bend. More than 550 Creek people died in the battle, and the Creeks were forced to give up most of their lands.

## The British Offensive

When the War of 1812 started, the British were still at war with France. In 1814 they won that war. This made it possible for them to send more troops to fight in America.

In August 1814, the British launched an attack on Washington, D.C. British troops quickly defeated the American militia. According to a British officer, "They [his troops] proceeded, without a moment's delay, to burn and destroy everything in the most distant degree connected with the government." Among the buildings set ablaze were the Capitol and the president's mansion. First Lady Dolley Madison showed remarkable bravery during the attack. She refused to leave the White House until she had packed up a painting of George Washington and other priceless valuables.

The British did not try to hold Washington, D.C. Instead, they headed north to attack Baltimore. The people of Baltimore were ready and held firm. A determined defense and fierce artillery from Fort McHenry in the harbor kept the British from entering the city.

Francis Scott Key watched the bombs burst over Fort McHenry on September 13. The next morning, he saw the American flag flying over the fort. He was inspired to write a poem that later became known as "The Star-Spangled Banner."

## A Turning Point at Plattsburgh

While British forces were attacking Washington and Baltimore, British General Sir George Prevost led 10,000 British troops into New York. His goal was to capture Plattsburgh, a key city on the shore of Lake Champlain. An American naval force on the lake defeated the British fleet in September 1814. The British retreated into Canada.

The Battle of Lake Champlain convinced the British to end the war. The war was too expensive, and they felt there was little to gain from it.

