



Republicans in Power



Explore These Questions

- What were Jefferson's ideas about government?
- How did he reduce the power of government?
- Why was *Marbury v. Madison* important?

Define

- democratic
- laissez faire
- judicial review

Identify

- John Marshall
- *Marbury v. Madison*

SETTING the Scene

When Thomas Jefferson became President of the United States in 1801, nearly nine out of ten Americans were farmers. This fact gave Jefferson confidence in the nation's future. Even though Jefferson came from a wealthy family, he believed in the importance of ordinary people, especially farmers. In a letter to James Madison, he expressed his faith in the American people:

“Educate and inform the whole mass of the people. Enable them to see that it is their interest to preserve peace and order, and they will preserve them. . . . They are the only [ones to rely on] for the preservation of our liberty.”

A More Democratic Style

As President, Jefferson tried to protect and expand the rights of ordinary citizens. He felt that the Federalists promoted the interests of the wealthy few, but neglected the needs of others. Jefferson was determined to make the government more democratic. **Democratic** means ensuring that all people have the same rights.

Jefferson's personal style matched his democratic beliefs. The new President preferred quiet dinners to the formal parties that Washington and Adams had given. He wore casual clothes and greeted people by shaking hands instead of bowing. With his informal manner, Jefferson showed that the President was an ordinary citizen.

Some Federalists worried about Jefferson's democratic beliefs. They knew that he supported the French Revolution and they feared that he might bring revolutionary change to the United States. They were also afraid that he might punish Federalists who had used the Alien and Sedition acts to jail Republicans.

In his inaugural address, Jefferson tried to quiet Federalists' fears. Though a minority, Federalists “possess their equal rights, which equal laws must protect,” he told the nation. He called for an end to the political disputes of past years. “We are all Republicans, we are all Federalists,” the President said. Jefferson was determined to unite the country, not divide it further.

Reduced Role of Government

Jefferson had no plan to punish Federalists. He did, however, want to change their policies. In his view, the Federalists had made the national government too large and too powerful. Jefferson wanted to reduce government power by cutting the federal budget and by reducing the federal debt.



Connections With Civics

When Jefferson became President in 1801, there were fewer than 1,000 federal employees. Today, the United States government employs more than 2 million people—not counting those in the military.

Jefferson believed in an idea known as **laissez faire** (leh-s ay FAYR), from the French term for “let alone.” According to *laissez faire*, government should play as small a role as possible in economic affairs. *Laissez faire* was very different from the Federalist idea of government. Alexander Hamilton, you recall, wanted government to promote trade and manufacturing.

President Jefferson tried to reduce the role of government in people’s lives. He decreased the size of government departments and cut the federal budget. With the approval of Congress, he reduced the size of the army and navy. He also asked Congress to repeal the unpopular whiskey tax.

The Sedition Act expired the day before Jefferson took office. Jefferson hated the law, and he pardoned those who were in jail because of it. He also asked Congress to restore the law allowing foreign-born people to become citizens after only a five-year waiting period. Jefferson acted to change other Federalist policies as well.

Jefferson did not discard all Federalist programs, however. He kept the Bank of the United States, which he had once opposed. The federal government also continued to pay off state debts that it had taken over when Washington was President. In addition, Jefferson let many Federalists keep their government jobs.

A Stronger Supreme Court

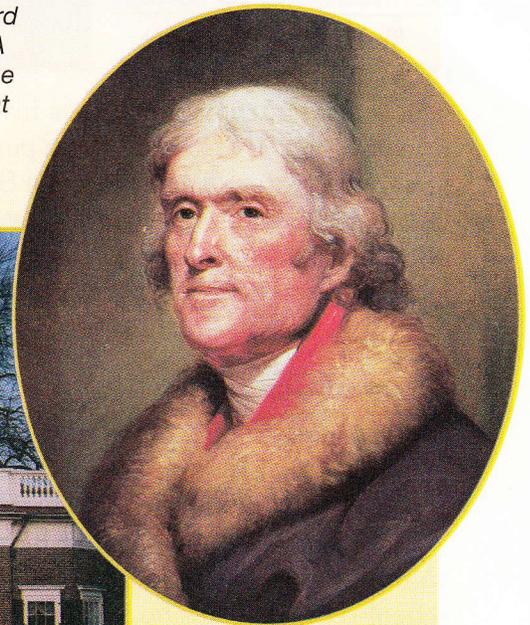
The election of 1800 gave Republicans control of Congress. Federalists, however, remained powerful in the courts.

Several months passed between Jefferson’s election and his inauguration on March 4, 1801. During that time, Federalists in the old Congress passed a law increasing the number of federal judges. President Adams then appointed Federalists to fill these new judicial positions.

One of the judges that Adams appointed was **John Marshall**, the Chief Justice of the Supreme Court. Like Jefferson, Marshall

Biography Thomas Jefferson

Jefferson, author of the Declaration of Independence and third President of the United States, was a man of many talents. A skilled architect, he designed his own home, Monticello, in the classical style of ancient Greece and Rome. Jefferson felt that it was important for citizens in a democracy to be well educated. ★ Why do you think Jefferson placed so much value on education?



◀ Monticello, home of Thomas Jefferson

was a rich Virginia planter with a brilliant mind. Unlike Jefferson, however, Marshall was a Federalist. He wanted to make the federal government stronger.

