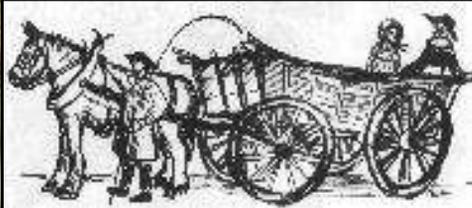


Jeffersonian America 1800-1816



Focus on the West



PRESIDENT THOMAS JEFFERSON
1801 - 1809
DEMOCRATIC-REPUBLICAN



- Age 58
- cancel
- greeted guests in slippers
- not a good public speaker
- "President" not on grave



"We are all Republicans, we are all Federalists."
- Thomas Jefferson, 1801

What were Jefferson's *true* beliefs with regards to:
a) Domestic Policy?
b) Foreign Policy?

"Let us then, fellow citizens, unite with one heart and one mind. Let us restore to social intercourse that harmony and affection without which liberty and even life itself are but dreary things. . . . But every difference of opinion is not a difference of principle. We have called by different names brethren of the same principle. We are all Republicans, we are all Federalists."

Task: What is Jefferson's intent in this address?

Task: Do you believe his message is genuine? Explain your answer.

Domestic Policy

Jefferson's Beliefs:

Supports most of Hamilton's Economic Plan (no whiskey tax)

Seminar Notes

All answers should be as specific as possible, and unless otherwise stated, given from the point of view from the author. Full credit will be awarded for direct use of the primary source.

USE DIRECT QUOTES FROM THE PRIMARY MATERIAL.

2.2 1st Inaugural Address

Thomas Jefferson

- A. Evaluate the following quotes and write a short personal reaction to each.
- “... that the minority possess their equal rights, which equal law must protect, and to violate would be oppression.”
 - “We are all Republicans, we are all Federalists.”
 - “Sometimes it is said that man can not be trusted with the government of himself. Can he, then, be trusted with the government of others?”
 - “... a wise and frugal Government, which shall restrain men from injuring one another ...”
 - “the support of the State governments in all their rights, as the most competent administrations for our domestic concerns and the surest bulwarks against antirepublican tendencies ...”

Key Points of Jefferson Admin:

- “Revolution of 1800”: **“We are all Republicans, we are all Federalists”**
- Until masses could be educated, political rule entrusted to agrarian aristocracy.
- Domestic Problems:
 - Midnight judges & Burr Conspiracy: Essex Junto, Wilkinson**
- Foreign Problems:
 - Conflict over neutral rights (Tripolitan War, Leopard-Chesapeake Affair, Embargo) & Western demands for War w/Britain**



ELECTION OF 1800

Electoral College: Jefferson (Dem-Rep) 73, Burr (Dem-Rep) 73, Adams (Federalist) 35, Pinckney (Federalist) 15.

“One Federalist elector cast one of the ballots for Jay. In retaliation, three of Jefferson electors cast one of the ballots for Burr.”

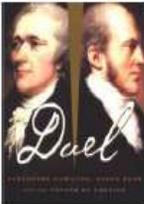
Controversies of early Jefferson Admin.

The John Marshall Court

- Federalist judge appointed by Adams
- *Marbury vs. Madison*
 - Last hours of his presidency, Adams appointed federal judges ("Midnight Judges")
 - Jefferson fought their appointments.
 - William Marbury sues for his commission.
- Decision:



Hamilton/Burr Duel



- 1) Burr wins Senate seat from Hamilton's father-in-law, Phillip Schuyler
- 2) Hamilton helped get Jefferson elected over Burr.
- 3) Burr doesn't get selected as Jefferson's VP for his second term.
- 4) Burr tries to run for Governor of New York; Hamilton campaigns against him. Burr loses to Hamilton's choice for candidacy.
- 5) Hamilton calls Burr "despicable."

Task: What effect might the death of Hamilton have on the future of America?

Demographic Context

- Yeoman farmers' settlement key to America's conquest of the continent
- Population center gradually shifting westward.
- Common folks craved land –their western migration is a more powerful force than soldiers in establishing sovereignty of U.S. over West.
- Propelling the surge West, the population doubled every 20 years until 1860!



Western Expansion Prior to 1800

Under the Articles of Confederation, states ceded western land claims, forming the **Northwest Territory** & **Southwest Territory**



Western Expansion Prior to 1800 , cont.

- Indians of Trans-Appalachians: differ from eastern Indians
- British interference
- Peace medals and Violence



Courtesy Jefferson National Expansion Memorial

Western Expansion Prior to 1800,

Joseph Brant: Mohawk, Loyalist,
Freemason



Chief Little Turtle led
OH Confederacy (Miamis)
Defeat at Battle of Fallen Timbers:
Treaty of Greenville (1795)

Life under U.S. authority: reduced
homelands, drunkenness, economic
despair, Quakers/ missionaries split
community.



**“It appears to me...that the great
Spirit is determined on our destructio**

Louisiana Purchase

**Prelude: Napoleon &
Haiti**

- Napoleon's vision
- Revolution!
- Impact on slaveholding
world: FEAR!
- Change of plans for
Napoleon



Louisiana Purchase

“There is on the globe **one spot** the possessor of which is our natural and habitual enemy. It is **New Orleans**, through which the produce of three-eighths of our territory must pass to market. The day that France takes possession of New Orleans...we must marry ourselves to the British fleet and nation.”
 ~T. Jefferson to ambassador
 ambassador

Prior to inauguration, Jefferson said,

“**The West was America’s future.**”

LA Purchase





Louisiana Purchase Effects

- Irrevocably turned nation's eyes westward
- Natural wealth
- New Orleans secured
- Doubled size, insured protection from foreign threats
- Insured emergence of U.S. as a world power
- Beginnings of the American continental empire
- Discovery expeditions...



