



Section 1

GUIDED READING *The Jeffersonian Era*

A. As you read about Jefferson’s presidency, write answers to the questions below.

Key Trends in the Jeffersonian Era
1. How did Jefferson simplify the federal government?
2. How did the Federalists lose power during the Jefferson administration?
3. How did the election of 1800 change all presidential elections to come?

Key Events in the Jeffersonian Era
4. What was the long-term importance of the Supreme Court’s decision in <i>Marbury v. Madison</i> ?
5. How did the Louisiana Purchase affect the United States and its government?
6. What were the important results of the Lewis and Clark expedition?

B. On the back of this paper, explain how each of the following are related:

war hawks James Monroe Monroe Doctrine

C. On the back of this paper, identify each of the following:

Jeffersonian republicanism John Marshall Oregon Territory

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Section 1

SKILLBUILDER PRACTICE *Making Inferences*

Do you know the expression “to read between the lines”? It means to look for information that is implied rather than stated directly by the author or speaker. Reading between the lines requires you to look for clues that give you insights into what a person really believes or thinks. These insights are known as inferences. Practice making inferences by reading the quote on this page by Thomas Jefferson. Then answer the questions that follow. (See Skillbuilder Handbook, p. R10.)

“With all [our] 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 that it has earned. This is the sum of good government.”

from Thomas Jefferson’s First Inaugural Address, 1801

1. What does Jefferson say are the goals of a good government?

2. What can you infer from this list of goals about Jefferson’s attitude toward government spending? Explain.

3. What can you infer about Jefferson’s attitude toward taxation? Explain.

4. Based on this quotation, would you expect Jefferson to increase or decrease the power of the federal government during his term of office?

5. What evidence on text page 113 supports your inference?



Section 1

SKILLBUILDER PRACTICE *Synthesizing*

The foreign policies of John Quincy Adams reflected a growing sense of nationalism in the new United States. Read the definition of nationalism and the examples given below, and tell how each example does or does not illustrate nationalism. (See Skillbuilder Handbook, p. R19.)

Nationalism Nationalism is a philosophy that stresses national welfare ahead of sectional or regional concerns. It also dictates that leaders give top priority to national interests in foreign affairs.

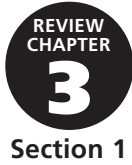
Among the people of a country, nationalism means having a strong feeling of being a part of the nation and sharing in the nation's culture and heritage with the rest of the population. Nationalism often shows itself in the people's patriotism, in their pride in the country and its heroes and leaders, and in loyalty to what the nation stands for.

Example 1 From the War of 1812, the Battle of New Orleans became a source of legends about American superiority. Over time, historians have realized that the British probably lost that battle because their advancing soldiers paused and became sitting ducks for American artillery. However, immediately after the battle, the tale spread that Americans won the battle because sharp-shooting frontiersmen from Kentucky were able to pick off British troops with incredible accuracy. Americans were proud of the successes of their militia over professional soldiers, and they chose to believe that the victory of the Battle of New Orleans was a victory of amateurs.

Example 2 Between 1819 and 1821, Congress plunged into a lengthy controversy over admitting Missouri to the Union as slave state. Noting that every president since John Adams had been a Virginian, Federalists portrayed the admission of Missouri as part of a conspiracy to perpetuate the rule of Virginia slave holders. Republicans pointed out the sudden emergence of a vocal anti-slavery block in the House of Representatives, which included many northern Federalists. Some Republicans began to see efforts to restrict slavery as part of a Federalist plot to gain political power by dividing northern and southern Republicans. The issue of slavery had become woven into the general distrust between the political parties and between sections of the country.

1. Example 1 **does** or **does not** (circle one) illustrate nationalism because

2. Example 2 **does** or **does not** (circle one) illustrate nationalism because



RETEACHING ACTIVITY *The Jeffersonian Era*

Finding Main Ideas

The following questions deal with events of the Jeffersonian Era. Answer them in the space provided.

1. How did the election of 1800 lead to passage of the Twelfth Amendment?

2. What is the principle of judicial review?

3. What was significant about the Louisiana Purchase?

4. What were the consequences of the War of 1812?

5. What contributions did Secretary of State John Quincy Adams make to the nation's territorial expansion?

6. What did the Monroe Doctrine declare?



Section 1

AMERICAN LIVES Tecumseh

Native American Nationalist

"The only way to stop this evil is for all the red men to unite in claiming a common and equal right in the land, as it was at first, and should be now—for it never was divided, but belongs to all."—Tecumseh, to William Henry Harrison (1810)

Tecumseh was a bold leader with great vision and compassion. But his dream of creating a Native American nation failed—in part because of his brother's impulsiveness and in part because of the failure of the British to come to his aid.

Tecumseh (c. 1768–1813) was born near present-day Springfield, Ohio, the son of a Shawnee chief. When Tecumseh was not yet ten, his father failed to return home one day. Tecumseh found him dying, having been shot by whites. The event caused lifelong anger toward whites. When he was about 15, though, he was outraged to see some Shawnee burn a white settler at the stake. He thereafter treated his enemies humanely, and on occasion his force of will prevented atrocities.

He became a skilled warrior, fighting bravely at the Battle of Fallen Timbers. When various chiefs ceded much of Ohio, Tecumseh refused to sign the treaty. In the uneasy peace that followed, Tecumseh befriended a white woman, Rebecca Galloway. Learning to read English from her, he studied ancient and European history.

As whites continued to enter the Northwest, many tribes became weakened by disease and alcohol. One of those afflicted by drinking was Tecumseh's brother. In 1805, however, he suddenly stopped drinking, changed his name to Tenskwatawa—"The Prophet"—and began to preach. He and Tecumseh gathered followers.

From a base in Indiana, Tecumseh traveled across the country rallying Native Americans to his cause: to unite all Native American tribes into one nation powerful enough to resist the advances of white settlers. He spoke eloquently. An American general said, "I have heard many great orators, but I never saw one with the vocal powers of Tecumseh."

In August 1810, Tecumseh and The Prophet met with General William Henry Harrison, governor of Indiana Territory. Harrison wanted to buy more land. Tecumseh spoke of the folly of selling land and of the past mistreatment of the Native Americans. Next day, he demonstrated his point.

He sat on a log bench and invited Harrison to join him. As they talked, he moved along the bench, pushing Harrison until he fell off. When the general protested, Tecumseh replied that this was how the Native Americans were treated.

Tecumseh left the meeting to go south for more support. He warned The Prophet to avoid combat because the alliance was not yet ready. Harrison, meanwhile, was determined to attack the camp at Tippecanoe now that Tecumseh was absent. The Prophet yielded to the demands of some warriors and launched a surprise attack. Though losses were about even on both sides, the Native Americans abandoned their village. Harrison burned it to the ground and declared a great victory. Tecumseh was angry when he returned.

Tecumseh sought the help of the British. He fought valiantly in the War of 1812, joining in the capture of Fort Detroit. When the Americans won the Battle of Lake Erie, the British decided to abandon Detroit. Tecumseh felt betrayed. He compared the British to "the fat animal, that carries its tail upon its back, but when affrighted, he drops it between his legs and runs off." He forced the British to take a stand at the Battle of the Thames in 1813, organizing both Indian and British troops in defense. The British lines broke at the American attack, but Tecumseh's Native Americans held and fought fiercely until overwhelming numbers defeated them and Tecumseh was killed.

Questions

1. What do you think Tecumseh may have learned from studying European history?
2. Was Tecumseh's plan a good idea for Native Americans?
3. Could Tecumseh have prevented the battle at Tippecanoe? Explain.