The framers of the Constitution expected the courts to balance the powers of the President and Congress. However, John Marshall found the courts to be very weak. In his view, it was not clear what powers the federal courts had.

Marbury v. Madison

In 1803, Marshall decided a case that increased the power of the Supreme Court. The case involved William Marbury, another one of the judges appointed by Adams. Adams made the appointment on his last night as President.

The Republicans refused to accept this “midnight judge.” They accused Federalists of using unfair tactics to keep control of the courts. Jefferson ordered Secretary of State James Madison not to deliver the official papers confirming Marbury’s appointment.

Marbury sued Madison. According to the Judiciary Act of 1789, only the Supreme Court could decide a case that was brought against a federal official. Therefore, the case

of *Marbury v. Madison* was tried before the Supreme Court.

An important precedent

In its decision, the Supreme Court ruled against Marbury. Chief Justice Marshall wrote the decision, stating that the Judiciary Act was unconstitutional. The Constitution, Marshall argued, did not give the Supreme Court the right to decide cases brought against federal officials. Therefore, Congress could not give the Court that power.

The Supreme Court’s decision in *Marbury v. Madison* set an important precedent. It gave the Supreme Court the power to decide whether laws passed by Congress were constitutional and to reject laws that it considered to be unconstitutional. This power of the Court is called **judicial review**.

Jefferson was displeased that the decision gave more power to the Supreme Court. He felt that the decision upset the balance of power that existed among the three branches of government. Even so, the President and Congress accepted the right of the Court to overturn laws. Today, judicial review remains one of the most important powers of the Supreme Court.

★ Section 1 Review ★

Recall

1. **Identify** (a) John Marshall, (b) *Marbury v. Madison*.
2. **Define** (a) democratic, (b) laissez faire, (c) judicial review.

Comprehension

3. Explain how Jefferson’s ideas on government differed from Federalist ideas.
4. Describe three steps Jefferson took to reduce the power of government.
5. (a) What precedent did *Marbury v. Madison* set?

(b) How did the precedent affect the balance of power in American government?

Critical Thinking and Writing

6. **Analyzing a Primary Source** “We are all Republicans, we are all Federalists.” (a) What did Jefferson mean by these words? (b) Why did he need to make such a statement?
7. **Drawing Conclusions** Today, the federal government protects consumers by regulating the quality of certain goods. Would a laissez-faire economist agree with this policy? Why or why not?



Activity Writing a Letter Welcome to the United States! You are a newly arrived immigrant from Europe. Write a letter to your friends in Europe describing your feelings about President Jefferson and the Republican government.

The Louisiana Purchase

As
You
Read

Explore These Questions

- Why was control of the Mississippi River important to western farmers?
- How did the United States gain Louisiana?
- What did the Lewis and Clark expedition achieve?

Define

- expedition
- Continental Divide

Identify

- Pinckney Treaty
- Toussaint L'Ouverture
- Louisiana Purchase
- Lewis and Clark
- Sacajawea
- Zebulon Pike



◀ William Clark's journal

SETTING the Scene

One day, President Jefferson received several packages. Inside, he found hides and skeletons of animals, horns of a mountain ram, and a tin box full of insects. There were also cages of live birds and squirrels, as well as gifts from the Mandan and Sioux Indians.

All of these packages were from Meriwether Lewis and William Clark. Jefferson had sent the two to explore the land west of the Mississippi River. Almost two years before, President Jefferson had purchased the territory for the United States. The packages confirmed his belief that the new lands were a valuable addition to the nation.

Control of the Mississippi

By 1800, almost one million Americans lived between the Appalachian Mountains and the Mississippi. Most were farmers.

With few roads west of the Appalachians, western farmers relied on the Mississippi to ship their wheat and corn. First, they sent their produce down the river to New Orleans. From there, oceangoing ships carried the produce to ports along the Atlantic coast.

Threats from Spain and France

Spain sometimes threatened to close the port of New Orleans to Americans. In 1795, President Washington sent Thomas Pinckney to find a way to keep the vital port open. In the **Pinckney Treaty**, Spain agreed to let

Americans ship their goods down the Mississippi and store them in New Orleans. The treaty also settled a dispute over the northern border of Spanish Florida.

For a time, Americans sent their goods to New Orleans without a problem. Then, however, Spain signed a treaty with Napoleon Bonaparte, the ruler of France. The treaty gave Louisiana back to France. President Jefferson was alarmed. Napoleon had already set out to conquer Europe. Jefferson feared that Napoleon might now try to build an empire in North America.

Revolt in Haiti

President Jefferson had good reason to worry. Napoleon wanted to grow food in Louisiana and ship it to French islands in the West Indies. However, events in Haiti soon ruined Napoleon's plan.

Haiti was the richest French colony in the Caribbean. There, enslaved Africans worked sugar plantations that made French planters wealthy. Inspired by the French Revolution, the African slaves in Haiti decided to fight for their liberty. **Toussaint L'Ouverture** (too SAN loo vehr TYOOR) led the revolt. By 1801, Toussaint and his followers had nearly forced the French out of Haiti.

Napoleon sent troops to retake Haiti. Although the French captured Toussaint, they

did not regain control of the island. In 1804, Haitians declared their independence. Napoleon's dream of an empire in the Americas ended with the loss of Haiti.