ASSIGNMENT:

- Read and complete “Thomas Jefferson Instructs Robert Livingston (1802)” worksheet.



Intro. to Lewis and Clark

Focus Questions

- Why do people explore new frontiers?
- How does what we observe help us make decisions?
- What impact did Lewis and Clark have on the future of the United States?

Foreign Policy

Napoleon's Offer:

Bonjour!
Remember Me?

Jefferson's Problem:



Task: Farmers put pressure on Jefferson to make this purchase. What factors were developing that pushed farmers to support this acquisition.



Advantages of Purchasing Land	Disadvantages of Purchasing Land

Thomas Jefferson's Solution:



Lewis & Clark

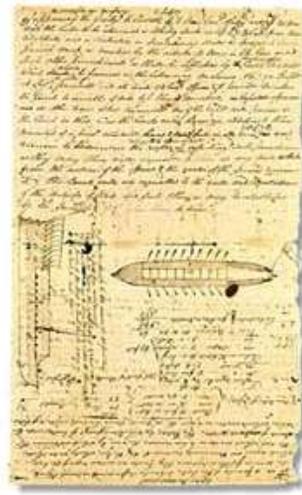
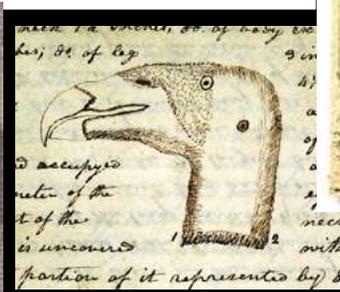
Purpose:



Louisiana Purchase: Lewis & Clark

Purpose:

1. Scientific intentions: botany, zoology, geology
2. Economic objectives: connect to fur trade, China!
3. Indian diplomacy & documentation



Sacajawea & two guys who would've died



Indian

Lewis & Clark Effects

- No easy commercial route across continent. ☹️
- Reported to Congress that most Indians were anxious for allies against their expansionist neighbors (esp. the Sioux/Lakota) and for better trading connections.
- Set a pattern, establishing precedent for a **strong government role** in the development of the American West.
- Affirmed & facilitated desire for a westering nation.

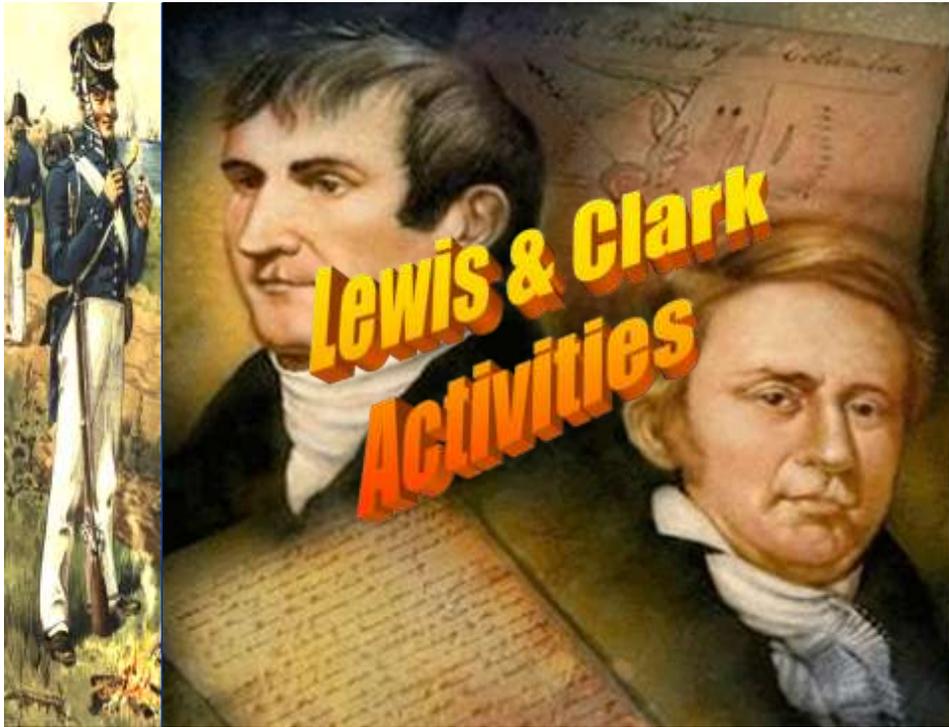


Video Clip: Lewis & Clark (8 m.)



Discovery
EDUCATION

- Pay attention!!! Your assignments follow!



Assignment: For every place name mentioned in this timeline, mark the date on the accompanying map!

Student Handout 1: Timeline of the Lewis and Clark Journey
(adapted from PBS online)

1804

May 14: Expedition sets off from Camp Dubois "under a gentle breeze," Clark writes.

August 3: First official council between representatives of United States and western Indians occurs north of present-day Omaha, when Corps of Discovery meets with small delegation of Oto and Missouri Indians.

August 30: Expedition holds friendly council with Yankton Sioux (near what is now Yankton, South Dakota). According to Yankton oral tradition, when a baby is born, Lewis wraps him in a United States flag and declares him "an American."