LESSON 4 SUMMARY, *continued*

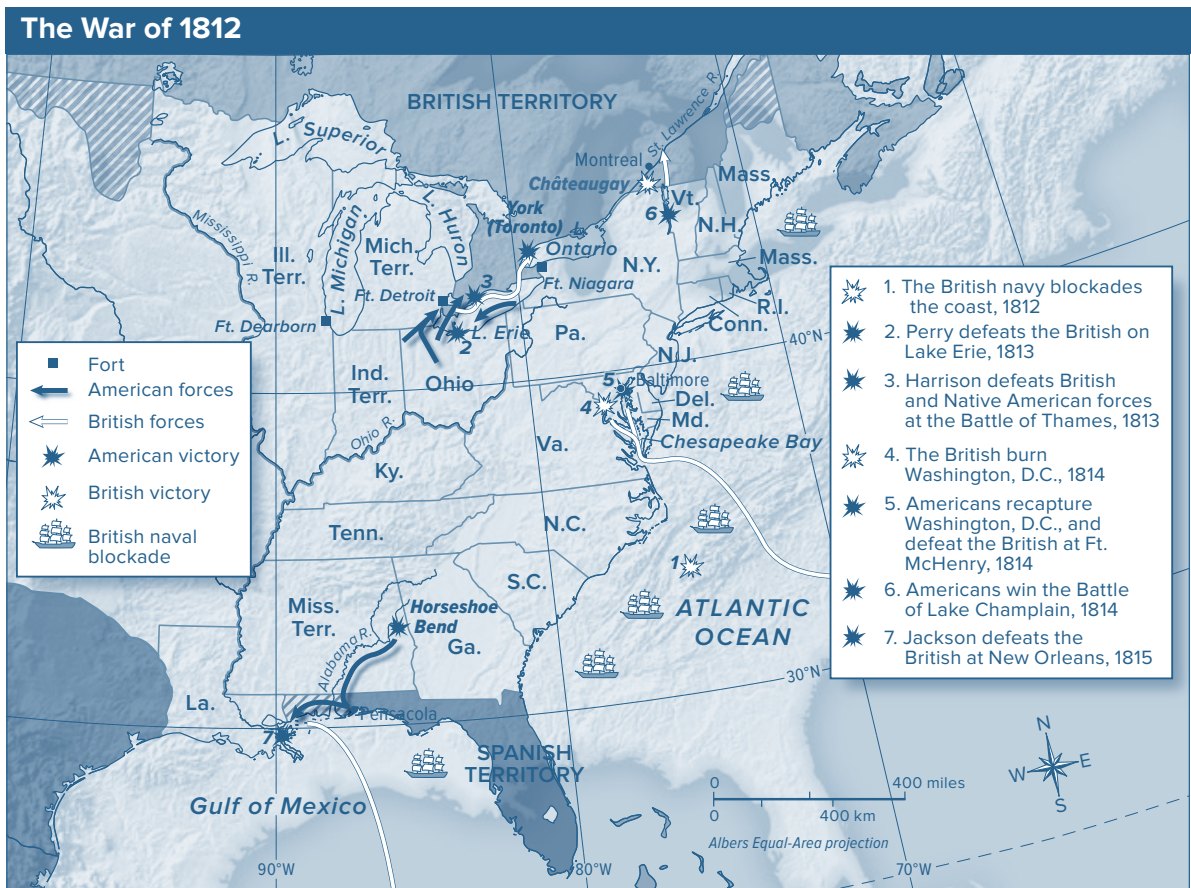
## The End of the War

In December 1814, American and British representatives met in Ghent, Belgium, to sign a peace agreement. The Treaty of Ghent did not change any existing borders. It did not mention the impressment of sailors. Even neutral rights had become a dead issue since Napoleon's defeat.

One final, fierce battle occurred before word of the treaty reached the United States. On January 8, 1815, the British advanced on New Orleans. Waiting for them were Andrew Jackson and his troops. The American soldiers hid behind cotton bales. The bales protected the soldiers. The British, in their red-and-white uniforms, were easy targets. Hundreds of British soldiers were killed. The Battle of New Orleans was a clear victory for the Americans. Andrew Jackson became a hero. His fame helped him become president in 1828.

### ANALYZING MAPS

4. Study the map of the War of 1812. On a separate piece of paper, write a summary of the course of the war based on the information in the map. Your summary should include major battle strategies, troop movements, and victories and losses.



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**LESSON 4 SUMMARY, *continued***

**ANALYZING MAPS**

**5.** Based on the map, why were American frigates and privateers so important to the war effort in the War of 1812?

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**Nationalism and New Respect**

From the start, New England Federalists had opposed “Mr. Madison’s War.” In the triumph following the war, the Federalists’ opposition seemed unpatriotic. Many people lost respect for the party, and it soon disappeared as a political force. This left only one significant political party—the Republicans. After the war, the War Hawks took over leadership of the Republican Party and carried on the Federalist belief in a strong national government. The War Hawks favored trade, western expansion, the development of the economy, and a strong army and navy.

Americans felt a new sense of patriotism and a strong national identity after the War of 1812. The young nation also gained new respect from other nations around the world.



**REVIEW LESSON 4**

1. Use the chart below to describe the outcome of two significant battles during the War of 1812.

BATTLE	OUTCOME
Battle of the Thames	
Battle of Horseshoe Bend	

2. **DRAWING CONCLUSIONS** Use the information in the chart and the lesson to answer this question: How do you think the War of 1812 affected westward expansion into Native American lands?

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# Benchmark Skill Activities

**DIRECTIONS:** Write your answers on a separate piece of paper.

SS.8.A.3.14; LAFS.68.WHST.1.1

## 1. REFLECTING

Use your **FOLDABLES** to write an essay.

Review the information from your **FOLDABLES** under the label for 1803. Choose one of two events that occurred in 1803—*Marbury v. Madison* or the Louisiana Purchase—as the subject of an essay. Your essay should answer this question: What do you think was the most important effect of this event on the development of the United States?

MAFS.K12.MP.5.1

## 2. USING MATH TOOLS

The Election of 1800	
Number of states	16
Number of electoral votes	138
Electoral votes received by John Adams	65
Electoral votes received by Thomas Jefferson	73

Use what you know about the presidential election process in 1800 to answer these questions:

- How many members did the Senate have in 1800?
- How many members did the House of Representatives have in 1800?
- How many total electoral votes were cast?
- How many electoral votes did Aaron Burr receive?
- How many possible votes were left for Thomas Pinckney to receive?