Buying Louisiana

Meanwhile, President Jefferson decided to try to buy the city of New Orleans from Napoleon. Jefferson wanted to be sure that American farmers would always be able to ship their goods through the port. The President sent Robert Livingston and James Monroe to buy New Orleans and West Florida from the French. Jefferson said they could offer as much as \$10 million.

A surprising deal

Livingston and Monroe negotiated with Talleyrand, the French foreign minister. At first, Talleyrand showed little interest in their offer. However, changing conditions in

Haiti and in Europe were causing Napoleon to alter his plans for the future.

After losing Haiti, Napoleon had abandoned his plan for an empire in the Americas. He also needed money to pay for his very costly wars in Europe. Suddenly Talleyrand asked Livingston if the United States wanted to buy all of Louisiana, not just New Orleans.

Livingston and Monroe carefully debated the matter. They had no authority to buy all of Louisiana. However, they knew that Jefferson wanted control of the Mississippi. They agreed to pay the French \$15 million for Louisiana. When he signed the treaty with France, Livingston proudly declared,

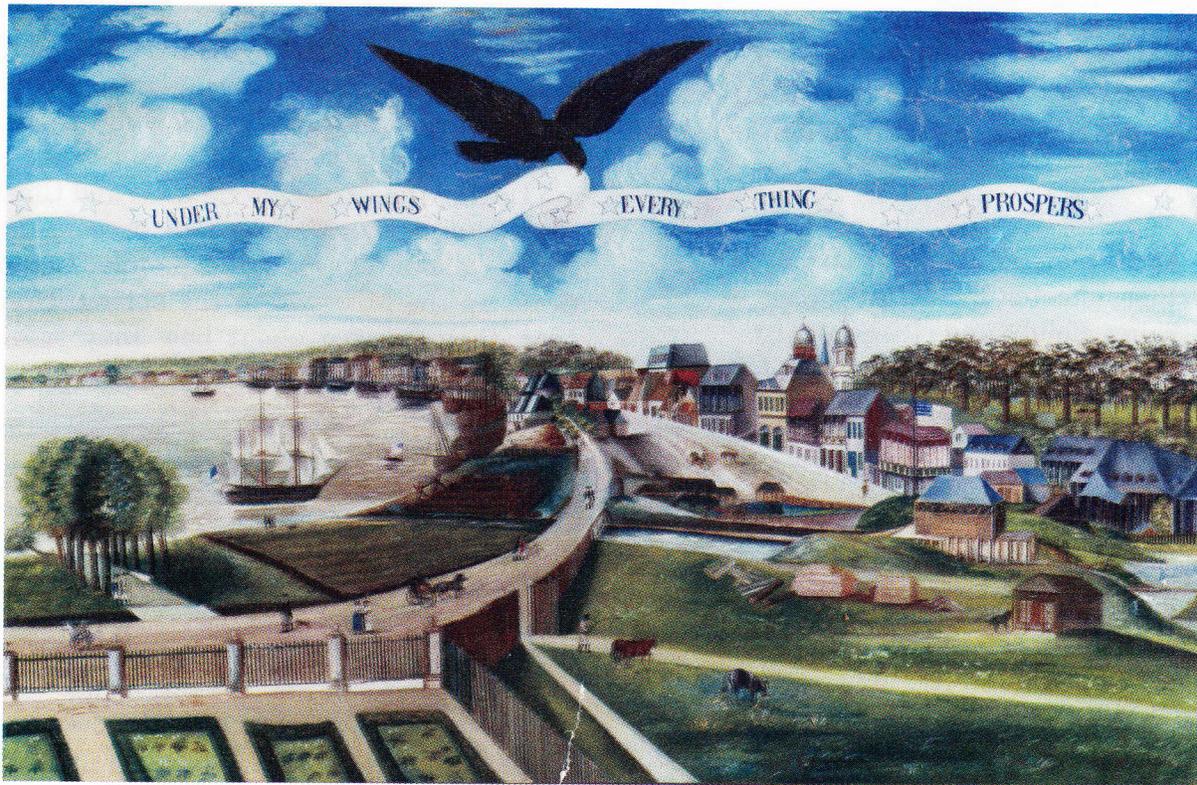
“ We have lived long, but this is the noblest work of our whole lives. . . . From this day the United States take their place among the powers of the first rank. ”



A View of New Orleans

New Orleans, shown here in an 1803 painting by John L. Boqueta de Woiseri, grew prosperous by controlling trade on the Mississippi River. The city's strategic location near the Gulf of Mexico was one reason for the Louisiana Purchase.

★ How does this 1803 painting show the prosperity of New Orleans?



Was the purchase constitutional?

Jefferson was pleased by the news from France, but he was not sure that he in fact had the constitutional power to purchase Louisiana. He had always insisted that the federal government had only those powers spelled out in the Constitution. The document said nothing about a President's power to buy land.

After giving it much thought, Jefferson decided that he did have the authority to buy Louisiana. The Constitution, he reasoned, allowed the President to make treaties. At his request, the Senate quickly approved a treaty making the **Louisiana Purchase**. In 1803, the United States took control of the vast lands west of the Mississippi.

Jefferson Plans an Expedition

The United States owned Louisiana now, but few Americans knew anything about the territory. In 1803, Congress provided money for a team of explorers to study the new lands. Jefferson chose Meriwether Lewis, his private secretary, to head the expedition. An **expedition** is a long journey or voyage of exploration. Lewis asked William Clark, another Virginian, to go with him. About 50 men made up the original band.