October 24: North of what is now Bismarck, North Dakota, the Corps of Discovery reaches the earth-ledge villages of the Mandans and Hidatsas. Some 4,500 people live there—more than live in St. Louis or even Washington, D.C. at the time.

November 4: The captains hire Toussaint Charbonneau, a French Canadian fur trader living among the Hidatsas, as an interpreter. His young Shoshone wife, Sacagawea, had been captured by the Hidatsas several years earlier and then sold to Charbonneau (along with another Shoshone girl). Having been told that the Shoshones live at the headwaters of the Missouri and have many horses, the captains believe the two will be helpful when the expedition reaches the mountains.

1805

January: The Mandans perform their sacred "buffalo calling" ceremony and a few days later, a herd shows up. The Indians and explorers hunt buffalo together. Several expedition members get frostbite, as does an Indian boy whose toes Lewis has to amputate, without anesthesia or a surgical saw.

August 8: Sacagawea recognizes a landmark—Beaverhead Rock, north of present-day Dillon, Montana—and says they are nearing the river's headwaters and home of her people, the Shoshones.

August 17: Having discovered a village of Shoshones, Lewis tries to negotiate for the horses he now knows are all-important to cross the daunting mountains. On this day, Clark and the rest of the expedition arrive and Sacagawea is brought in to help translate. Remarkably, the Shoshone chief, Cameahwait, turns out to be her brother. The captain names the spot Camp Fortunate.

August 31: With 29 horses, one mule, and a Shoshone guide called Old Toby, the expedition set off overland.

Late September: After debating what to do about the strangers who have suddenly arrived in their homeland, the Nez Perce (on the advice of an old woman named Watkewela) decide to befriend them. The men get sick from gorging themselves on salmon and camas roots. A chief named Twisted Hair shows them how to use fire to hollow out pine trees and make new canoes.

October 15: Lewis presented "yellept" of the Walla Wallas with a small peace medal and promised to return.

November 20: Captain Clark speaks of presenting medals and engaging in trade with the Chinooks.

November 24: To make the crucial decision of where to winter, the captains decide to put the matter to a vote. Significantly, in addition to the others, Clark's slave, York, and Sacagawea are allowed to vote. This is 60 years before slaves in the United States would be emancipated and enfranchised and a century before either Indians or women are granted full rights of citizenship.

1806

April 27/28: The principal chief of the Walla Wallas, Yellept, and six men of his nation welcome the Corps back.

May—late June: The expedition arrives back with the Nez Perce but have to wait for the snows to melt on the Bitterrocks before trying to cross them. They play a game of "base" with the Indians, who once again provide the explorers with food. Lewis calls them "the most hospitable, honest and sincere people that we have met with in our voyage."

July 26-27: Heading back toward the Missouri, Lewis encounters eight Blackfeet warriors.



William Clark's Journal

William Clark's journal is hard to read. He and many people of his time did not write with standardized spelling. Sometimes in his journal Clark spelled the same words several different ways.

For transcripts of all journal entries made in Kansas by Lewis and Clark, visit the website <http://www.kshs.org/people/fewisclark-4>.



July 4th Wednesday (1804)

Passed a Creek 12 yds. Wide ... as this Creek has no name, and this being the ... 4th of July the day of the independence of the U.S., call it 4th of July 1804 Creek, Capt. Lewis ... Saw great numbers of Goslings to day which Were nearly grown, the before mentioned Lake is clear and Contain great quantities of fish an Gees & Goslings. ... We came to and camped ... above the mouth of a Creek 20 yds wide this Creek we call Creek Independence as we approached this place the Praree had a most butifal appearance Hills & Vallies interspsd with Coops [copses] of Timber gave a pleasing deversity to the Senery... at this place the Kansas Indians formerley lived. This Town appears to have covd. A large Space, the nation must have been noumerous at the time they lived here

Journal Entry with Corrected Punctuation and Spelling

July 4th Wednesday (1804)

Passed a creek 12 yards wide. As this creek has no name, and this being the 4th of July the day of the independence of the U.S., we called it 4th of July 1804 Creek. Captain Lewis saw a great number of goslings today, which are nearly grown. The before mentioned lake is clear and contains great quantities of fish and geese and goslings. We came to and camped above the mouth of a creek 20 yards wide. This creek we call Creek Independence. As we approached this place, the prairie had a most beautiful appearance. Hills and valleys interspersed with copses (thicket) of timber gave a pleasing diversity to the scenery. At this place the Kansas Indians formerly lived. This town appears to have covered a large space. The nation must have been numerous at the time they lived here.

Name: _____

William Clark's Journal Worksheet

Observations made by William Clark on July 4, 1804		
Plants	Animals	Land
Inference made by William Clark on July 4, 1804		



Lesson 4
Student Notes Sheet

Go to http://www.pbs.org/lewisandclark/archive/idx_jou.html **to find the journals!**

- Put a check mark next to the historical event you are researching.
 - A. Corps first meeting with the Teton Sioux (September 24-28, 1804)
 - B. The portage around the Great Falls (June 4-July 4, 1805)
 - C. Corps crossing of the Rocky Mountains (September 1-22, 1805)
 - D. Corps confrontation with and retreat from the Blackfeet (July 25-29, 1806)
- Find the answer to each of the questions below by using the journal entries at PBS Online's Lewis and Clark Web site (<http://www.pbs.org/lewisandclark/>).
 - A. Who was involved in this event. List specific people and describe each one's personality traits. Use facts to support what you say about each person.
 - B. When did this event take place? List specific days/dates.
 - C. Where did this event happen? List specific places and their descriptions.
 - D. What happened in this situation. List at least 5 facts in the spaces below.
 - a.
 - b.
 - c.
 - d.
 - e.
 - E. How did this event affect the expedition? Discuss its effect on the people below and use facts to support what you say.

the Corps:

the Native Americans:
 - F. Why was this event important to the expedition? Give at least 3 reasons that are supported by the facts above.
 - a.
 - b.
 - c.
- List at least 10 additional facts about the event you are researching. Be sure to number these as you go.