## BENCHMARK SKILLS ACTIVITIES, *continued*

SS.8.A.4.1; LAFS.68.RH.1.2; LAFS.68.2.4; LA.8.1.6.3

### 3. INTERPRETING

The first two stanzas of “The Star-Spangled Banner” appear below. The song was originally written by Francis Scott Key as a poem, describing the battle at Fort McHenry in Baltimore during the War of 1812. Read the poem, using a dictionary or online tool to find the meanings of unfamiliar words. Then, imagine that you were on the ship with Key. Write in everyday language the scene that is described in the poem. Your work might be written as a diary entry or a letter you planned to send to a friend. Be sure that your writing describes the events and emotions of the poem.

O say can you see, by the dawn's  
early light,

What so proudly we hail'd at the  
twilight's last gleaming,

Whose broad stripes and bright stars  
through the perilous fight

O'er the ramparts we watch'd were  
so gallantly streaming?

And the rocket's red glare, the  
bombs bursting in air,

Gave proof through the night that  
our flag was still there,

O say does that star-spangled  
banner yet wave

O'er the land of the free and the  
home of the brave?

On the shore dimly seen through the  
mists of the deep

Where the foe's haughty host in  
dread silence reposes,

What is that which the breeze, o'er  
the towering steep,

As it fitfully blows, half conceals, half  
discloses?

Now it catches the gleam of the  
morning's first beam,

In full glory reflected now shines in  
the stream,

'Tis the star-spangled banner - O  
long may it wave

O'er the land of the free and the  
home of the brave!



## BENCHMARK SKILLS ACTIVITIES, *continued*

SS.8.A.4.1; LAFS.68.WHST.1.1

### 4. CONSTRUCTING AN ARGUMENT

The War of 1812 has often been called “America’s Second War of Independence.” Do you think this is a good comparison? Write an essay justifying your view. How were the two conflicts similar? How were they different? Was the war a way of further establishing independence against European powers? How was the outcome of the war important for the United States?

SS.8.A.4.3; LAFS.68.RH.2.4; LA.8.1.6.3

### 5. ANALYZING PRIMARY SOURCES

Read the excerpt below from William Clark’s journal, written on December 1, 1805, as Clark viewed the Pacific Ocean. Sound out the underlined words, which do not use their current spellings. Write the correct spellings of the words in the margins. Then, reread the excerpt again. Based on the description, what is the meaning of “Pacific” (Pasific)? Why did Clark say that the Pacific Ocean seemed to be the reverse of “Pacific”?

“ The Sea which is imedeatly in front roars like a repeeted roling thunder and have rored in that way ever Since our arrival in its borders which is now 24 Days Since we arrived in Sight of the Great Western Ocian, I cant Say Pasific as Since I have Seen it, it has been the reverse.”



# Benchmark Note Cards

**DIRECTIONS:** Use these note cards to help you prepare for the test.

**SS.A.3.14** Explain major domestic and international economic, military, political, and socio-cultural events of Thomas Jefferson's presidency.

## THE ELECTION OF 1800

In 1800, electors in presidential elections voted differently than they do today. Each elector cast two votes, but they did not have to say which was for president and which was for vice president. The Election of 1800 ended in a tie between two Republicans:

- Thomas Jefferson
- Aaron Burr

The election was decided by the House of Representatives, and Thomas Jefferson won.

The Twelfth Amendment was passed in 1803. From then on electors cast one vote for president and one vote for vice president.

## MARBURY V. MADISON

In the case of *Marbury v. Madison* in 1803, Chief Justice John Marshall established three principles of judicial review:

- the Constitution is the supreme law of the land
- the Constitution must be followed when there is a conflict with any other law
- the judicial branch can declare laws unconstitutional

This case gave more power to the judicial branch and served as a check on the legislative and executive branches.