Jefferson gave Lewis and Clark careful instructions. He asked them to map a route to the Pacific Ocean. He also told them to study the climate, wildlife, and mineral resources of the new lands. The President requested a detailed report on the following:

“Climate as characterized by the thermometer, by the proportion of rainy, cloudy, and clear days, by lightning, hail, snow, ice . . . by the winds prevailing at different seasons, the dates at which particular plants put forth or lose their flower, or leaf, times of appearance of particular birds, reptiles or insects.”

Jefferson also instructed Lewis and Clark to learn about the Indian nations who lived in the Louisiana Purchase. For decades, these Native Americans had carried on a very busy trade with English, French, and

Spanish merchants. Jefferson hoped that the Indians might trade with American merchants instead. Therefore, he urged Lewis and Clark to tell the Indians of “our wish to be neighborly, friendly, and useful to them.”

The Lewis and Clark Expedition

In May 1804, **Lewis and Clark** started up the Missouri River from St. Louis. In time, their trip would take them to the Pacific Ocean. (Follow their route on the map on page 201.)

Across the plains

At first, the expedition's boats made slow progress against the Missouri's swift current. One night, the current tore away the riverbank where they were camping. The party had to scramble into the boats to avoid being swept downstream.

Lewis and Clark kept journals on their travels. They marveled at the broad, grassy plains that stretched “as far as the eye can reach.” Everywhere, they saw “immense herds of buffalo, deer, elk, and antelopes.”

As they traveled across the plains, the expedition met people of various Indian nations. Lewis and Clark had brought many gifts for Native Americans. They carried medals stamped with the United States seal. They also brought mirrors, beads, knives, blankets, and thousands of sewing needles and fishhooks.

During the first winter, Lewis and Clark stayed with the Mandans in present-day North Dakota. The explorers planned to continue up the Missouri in the spring. However, they worried about how they would cross the steep Rocky Mountains.



Connections With Science

Acting as botanist for the expedition, Meriwether Lewis collected and preserved many plants. He carefully dried and pressed each specimen. Of the more than 200 specimens Lewis brought back, 39 still remain at the Academy of Natural Sciences in Philadelphia.

Skills FOR LIFE

Critical
Thinking

Managing
Information

Communication

Maps, Charts,
and Graphs

Following Map Routes

How Will I Use This Skill?

You can use map routes to find your way through a school or office building. With a road map, you can chart a route from home to other places. You can also give directions to others.

LEARN the Skill

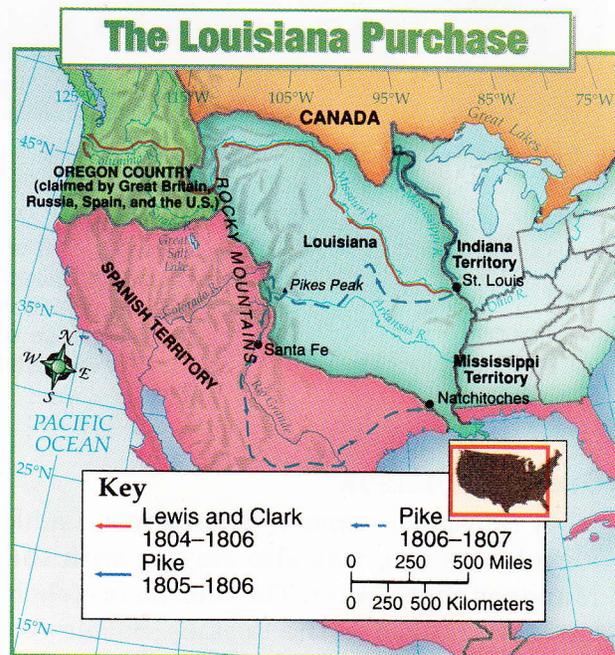
You can follow a map route by using the steps below.

- 1 Identify the map's subject and symbols that indicate routes.
- 2 Use the directional arrow that identifies N, S, E, and W to determine in what direction a route goes. Recognize other directions, such as northeast (NE), the direction between N and E. Other directions are southeast (SE), southwest (SW), and northwest (NW).
- 3 Use the scale of miles to determine the distance of a route.
- 4 Choose the map route you will follow and describe it in terms of direction and distance.

PRACTICE the Skill

Using the steps and the map above, answer the following questions.

- 1 What does the map show? What symbols represent routes?
- 2 In what general direction did Lewis and Clark travel from St. Louis?
- 3 About how many miles did Lewis and Clark travel in order to reach the Pacific Ocean?



- 4 Describe Pike's route from St. Louis to Natchitoches.

APPLY the Skill

Using a map of your community, describe the route that you follow to travel from home to school or to any other destination, such as a library or a park.



▲ Antelope

Viewing HISTORY The Way West

In this painting, Lewis, Clark, and Sacajawea stand at the Great Falls of the Missouri River in 1804. Accompanying them is York, an enslaved African American in the service of Clark. After serving as a valuable member of the Lewis and Clark expedition, York was freed. He returned to the West to live with the Native Americans.

★ **Why did Lewis and Clark include Sacajawea in the expedition?**

Over the Rockies

A Shoshone woman, **Sacajawea** (sahk uh juh WEE uh), was also staying with the Mandans that winter. The Shoshones (shoh SHOH neez) lived in the Rockies. Sacajawea and her French Canadian husband agreed to accompany Lewis and Clark and serve as translators.