Paragraph Writing Guidelines
 Directions: In order to help you better understand the factual information you have gathered, you will need to write paragraphs to explain each journal entry in your own words. Follow the steps below to create your paragraphs.

- Read the journal entry.
- Record the date of the journal entry and the name of the journal entry's author.
- Write several sentences that explain (using your own words) what the author said in his journal entry. Include facts such as who, what, when, where, why, and how in your sentences.
- At the end of the paragraph, write a sentence that describes how you think the person writing the journal entry felt as he was recording the events. If there were other people mentioned in the journal entry, write a sentence that describes how you think those people may have felt about the event.
- The last sentence of your paragraph should describe how you think this event affected the attitudes of the people on the expedition as well as others they met along the way.

EXTENSION: Journal Notes

Each day, Lewis and Clark recorded everything they saw on their journey. Be an explorer like Lewis and Clark. Describe or draw the things you observe in nature.

Name: _____ Date: _____ Temperature: _____

Location: _____ Weather Conditions: _____
(cloudy, sunny, windy, calm)

<p>Birds (Color, size, nest or box, location—flying, in a tree)</p>	<p>Animals, Animal Tracks, and Animal Signs (Mammal, reptile, amphibian, tracks, rubs, scat, trails, homes)</p>	<p>Flowers and Grasses (Color, shape, size, location)</p>
<p>Trees (Tree shape and size, leaf color, shape and size, bark smooth or rough, seeds, fruit or nuts, thorns)</p>	<p>Insects and Spiders (Color, shape of body, with or without wings, number of legs)</p>	
<p>Make one inference from your observations:</p>		



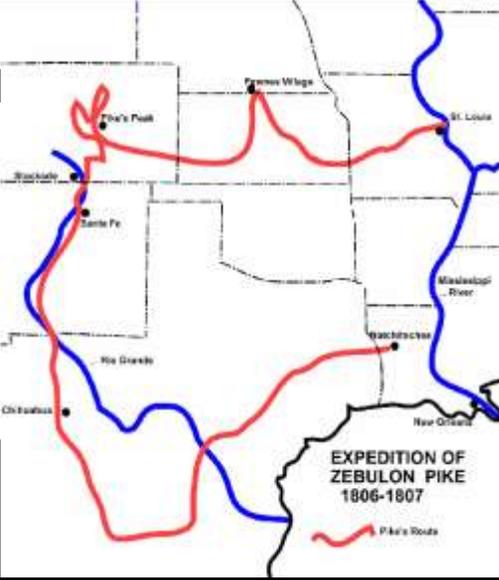
Video: Time Warp Trio Meets Lewis & Clark

Discovery
EDUCATION

- Your assignment: Using your historical knowledge, critically watch and evaluate whether this kid's cartoon got the facts correct about Lewis & Clark. 200-word response!

The other expedition: Zebulon Pike

- 1806 sent to explore the southwestern portion of LA Purchase
- “Great American Desert”



EXPEDITION OF ZEBULON PIKE 1806-1807

Pike's Route



1. Napoleonic Wars

- ❁ 1806 → Berlin Decrees [“Continental System”]
- ❁ 1806 → Britain issued the “Orders in Council.”
- ❁ 1807 → Milan Decrees
- ❁ 1808-1811 → Britain impressed over 6,000 American sailors.

Neutrality Challenged

- 1) Barbary Pirates
 - Threatened U.S. shipping in the Mediterranean
 - Washington & Adams paid Barbary governments a tribute.
 - They demanded more from Jefferson.
 - Jefferson sends a fleet to protect U.S. ships.

Task: Why were Washington and Adams so quick to pay tribute? Why not send in a fleet?



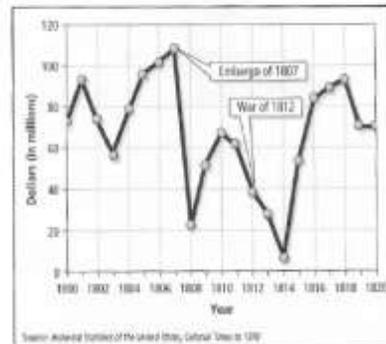
U.S. EXPORTS - 1800 - 1820

- 2) Task: Guess who's still at war?

Impact on America:

Jefferson's Solution:

Task: How did the Embargo Act affect U.S. trade?



2. Chesapeake-Leopard "Affair"

- 🌸 June 21, 1807.
- 🌸 Br. Captain fired on the USS Chesapeake.
- 🌸 3 dead, 18 wounded.
- 🌸 Br. Foreign Office said it was a mistake.
- 🌸 Jefferson's Response:

- Forbade Br. ships to dock in American ports.
- Ordered state governors to call up as much as 100,000 militiamen.