## THE LOUISIANA PURCHASE

In 1803 the French leader, Napoleon Bonaparte, decided to sell all of the Louisiana Territory. He wished to sell the territory for several reasons:

- A revolution in Santo Domingo ended his dream of building a Western empire.
- He needed money to finance his war against Britain.

Because the territory would provide cheap land to future generations of American farmers, and it would provide control of the Mississippi River, the United States agreed to buy the entire Louisiana Territory from France for \$15 million. The Louisiana Purchase doubled the size of the United States.

## BENCHMARK NOTE CARDS, *continued*

**SS.A.3.14** Explain major domestic and international economic, military, political, and socio-cultural events of Thomas Jefferson's presidency.

### ALEXANDER HAMILTON AND AARON BURR

Many Federalists were against the Louisiana Purchase. They feared westward expansion would weaken New England's power in political and economic affairs. A group of Federalists plotted to secede from the Union. To be successful, the plotters knew they needed the state of New York to join them. They asked Aaron Burr to help convince leaders in New York to support the plan.

Hearing of the secession plot, Alexander Hamilton accused Burr of treason. Burr blamed Hamilton for setbacks in his political career and challenged Hamilton to a duel. The two men met in July 1804. Hamilton pledged not to shoot at his rival, but Burr aimed at Hamilton and shot him. Hamilton died the next day. Burr fled to avoid arrest, but he eventually returned to complete his term as vice president.

### WAR WITH TRIPOLI (BARBARY WAR)

Piracy made some foreign waters dangerous. This was especially true in the Barbary States of North Africa: Morocco, Algiers, Tripoli, and Tunis.

Barbary pirates demanded governments pay tribute, or protection money, to allow their ships to pass safely. In 1801 Tripoli asked the United States for more tribute money. When President Jefferson refused, Tripoli declared war on the United States. Jefferson sent ships to blockade Tripoli.

Pirates seized the warship *Philadelphia* in 1804 and jailed its crew. Stephen Decatur led a raid into Tripoli Harbor and burned the captured ship to prevent the pirates from using it.

The war with Tripoli ended with a peace treaty in June 1805. The United States continued paying tribute to other Barbary States until 1816.

## BENCHMARK NOTE CARDS, *continued*

**SS.A.3.14** Explain major domestic and international economic, military, political, and socio-cultural events of Thomas Jefferson's presidency.

### THE EMBARGO ACT OF 1807

By the time Thomas Jefferson won reelection in 1804, Great Britain and France were at war. Although the United States remained neutral, both Britain and France violated U.S. neutral rights.

- Britain blockaded the French coast and threatened to search all ships trading with France.
- France announced it would search and seize ships caught trading with Britain.
- British ships stopped American ships to search for British deserters and return them to the navy. This practice was called impressment. Often, American citizens were also seized and forced to serve in the British navy.

When the captain of the American vessel *Chesapeake* refused to allow the British to board his ship and search for deserters, the British opened fire, killing three crew members. In response to the attack on the *Chesapeake*, Congress passed the Embargo Act of 1807. This act, while it targeted Great Britain, banned imports and exports from all countries.

The Embargo Act had disastrous results on the American economy. Unemployment rose and prices fell. The act did not hurt the British, however, who bought needed goods from other countries. Congress repealed the Embargo Act and replaced it with the Nonintercourse Act. But it, too, was unpopular and unsuccessful.

## BENCHMARK NOTE CARDS, *continued*

**SS.A.4.1** Examine the causes, course, and consequences of United States westward expansion and its growing diplomatic assertiveness (War of 1812, Convention of 1818, Adams-Onís Treaty, Missouri Compromise, Monroe Doctrine, Trail of Tears, Texas annexation, Manifest Destiny, Oregon Territory, Mexican American War/Mexican Cession, California Gold Rush, Compromise of 1850, Kansas Nebraska Act, Gadsden Purchase).