In early spring, the party set out. In the foothills of the Rockies, the landscape and wildlife changed. Bighorn sheep ran along the high hills. The thorns of prickly pear cactus jabbed the explorers' moccasins. One day, a grizzly bear chased Lewis while he was exploring alone.

Sacajawea contributed greatly to the success of the expedition. She gathered wild vegetables and advised the men where to fish

and hunt. She knew about the healing qualities of plants and herbs, so the expedition relied on her for medical help.

In the mountains, Sacajawea recognized the lands of her people. One day, Lewis met some Shoshone leaders and invited them back to camp. Sacajawea began to “dance and show every mark of the most extravagant joy.” One of the men, she explained, was her brother. The Shoshone people supplied the expedition with food and horses. The Shoshones also advised Lewis and Clark about the best route to take over the Rockies.

In the Rocky Mountains, Lewis and Clark crossed the **Continental Divide**. A continental divide is a mountain ridge that separates river systems flowing toward opposite sides of a continent. In North America,

some rivers flow east from the Rockies into the Mississippi, which drains into the Gulf of Mexico. Other rivers flow west from the Rockies and empty into the Pacific Ocean.

To the Pacific

After building canoes, Lewis and Clark's party floated down the Columbia River. It carried them into the Pacific Northwest.

On November 7, 1805, Lewis and Clark finally reached their goal. Lewis wrote in his journal: "Great joy in camp. We are in view of the ocean, this great Pacific Ocean which we have been so long anxious to see." On a nearby tree, Clark carved, "By Land from the U. States in 1804 & 5."

The return trip to St. Louis took another year. In 1806, Americans celebrated the return of Lewis and Clark. The explorers brought back much useful information about the Louisiana Purchase.

Pike Explores the West

Before Lewis and Clark returned, another explorer set out from St. Louis. From 1805 to 1807, **Zebulon Pike** explored the upper Mississippi River, the Arkansas River, and parts of present-day Colorado and New

Mexico. In November 1806, Pike viewed a mountain peak rising above the Colorado plains. Today, this mountain is known as Pikes Peak.

Continuing further westward into the Rocky Mountains, Pike came upon a small river. It was the Rio Grande. Pike had entered into Spanish territory. Spanish troops soon arrested Pike and his men and took them into Mexico.

After being questioned and detained for a while, the Americans were escorted through Texas back into the United States. Pike's maps and journals had been confiscated by the Spanish. Still, Pike was able to remember enough to write a report. The report greatly expanded Americans' knowledge about the Southwest.

The journeys of Zebulon Pike and Lewis and Clark excited Americans. It was a number of years, however, before settlers moved into the rugged western lands. As you will read, they first settled the region closest to the Mississippi River. Soon, the territory around New Orleans had a large enough white population for the settlers to apply for statehood. In 1812, this territory entered the Union as the state of Louisiana.

★ Section 2 Review ★

Recall

1. **Locate** (a) Mississippi River, (b) St. Louis, (c) Missouri River, (d) Rocky Mountains, (e) Columbia River, (f) Pikes Peak.
2. **Identify** (a) Pinckney Treaty, (b) Toussaint L'Ouverture, (c) Louisiana Purchase, (d) Lewis and Clark, (e) Sacajawea, (f) Zebulon Pike.
3. **Define** (a) expedition, (b) Continental Divide.

Comprehension

4. Why did western farmers oppose Spanish and French control of New Orleans?

5. Why was the United States able to buy Louisiana at a very low price?
6. Did Lewis and Clark accomplish what President Jefferson had asked them to do? Explain.

Critical Thinking and Writing

7. **Drawing Conclusions** Was Jefferson's purchase of Louisiana based on a strict or loose interpretation of the Constitution? Explain.
8. **Making Decisions** If you had been a Native American leader of the time, would you have welcomed Lewis and Clark in friendship? Explain the reasons for your decision.



Activity Writing a Diary Westward Ho! You are with Lewis and Clark as they travel to the Pacific. Write several diary entries describing what you see and feel as you explore Louisiana and meet the Native Americans who live there.



The War of 1812



Explore These Questions

- How was the United States unready for war with Britain?
- What were the major turning points of the war in the West?
- What were the results of the war?

Identify

- Oliver Hazard Perry
- Battle of Lake Erie
- Andrew Jackson
- Battle of Horseshoe Bend
- Dolley Madison
- Battle of New Orleans
- Richard Allen
- Hartford Convention
- Treaty of Ghent



SETTING the Scene

Many Americans welcomed the news of war with Britain. In some cities, they fired cannons and guns and danced in the streets. One New Jersey man wrote a song calling for a swift attack on Canada:

“On to Quebec’s embattled halls!
Who will pause, when glory calls?
Charge, soldiers, charge, its lofty
walls. And storm its strong artillery.”

Other Americans were less enthusiastic. New Englanders, especially, talked scornfully of “Mr. Madison’s war.” In fact, before the war ended, some New Englanders would threaten to leave the Union and make a separate peace with Britain.

Unready for War

The American declaration of war took the British by surprise. They were locked in a bitter struggle with Napoleon, and could not spare troops to fight the United States. As the war began, however, the United States faced difficulties of its own.

Because Jefferson believed in a small federal government and had reduced spending on defense, the United States was not ready for war. The navy had only 16 ships to fight against the huge British fleet. The army was small and ill equipped. Moreover, many of the officers knew little about the military. “The state of the Army,” commented a member of Congress, “is enough to make any man

who has the smallest love of country wish to get rid of it.”