3. The Embargo Act (1807)

The "OGRABME" Turtle



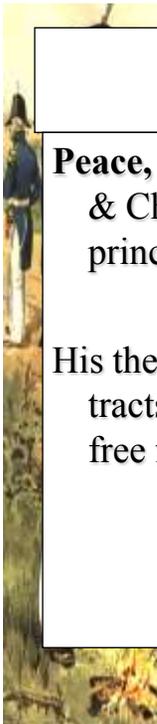
OGRABME. or. The American Snapping-turtle.

Jefferson's Indian Policy

Peace, land purchases, and civilization (the education & Christianization of the friendly nations) were the principles of Jefferson's Indian policy.

His theory: If Indians became yeoman farmers, large tracts of Indian hunting & farming lands would be free for white settlers.

BUT at the same time...





It's all about the yeoman farmer:

- In 1807, Thomas Jefferson instructed War Department that, should any Indians resist against the purchasing of Indian lands, the Indian resistance must be met with **"the hatchet"**. Jefferson continued, **"And...if ever we are constrained to lift the hatchet against any tribe, "** he wrote, **"we will never lay it down till that tribe is exterminated, or is driven beyond the Mississippi."** Jefferson continued, **"in war, they will kill some of us; we shall destroy all of them"**.
- In 1812, Jefferson said that American was obliged to push the backward Indians **"with the beasts of the forests into the Stony [Rocky] Mountains"**. One year later Jefferson stated America must **"pursue [the Indians] to extermination, or drive them to new seats beyond our reach"**.



End of Jeffersonian America

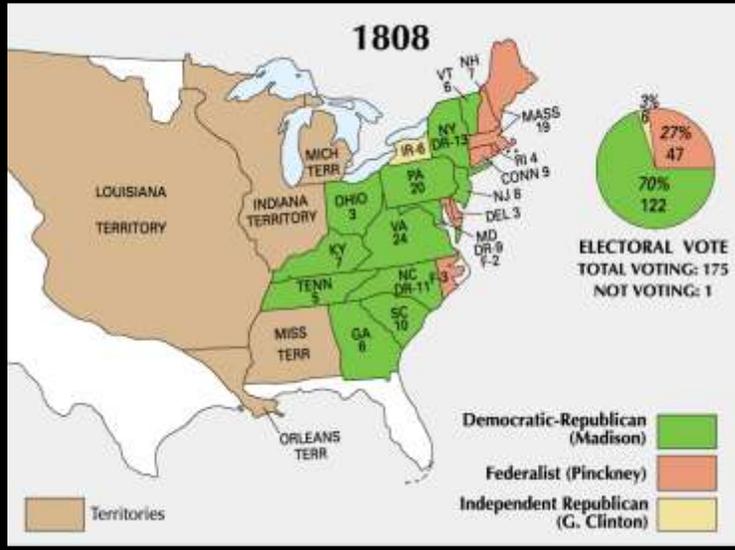
Following war of 1812, Federalist Party **died.**

Now largely one-party rule by the D-R's

"Era of Good Feelings" (1814-1824)



Presidential Election of 1808



James Madison Becomes President





Dolly Madison: The President's Greatest Asset



4. The Non-Intercourse Act (1809)

- ❁ Replaced the Embargo Act.
- ❁ Remained U. S. policy until 1812.
- ❁ Unexpected Consequences:
 - N. Eng. was forced to become self-sufficient again [old factories reopened].
 - Laid the groundwork for US industrial power.
 - Jefferson, a critic of an industrial America, ironically contributed to Hamilton's view of the US!!!



5. Br. Instigation of Indians



British General Brock Meets with Tecumseh

Tecumseh and Battle of Tippecanoe

Warm Up:

Tecumseh -

Why is he angry?

What does he do?

Outcome?



War Hawks -

Task: Why might they be pushing for war?

Tecumseh & the Prophet



“Where today are the Pequot? Where are the Narragansett, the Mohican, and many other once powerful tribes of our people? They have vanished before the avarice and oppression of the white man, as snow before a summer sun.” ~Tecumseh

“Let the white man perish! They seize your land; they corrupt your women; they trample on the bones of your dead! Back whence they came, upon a trail of blood, they must be driven back!” ~Tecumseh

Tecumseh & the Prophet, cont.

The **Prophet** (aka Tenskwatawa):
 Tecumseh’s half-brother who condemned alcohol & called for abandoning white ways; adopted Christian imagery & notion of afterlife; formed intertribal community at Tippecanoe on Wabash River.



1810 Battle of Tippecanoe

William Henry Harrison emerged as a hero



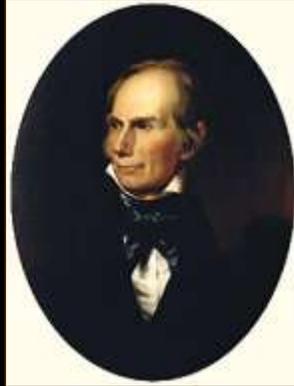
Battle of Tippecanoe, 1811

- 🌸 General William Henry Harrison → governor of the Indiana Territory.
- 🌸 Invited Native Indian chiefs to Ft. Wayne, IN to sign away 3 mil. acres of land to the US government.
- 🌸 Tecumseh organized a confederacy of Indian tribes to fight for their homelands.
- 🌸 Tecumseh's brother fought against Harrison and was defeated at Tippecanoe.
- 🌸 This made Harrison a national hero!
[1840 election → *Tippecanoe & Tyler, too!*]