### THE WAR OF 1812

Urged on by the War Hawks, President Madison asked Congress to declare war on Britain on June 1, 1812. The Americans were confident but unprepared for war.

#### Key Battles

- Battle of Lake Erie—Americans gained control of Lake Erie
- Battle of the Thames—Tecumseh is killed
- Battle of Horseshoe Bend—the Creeks are defeated
- Washington, D.C.—the British burn much of the capital to the ground
- Baltimore—American victory that inspired “The Star-Spangled Banner”
- Battle of Lake Champlain—American victory that convinced the British to end the war
- Battle of New Orleans—final battle, fought after the peace treaty was signed; made Andrew Jackson a national hero

The war ended with the Treaty of Ghent. Americans felt a new sense of patriotism and gained new respect from other nations around the world.

## BENCHMARK NOTE CARDS, *continued*

**SS.8.A.4.3** Examine the experiences and perspectives of significant individuals and groups during this era of American History.

### THE EXPLORERS

President Jefferson sent expeditions to explore the lands gained in the Louisiana Purchase.

The Lewis and Clark Expedition, 1804:

- led by Meriwether Lewis and William Clark
- included a crew of expert sailors, gunsmiths, carpenters, scouts, and a cook
- included York, an enslaved African American, and Sacagawea, a Shoshone woman who joined the group as a guide
- explored the western part of what is now the United States from St. Louis to the Pacific coast

Zebulon Pike Expeditions, 1805, 1807:

- explored the Upper Mississippi River valley into present-day Colorado
- found a snow-capped mountain known today as Pikes Peak
- mapped part of the Rio Grande and traveled across northern Mexico and what is now southern Texas

**SS.8.A.4.4** Discuss the impact of westward expansion on cultural practices and migration patterns of Native American and African slave populations.

### NATIVE AMERICANS AND WESTWARD EXPANSION

As white settlers moved into the Ohio River valley, tensions with Native Americans grew. Native Americans had already given up millions of acres of land. Now settlers were moving onto lands guaranteed to Native Americans by treaty. In response, many Native Americans took action.

- Some Native Americans renewed contacts with British agents and fur traders.
- Many joined a confederacy of Native American nations to fight against white settlement.
- Leaders such as Tenskwatawa, the Prophet, urged Native Americans to return to their ancient customs.
- The Native American confederacy was defeated by American forces under William Henry Harrison at the Battle of Tippecanoe.

## BENCHMARK NOTE CARDS, *continued*

**SS.8.A.4.8** Describe the influence of individuals on social and political developments of this era in American History.

### TECUMSEH

Tecumseh was a powerful Shawnee chief. He formed a confederacy of Native American nations to halt white settlement in Native American lands. He believed that a strong alliance, along with the backing of the British in Canada, could help achieve that goal.

Tecumseh's brother, Tenskwatawa, also known as the Prophet, gained a large following and built the town of Prophetstown.

After the governor of the Indiana territory, William Henry Harrison, attacked Prophetstown in the Battle of Tippecanoe, Tecumseh joined forces with the British. During the War of 1812, Tecumseh fought alongside the British against the Americans. Tecumseh was killed at the Battle of the Thames, and hopes for a Native American confederation ended.

**SS.A.4.12** Examine the effects of the 1804 Haitian Revolution on the United States acquisition of the Louisiana Territory.

### HAITI AND THE LOUISIANA PURCHASE

The French leader Napoleon Bonaparte dreamed of building a Western empire. He planned to use the Caribbean island of Santo Domingo as a naval base to control his empire.

A revolution in Santo Domingo ended his dream.

- Toussaint L'Ouverture led enslaved Africans and others laborers in a revolt.
- The rebels won after fierce fighting, and L'Ouverture established a new government.
- Santo Domingo became an independent republic, called Haiti, and the French were driven out.

Without Santo Domingo, Napoleon was no longer interested in a Western empire. He decided to sell all of the Louisiana Territory. The United States bought the land in the Louisiana Purchase, doubling the size of the country.