Since there were few regular troops, the government relied on volunteers to fight the war. Congress voted to give them \$124 and 360 acres of land for their service. The money was high pay at the time—equal to a year’s salary for most workers.

Attracted by money and the chance to own their own farm, young men eagerly enlisted. They were poorly trained, however, and did not know how to be good soldiers. Many deserted after a few months.

Fighting at Sea

The British navy blockaded American ports to stop Americans from trading with other countries. The small American navy was unable to break the blockade. Still, several sea captains won stunning victories.

One famous battle took place early in the war, in August 1812. As he was sailing near Newfoundland, Isaac Hull, captain of the *Constitution*, spotted the British ship *Guerrière* (gai ree AIR). For nearly an hour, the two ships jockeyed for position.

At last, the guns of the *Constitution* roared into action. They tore holes in the sides of the *Guerrière* and shot off both masts. When the smoke cleared, Hull asked the British captain if he had “struck” his flag—that is, lowered his flag in surrender. “Well, I don’t know,” replied the stunned British captain. “Our mizzenmast is gone, our mainmast



The USS Constitution

The USS Constitution became known as "Old Ironsides" because British cannonballs often bounced off her thick wooden hull. In 1905, the ship was docked in Boston and opened to the public. In 1997, the ship underwent major restoration. Today, the United States Navy invites you to come aboard and tour "Old Ironsides." In the nearby museum, you can relive history by commanding a ship, hoisting a sail, or firing a cannon.

★ To learn more about this historic ship, write: USS Constitution Museum, Charlestown Navy Yard, Charlestown, MA 02129.

is gone. And, upon the whole, you may say we have struck our flag."

American sea captains won other victories at sea. These victories cheered Americans, but did little to win the war.

War in the West

One goal of the War Hawks was to conquer Canada. They were convinced that Canadians would welcome the chance to throw off British rule and join the United States. The United States planned to invade Canada at three different points: Detroit, the Niagara River, and Montreal.

Invasion of Canada

General William Hull moved American troops into Canada from Detroit. The Canadians had only a few untrained troops to ward off the invasion. However, they were led by a clever and skillful British leader, General Isaac Brock.

Brock paraded his soldiers in red coats to make it appear that experienced British troops were helping the Canadians. He also let a message with false information fall into American hands. It exaggerated the number of Indians who were fighting with the Canadians. Brock's scare tactics worked. Hull retreated from Canada.

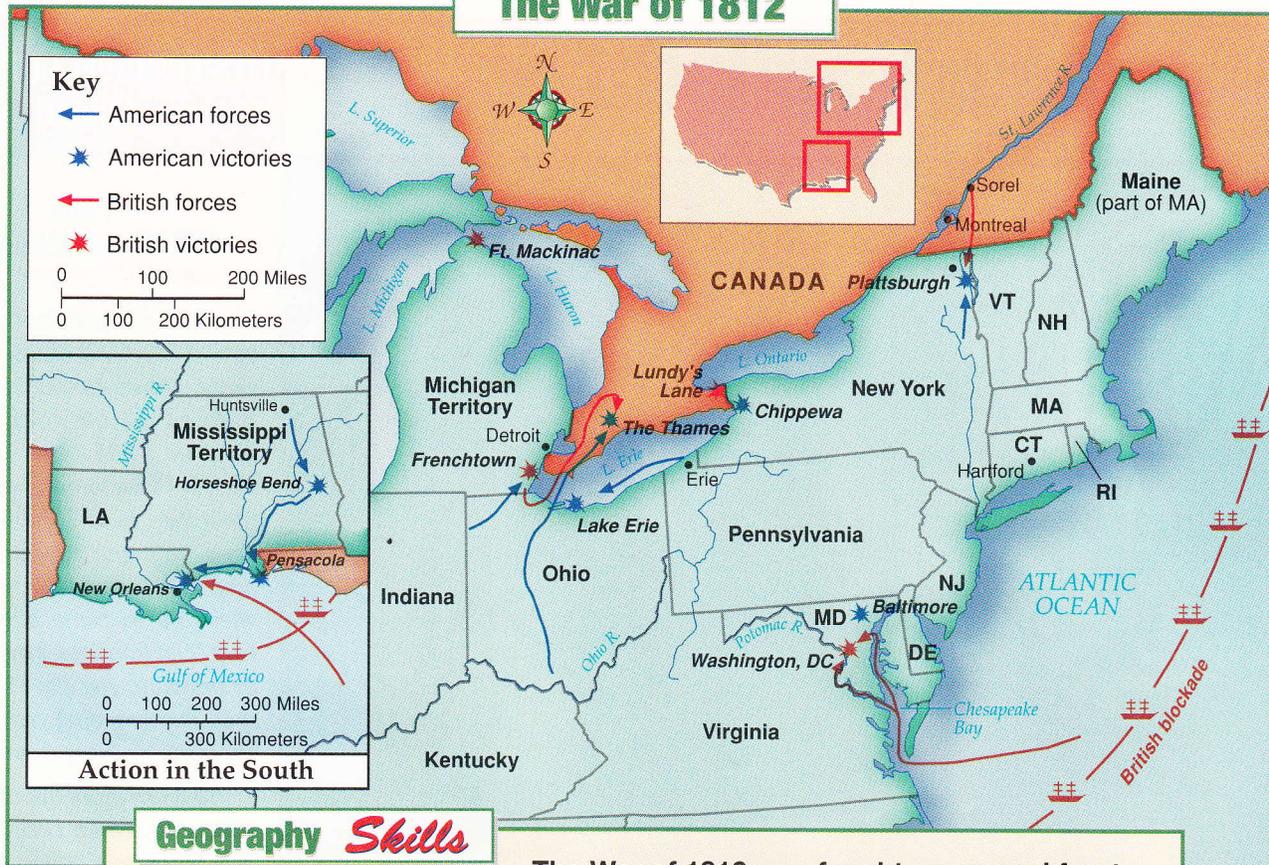
Other attempts to invade Canada also failed. Americans were wrong in thinking that the Canadians would welcome them as liberators from British rule. Instead, the Canadians fought fiercely and forced the Americans into retreat.