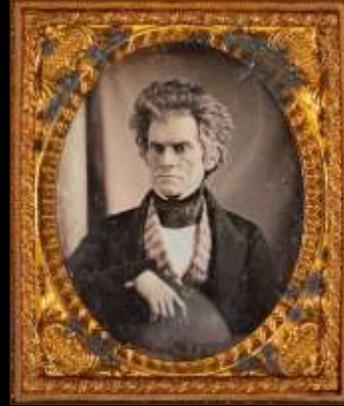


“War Hawks”

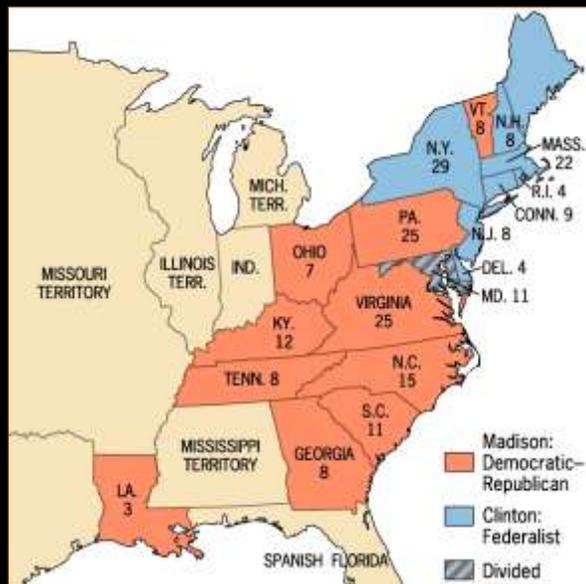


Henry Clay [KY]

John C. Calhoun [SC]



Presidential Election of 1812





The War of 1812

Mr. Cegielski



1812: "Mr. Madison's War!"





America's Second War for Independence?



Causes of the War?

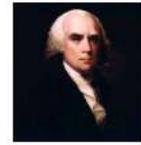
*Foreign Policy***WARM UP ON WAR OF 1812**

Economic Warfare
Goal?

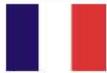
- 1) **Non-intercourse Act of 1809:** Unlike the Embargo Act of 1807, this act only

Impact?

- 2) **Macon's Bill No. 2, 1810:** Restored trade with Great Britain and France under the following conditions:



Are we going to war? Who will we fight against?



FRANCE

Pros:

Cons:

BRITAIN



Pros:

Cons:



America Under James Madison:
1809-1816: The War of 1812 (15:01)

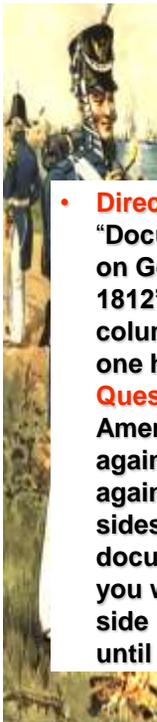


- **Pay attention! Your assignment follows!**

"ARE YOU MAD ENOUGH TO DECLARE WAR?"

Introduction: While President Thomas Jefferson had maintained a position of neutrality with Great Britain, the new U.S. President, James Madison, became outraged with Britain's aggressive policies overseas and on the American continent. As members of Congress, you must explain the causes of America's growing resentment toward Britain and then decide whether war should be declared. Complete the chart below.

Cause #1:	Cause #2:						
<table border="1" style="width: 100%;"> <tr> <td style="width: 50%;">Declare War? (circle one)</td> <td style="width: 50%;">Yes</td> <td style="width: 50%;">No</td> </tr> <tr> <td colspan="3">Explain:</td> </tr> </table>		Declare War? (circle one)	Yes	No	Explain:		
Declare War? (circle one)	Yes	No					
Explain:							
Cause #3:	Cause #4:						



DEBATE!

<ul style="list-style-type: none"> Directions: Read "Documents for Debate on Going to War in 1812" and create a two-column chart like the one here. Central Question: Should America go to war against Great Britain again? Prepare both sides, using all documents because you will not know which side I will place you on until the last moment! 	Oh, what the heck! Go to War!	Wait! Don't engage in a 2 nd Revolutionary War!

War of 1812

- **Failure of neutrality policy:** Embargo, Non-Intercourse Act
- **Tippecanoe** perceived as aggravated by British
- **War Hawks** like Clay & Calhoun elected to Congress: want to eliminate Indian presence & insults to US neutrality; they want more land ...to the north (Canada!!) & the west.
- **New England** opposed 'Mr. Madison's War'



War of 1812



- **During the war**, most of the fighting was along the northern border (Great Lakes region & Niagara River) and in the Chesapeake region.
- The British continued to arm Indians hostile to the U.S.
- **Andrew Jackson** defeats Creeks and captures New Orleans