## BENCHMARK NOTE CARDS, *continued*

**SS.8.A.4.13** Explain the consequences of landmark Supreme Court decisions (*McCulloch v. Maryland* [1819], *Gibbons v. Ogden* [1824], *Cherokee Nation v. Georgia* [1831], and *Worcester v. Georgia* [1832]) significant to this era of American history.

### THE GROWING POWER OF THE SUPREME COURT

In addition to *Marbury v. Madison*, other rulings also helped broaden the powers of the Supreme Court and expand federal power at the expense of the states.

- In *McCulloch v. Maryland* (1819), the Court held that Congress does have implied powers and that states cannot overrule federal laws.
- In *Gibbons v. Ogden* (1824), the Court held that federal law overrules state law in matters affecting more than one state.
- In *Worcester v. Georgia* (1832), the Court decided that states could not regulate Native Americans. Only the federal government had that power.



## Chapter 10

# VISUAL SUMMARY

**DIRECTIONS:** Complete the following graphic organizer.

After a tie in the Electoral College, \_\_\_\_\_ defeats John Adams in the election of 1800.

In 1803, Chief Justice John Marshall establishes the principle of judicial review in the case of \_\_\_\_\_.

Toussaint L'Ouverture leads a revolt in Santo Domingo, creating the independent republic of \_\_\_\_\_ and ending Napoleon's dream of a Western empire.



The U.S. buys the Louisiana Territory from France in 1803. The Louisiana Purchase doubles the size of the country.

In 1804, \_\_\_\_\_ and \_\_\_\_\_ explore the lands of the Louisiana Purchase, mapping the new territory and inspiring pioneers to continue to move west.



\_\_\_\_\_ is elected president in 1808.

\_\_\_\_\_ builds a Native American confederacy to halt pioneer settlement and eventually joins forces with the British.

Increased tensions lead to war with Britain and their Native American allies. The War of 1812 ends with an American victory.



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(g)Library of Congress Prints and Photographs Division [LC-USZ62-50631].  
(h)Library of Congress Prints & Photographs Division [LC-USZC4-6893]

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## USING PRIMARY SOURCES

**IDENTIFYING POINTS OF VIEW** Below is an excerpt from an eyewitness to the attack on Washington, D.C., during the War of 1812. Read the excerpt. Based on your reading, who do you think wrote this description—someone from the American side or someone from the British side? On a separate sheet of paper, explain how you came to that conclusion. Then, using examples from the excerpt, describe the retreat from Washington based on the writer's point of view.

*I have said that to the inhabitants of Washington this was a night of terror and dismay. From whatever cause the confidence arose, certain it is that they expected anything rather than the arrival among them of a British army; and their consternation was proportionate to their previous feeling of security, when an event, so little anticipated, actually came to pass. The first impulse naturally prompted them to fly, and the streets were speedily crowded with soldiers and senators, men, women, and children, horses, carriages, and carts loaded with household furniture, all hastening towards a wooden bridge which crosses the Potomac. The confusion thus occasioned was terrible, and the crowd upon the bridge was such as to endanger its giving way. But Mr. Maddison, as is affirmed, having escaped among the first, was no sooner safe on the opposite bank of the river, than he gave orders that the bridge should be broken down; which being obeyed, the rest were obliged to return, and to trust to the clemency of the victors.*

*In this manner was the night passed by both parties; and at daybreak next morning the light brigade moved into the city, whilst the reserve fell back to a height about half a mile in the rear. Little, however, now remained to be done, because everything marked out for destruction was already consumed. Of the Senate-house, the President's palace, the barracks, the dock-yard, &c., nothing could be seen, except heaps of smoking ruins; and even the bridge, a noble structure upwards of a mile in length, was almost entirely demolished. There was, therefore, no further occasion to scatter the troops, and they were accordingly kept together as much as possible on the Capitol Hill.*



# Chapter Practice Test

**DIRECTIONS:** Circle the best answer for each question.

---

**1**

**SS.8.A.3.14 (Moderate)**

In the Election of 1800, the vote in the Electoral College ended in a tie between Thomas Jefferson and Aaron Burr, the Republican candidates for president and vice-president, respectively. What was the major reason for this problem?