Battle of Lake Erie

In 1813, the Americans set out to win control of Lake Erie. Captain **Oliver Hazard Perry** had no fleet, so he designed and built his own ships. In September 1813, he sailed his tiny fleet against the British.

During the **Battle of Lake Erie**, the British battered Perry's own ship and left it

The War of 1812



Geography Skills

The War of 1812 was fought on several fronts.

- 1. Location** On the map, locate the following battle sites: (a) Plattsburgh, (b) Lake Erie, (c) The Thames, (d) Horseshoe Bend, (e) Washington, D.C., (f) Baltimore, (g) New Orleans.
- 2. Movement** Using the inset map, describe the route that American forces followed from Huntsville to New Orleans.
- 3. Critical Thinking** How did the British blockade hurt the economy of the United States?

helpless. Perry took his flag down and rowed over to another American ship. There, he raised the colors again and continued to fight. Finally, the Americans won the battle. Captain Perry wrote his message of victory on the back of an envelope: "We have met the enemy and they are ours."

Native American losses

After losing control of Lake Erie, the British and their ally Tecumseh retreated from Detroit into Canada. General William Henry Harrison, veteran of Tippecanoe, pursued them. The Americans won a decisive victory at the Battle of the Thames. Tecumseh died in the fighting. Without Tecumseh's

leadership, the Indian confederation soon fell apart.

Still, the Creeks, Tecumseh's allies in the South, continued their fight against the settlers. **Andrew Jackson**, a Tennessee officer, took command of American troops in the Creek War. In 1814, with the help of the Cherokees, Jackson won a crushing victory at the **Battle of Horseshoe Bend**. The leader of the Creeks walked alone into Jackson's camp to surrender:

“ I am in your power. Do unto me as you please. . . . If I had an army I would yet fight, and contend to the last. . . . But your people have destroyed my nation. ”

For the time being, the fighting ended. Once again, Native Americans had to give up land to whites.

Final Battles

In 1814, Britain and its allies defeated France. With the war in Europe over, Britain could send more troops and ships against the United States.

The British burn Washington

In the summer of 1814, British ships sailed into Chesapeake Bay and landed an invasion force about 30 miles (48 km) from Washington, D.C. American troops met the British at Bladensburg, Maryland. President Madison himself watched the battle. To his dismay, the battle-hardened British quickly scattered the untrained Americans. The British met little further resistance as they continued their march to the capital.

In the White House, **Dolley Madison** waited for her husband to return. Hastily, she scrawled a note to her sister:

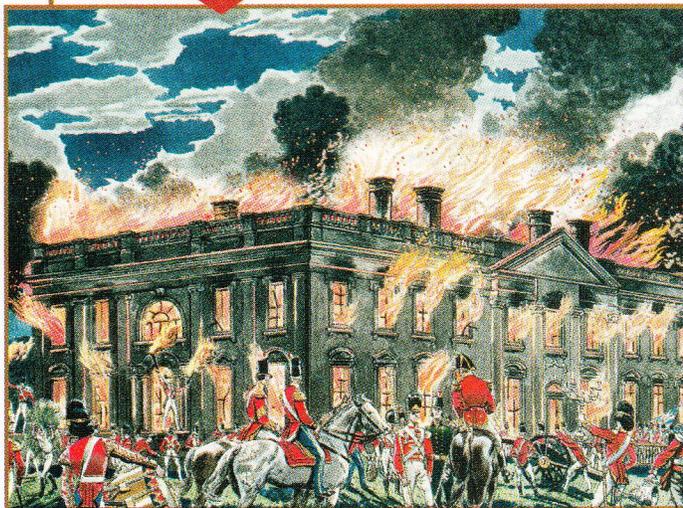
“Will you believe it, my sister? We have had a battle or skirmish near Bladensburg and here I am still within sound of the cannon! Mr. Madison comes not. May God protect us. Two messengers covered with dust come bid me fly. But here I mean to wait for him.”

Soon after, British troops marched into the capital. Dolley Madison gathered up important papers of the President and a portrait of George Washington. Then, she fled south. She was not there to see the British burn the White House and other buildings.

From Washington, the British marched north toward the city of Baltimore. The key to Baltimore's defense was Fort McHenry.