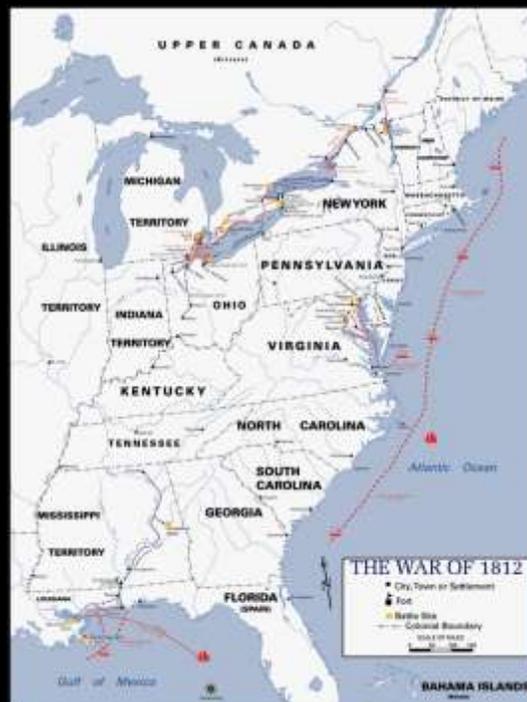


American Problems

- ❁ The US was unprepared militarily:
 - Had a 12-ship navy vs. Britain's 800 ships.
 - Americans disliked a draft → preferred to enlist in the disorganized state militias.
- ❁ Financially unprepared:
 - Flood of paper \$.
 - Revenue from import tariffs declined.
- ❁ Regional disagreements.



Overview of the War of 1812

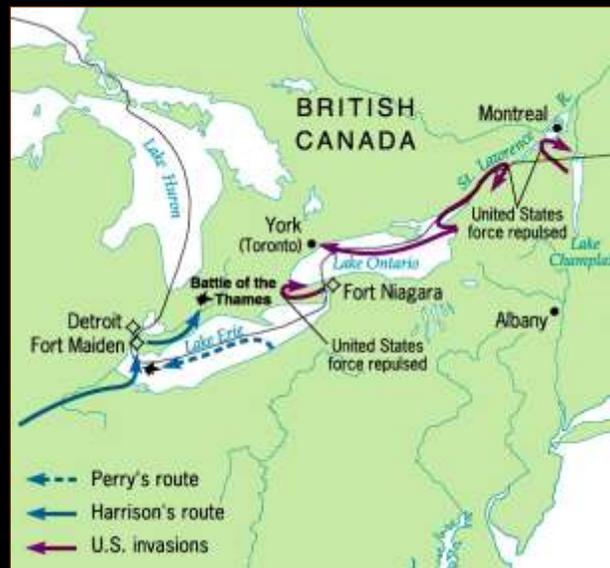




3 U. S. Invasions of 1812



Campaigns of 1813





ASSIGNMENT:

- Read and complete “War of 1812” document analysis questions.



Battle of Fort McHenry,
1814

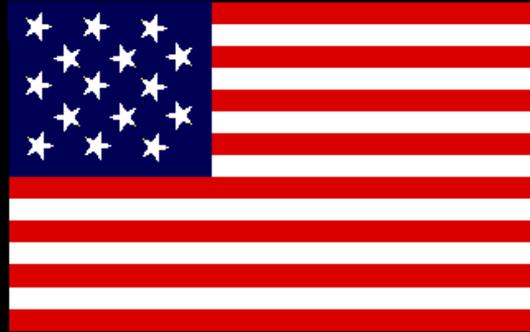


Oh Say Can You See
By the Dawn's Early Light...

-- Francis Scott Key



Gave proof through the night,
That our flag was still there..



ANALYZE THIS!

Star Spangled Banner

*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, thro' the perilous fight,
O'er the ramparts we watch'd, were so gallantly streaming?
And the rockets' red glare, the bombs bursting in air,
Gave proof thro' 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 thro' 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 on 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!*

*And where is that band who so vauntingly swore
That the havoc of war and the battle's confusion,
A home and a country should leave us no more?
Their blood has wash'd out their foul footsteps' pollution!
No refuge could save the hireling and slave
From the terror of flight or the gloom of the grave:
And the star-spangled banner in triumph doth wave
O'er the land of the free and the home of the brave.*

*O thus be it ever when freemen shall stand
Between their lov'd home and the war's desolation;
Blest with vict'ry and peace, may the heav'n rescued land
Praise the Pow'r that hath us and preserv'd us a nation!
Then conquer we must, when our cause it is just,
And this be our motto: 'In God is our trust.'
And the star-spangled banner in triumph shall wave
O'er the land of the free and the home of the brave!*

- **Tasks:** Why do you think this song was written during the War? Identify and explain the meaning of as many symbols in the song as possible. Finally, explain why you think this became our national anthem? Would you have chosen this song or a different one? Why?



Attack on Ft. Oswego, 1814



End of the War

Battle of Horseshoe Bend, Alabama –

Battle of New Orleans –

Treaty of Ghent –

The Hartford Convention –



Task: Where has the topic of state's being allowed to vote on actions of the federal government been discussed before?



Hartford Convention
December, 1814 – January, 1815

New England Considers Cecession!