- A** Members of the Electoral College voted for one person, but that person was not required to win by a majority of votes, only by the most votes.
- B** Members of the Electoral College voted for two people, but they were not required to say which should be president and which should be vice president.
- C** Members of the Electoral College voted for two people, but they did not have to specify the political party of the candidates on their ballots, ending in a tie between two Republican candidates.
- D** Members of the Electoral College were not required to follow the wishes of the voters in their home states, leading some electors to repeatedly switch their votes.



2

SS.8.A.3.14 (High)

“With all these blessings, what more is necessary to make us a happy and a prosperous people? Still one thing more, fellow-citizens—a wise and frugal 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.”

—Thomas Jefferson, First Inaugural Address

Which statement describes Jefferson’s views about the proper role of the federal government?

- A** Jefferson believed that a wise and strong central government with the ability to use implied powers when needed was necessary to keep people safe.
- B** Jefferson believed that the federal government should use its powers to regulate the economy but otherwise leave people free to follow their own pursuits.
- C** Jefferson believed that the federal government should play a limited role to keep people safe but otherwise leave them free to follow their own pursuits.
- D** Jefferson believed that the federal government should be frugal and stay out of debt and that taxes on those who worked were necessary to meet that goal.



## Chapter Practice Test, *continued*

3

**SS.8.A.3.14 (Moderate)**

Which of the following was a key principle of judicial review established by *Marbury v. Madison*?

- A** Laws passed by Congress must be carried out.
  - B** The judicial branch can declare laws unconstitutional.
  - C** State law must be followed when there is a conflict with any other law.
  - D** The Supreme Court has jurisdiction only in matters of federal law, not state law.
- 

4

**SS.8.A.4.12 (Moderate)**

Which event played a direct role in the United States' acquisition of the Louisiana Territory?

- A** the capture of the U.S. warship *Philadelphia* by pirates in Tripoli
- B** Tecumseh's formation of a Native American confederacy
- C** Napoleon's refusal to sell New Orleans and West Florida to the United States
- D** Toussaint L'Ouverture's revolution in Santo Domingo



5

SS.8.A.4.1 (High)

“We consider a neutral flag, on the high seas, as a safeguard to those sailing under it. Great Britain, on the contrary, asserts a right to search for, and seize, her own subjects; and under that cover, as cannot happen, are often seized and taken off, citizens of the United States and citizens or subjects of other neutral countries, navigating the high seas, under the protection of the American flag.”

—James Madison, in a letter to James Monroe

What is Madison describing?

- A the practice of demanding tribute from neutral ships
- B the practice of enforcing an embargo
- C the practice of impressment
- D the practice of enforcing a naval blockade

6

SS.8.A.3.14 (Moderate)

Which choice correctly lists places on Lewis and Clark’s journey in the correct chronological order?