Linking Past and Present

Past



Present



The White House

After capturing Washington in August 1814, the British burned the White House. Margaret Smith, a resident of the city, recalled the sad scene: “Who would have thought that this mass so solid, so magnificent, so grand . . . [should] be thus irreparably destroyed.” In fact, the White House was not destroyed. A torrential thunderstorm put out the flames and saved the structure. Today, the White House continues to serve as the official residence of Presidents of the United States.” ★ **How do you think the burning of the White House affected American morale?**



Viewing HISTORY Battle of New Orleans

In this engraving, Andrew Jackson stands atop the American defense works as he spurs his troops to victory. The Battle of New Orleans was the bloodiest engagement of the War of 1812. Neither side knew that the war had ended two weeks earlier. ★ Why did it take so long for the news of war's end to reach New Orleans?

From evening on September 13 until dawn on September 14, British rockets bombarded the harbor.

When the early morning fog lifted, the “broad stripes and bright stars” of the American flag still waved over Fort McHenry. The British withdrew. Francis Scott Key, who witnessed the battle, wrote a poem about the bombardment. Later, “The Star-Spangled Banner” was set to music and adopted as the national anthem of the United States.

Battle of New Orleans

In late 1814, the British prepared to attack New Orleans. From there, they hoped to sail up the Mississippi. However, Andrew Jackson was waiting for the British. Jackson had turned his frontier fighters into a strong army. He took Pensacola in Spanish Florida to keep the British from using it as a base. He then marched through Mobile and set up camp in New Orleans.

Jackson’s force included thousands of frontiersmen. Many of them were expert riflemen. In addition, citizens of New Orleans joined the army to defend their city from the approaching British. Among the volunteers were hundreds of African Americans.

The American soldiers dug trenches to defend themselves. On January 8, 1815, the British attacked. Again and again, British soldiers marched toward the American

trenches. More than 2,000 British fell under the deadly fire of American sharpshooters and cannons. Only seven Americans died.

All over the United States, Americans cheered the victory at the **Battle of New Orleans**. Andrew Jackson became a national hero. His fame did not dim even when Americans later learned that the battle could have been avoided. It took place two weeks after the United States and Britain had signed a treaty in Europe ending the war.

African Americans in the War

African Americans served alongside other Americans in the fight against the British. African American soldiers helped win the Battle of New Orleans. Following the British attacks on Washington and Baltimore, African American volunteers helped defend Philadelphia against a possible attack. Bishop **Richard Allen** and the Reverend Absalom Jones recruited more than 2,000 men to help build Philadelphia’s fortifications. The state of New York, meanwhile, organized two regiments of black volunteers to serve in the army.

African Americans also served with distinction in the United States Navy. They helped win the Battle of Lake Erie as well as other naval battles. Commander Nathaniel Shaler praised one particular black sailor

who was killed in battle: "When America has such [sailors], she has little to fear from the tyrants of the ocean."

Peace at Last

In the early 1800s, news took weeks to cross the Atlantic Ocean. By late 1814, Americans knew that peace talks had begun, but they did not know how they were progressing or how long they would last. As Jackson was preparing to fight the British at New Orleans, New Englanders were meeting to protest "Mr. Madison's war."

New Englanders protest

The British blockade had hurt New England's sea trade. Also, many New Englanders feared that the United States might win land in Florida and Canada. If new states were carved out of these lands, the South and the West would become more influential than New England.

Delegates from around New England met in Hartford, Connecticut, in December 1814. Most were Federalists. They disliked the Republican President and the war. The delegates to the **Hartford Convention** threatened to leave the Union if the war continued.

Then, while the delegates debated what to do, news of the peace treaty arrived. The Hartford Convention ended quickly. With the war over, the protest was meaningless.

"Nothing was settled"

The **Treaty of Ghent** was signed in the city of Ghent, Belgium, on December 24, 1814. John Quincy Adams, one of the Americans at Ghent, summed up the treaty in one sentence: "Nothing was adjusted, nothing was settled."

Britain and the United States agreed to restore prewar conditions. The treaty said nothing about impressment or neutrality. These issues had faded due to the end of the Napoleonic Wars in Europe. Other issues were settled later. In 1818, for example, the two nations settled a dispute over the border between Canada and the United States.

Looking back, some Americans felt that the War of 1812 had been a mistake. Others argued that Europe would now treat the young republic with more respect. The victories of heroes like Oliver Hazard Perry and Andrew Jackson gave Americans new pride in their country. As one Republican leader remarked, "The people are now more American. They feel and act more as a nation."

★ Section 5 Review ★

Recall

1. **Locate** (a) Lake Erie, (b) Detroit, (c) Chesapeake Bay, (d) Washington, D.C., (e) Baltimore, (f) New Orleans.
2. **Identify** (a) Oliver Hazard Perry, (b) Battle of Lake Erie, (c) Andrew Jackson, (d) Battle of Horseshoe Bend, (e) Dolley Madison, (f) Battle of New Orleans, (g) Richard Allen, (h) Hartford Convention, (i) Treaty of Ghent.

Comprehension

3. What military problems did the United States face as the War of 1812 began?

4. How did the death of Tecumseh affect the war in the West?
5. What were the results of the War of 1812?

Critical Thinking and Writing

6. **Understanding Causes and Effects** How do you think the War of 1812 helped Andrew Jackson to later become the President of the United States?
7. **Applying Information** Why did the results of the War of 1812 please some Americans, but disappoint others?



Activity Writing a Song Keep your head down! You are in the trenches at the Battle of New Orleans. Write a song describing what you see, hear, and feel as you help Andrew Jackson defeat the British and save New Orleans.