Treaty of Ghent
December 24, 1814

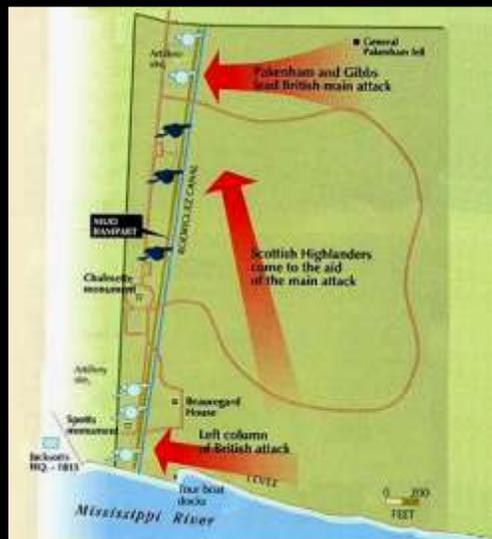


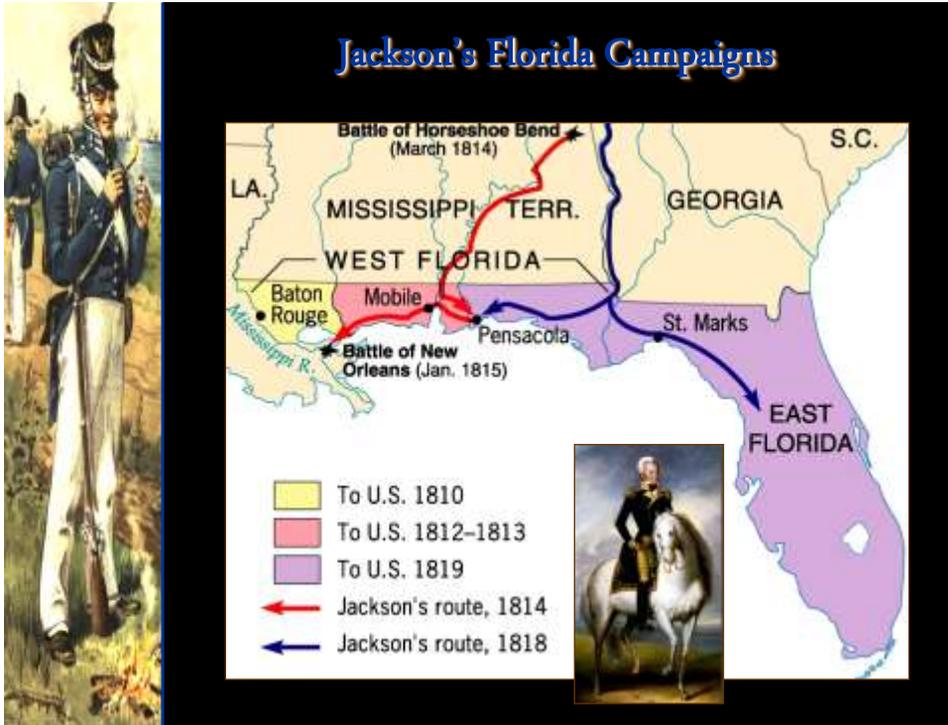


The Battle of New Orleans, 1815



The Battle of New Orleans, 1815





War of 1812 Effects on West

- Spurred **Western migration**: losing maritime jobs, some New Englanders migrated ... which was much safer and more appealing with the defeat of hostile tribes
- Enemies of defeated & devastated tribes experienced a **cultural renaissance** –e.g. the Cherokee

Sequoia's Cherokee Alphabet

The Acquisition of Florida - *Web Quest!*

1. _____ nations fought for control of Florida throughout its early history.
2. The first nation to claim Florida was _____.
3. Florida lies between these two large bodies of water. _____ and _____.
4. Florida's _____ made it possible for explorers and travelers to get through Florida's thickly wooded land.
5. Name one fact of Indian culture before the explorers came. _____.
6. Control of Florida was important to Spain because _____.
7. The first permanent Spanish settlement in Florida was _____.
8. During the late 1500's and throughout the 1600's _____ threatened Spanish control of Florida.
9. Spanish Florida became a refuge for _____ from the British colonies to the north.
10. In 1740 the British, led by _____, attacked St. Augustine.
11. In 1763 the Treaty of Paris which ended the French and Indian War gave Florida to the _____.
12. The British divided Florida into _____ and _____ Florida.
13. During the American Revolution, Florida was loyal to _____.
14. When _____ war was over in 1783, Britain had to return Florida to Spain.
15. In _____ the U.S. annexed West Florida.
16. During the _____ (between the U.S. and England), Spain and England were allies.
17. In _____ the treaty to acquire Florida from Spain was made, and in _____ Florida was admitted to the Union.

Events: 1775-1817

Review/Study Aid:

 marcopolo
http://education.mn.gov

Event	Year	Connection to Madison, if any
Second Continental Congress convenes	1775	
The Articles of Confederation adopted	1781	
Constitutional Convention convenes; Virginia Plan introduced	1787	
Many states ratify the Constitution, including N.Y., Va., and N.H. (the ninth state to do so)	1788	
Washington selected president by the Electoral College	1789	
First National Bank approved	1791	
Bill of Rights ratified	1791	
Washington declares U.S. neutral in conflict between Britain and France	1793	
Jay's Treaty	1794	
Washington warns against partisanship in farewell address	1796	
Alien and Sedition Acts	1798	
Kentucky and Virginia Resolutions declare Alien and Sedition Acts unconstitutional	1798	
Jefferson becomes president	1801	
Louisiana Purchase	1803	



James Madison: From Father of the Constitution to President — http://edsitement.neh.gov/view_lesson_plan.asp?id=562

Supreme Court establishes Principle of Judicial Review in Marbury v. Madison	1803	
Lewis and Clark set out from St. Louis	1804	
U.S. embargo of exports to Britain and France	1806	
The Non-Intercourse Act prohibits imports from Britain and France	1808	
U.S. declares war against Britain	1812	
Congress charters the Second Bank of the United States	1816	
Construction of Erie Canal begins	1817	