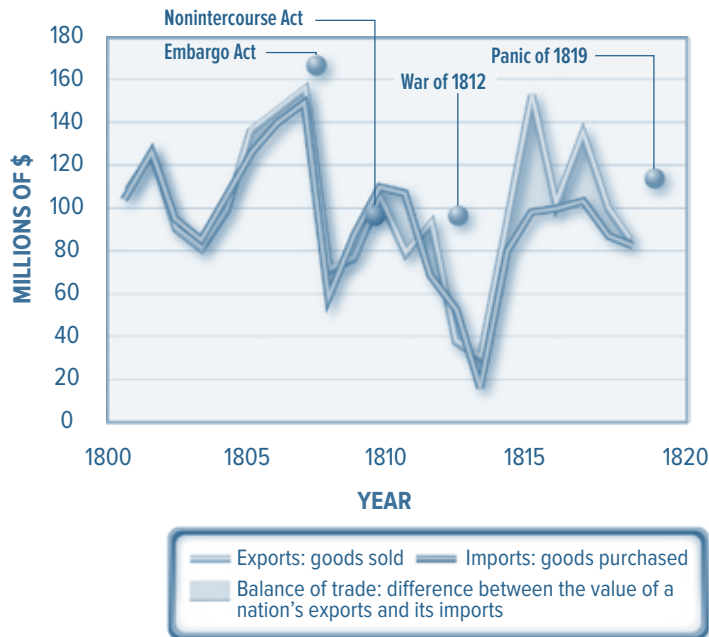
- A St. Louis; Missouri River; Columbia River; Pacific Ocean
- B St. Louis; Missouri River; Pikes Peak; Rio Grande
- C Missouri River; Mississippi River; New Orleans; Gulf of Mexico
- D Missouri River; Great Plains; Pikes Peak; St. Louis



7

SS.8.A.3.14 (High)

### IMPORTS AND EXPORTS, 1800–1820



Source: Historical Statistics of the United States

Which of the following conclusions is supported by the information in this graph?

- A** Imports and exports declined after passage of the Embargo Act but returned to peak levels after passage of the Nonintercourse Act.
- B** When the Embargo Act was passed, the balance of trade was the highest it had been since 1800.
- C** Both imports and exports reached their lowest levels after the Embargo Act and during the War of 1812.
- D** Imports dropped during the War of 1812 but exports remained steady.



8

SS.A.3.14; SS.8.A.4.1 (High)

Which line in the table below identifies the positions of the Federalists and the Republicans on the issues listed?

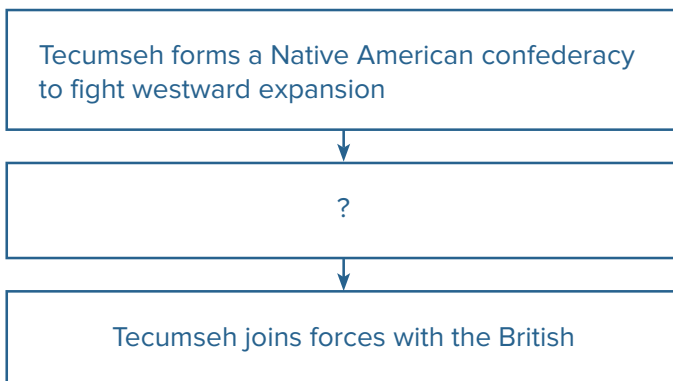
	Judiciary Act of 1801	Louisiana Purchase	War of 1812
Line 1	Republicans: for Federalists: against	Republicans: for Federalists: against	Republicans: against Federalists: for
Line 2	Republicans: against Federalists: for	Republicans: for Federalists: against	Republicans: for Federalists: against
Line 3	Republicans: against Federalists: for	Republicans: for Federalists: against	Republicans: against Federalists: for
Line 4	Republicans: for Federalists: against	Republicans: for Federalists: against	Republicans: for Federalists: against

- A Line 1
- B Line 2
- C Line 3
- D Line 4

9

SS.8.A.4.1; SS.8.A.4.4; SS.8.A.4.8 (Moderate)

Which choice completes this flow chart about Tecumseh’s actions?



- A Battle of Lake Erie
- B Battle of Horseshoe Bend
- C Battle of the Thames
- D Battle of Tippecanoe





## Chapter Practice Test, *continued*

10

SS8.A.4.1 (Moderate)

After the War of 1812, the War Hawks took over leadership of the Republican Party. Which positions did the War Hawks favor?

- A trade, westward expansion, a strong army and navy
- B economic regulations, budget cuts, a strong army and navy
- C trade, peace treaties with Native Americans, restoring diplomatic ties with Britain
- D new taxes, a balanced budget, outlawing slavery in the West