

# War and Expansion in the Americas



## Essential Question

How should the War of 1812 be remembered?



**About the Painting:** General Andrew Jackson, on horseback, commands his troops against the British during the Battle of New Orleans.

In this module you will learn about events and issues surrounding the War of 1812.

### What You Will Learn ...

<b>Lesson 1: The Coming of War.</b> . . . . .	<b>282</b>
<b>The Big Idea</b> Challenges at home and abroad led the United States to declare war on Great Britain.	
<b>Lesson 2: The War of 1812</b> . . . . .	<b>288</b>
<b>The Big Idea</b> Great Britain and the United States went to battle in the War of 1812.	
<b>Lesson 3: Settling International Issues</b> . . . . .	<b>292</b>
<b>The Big Idea</b> The Monroe administration secured and expanded its borders by settling issues with other nations.	

### Explore ONLINE!



#### VIDEOS, including...

- War of 1812: Madison Declares War

#### HISTORY.

- ✓ Document-Based Investigations
- ✓ Graphic Organizers
- ✓ Interactive Games
- ✓ Image with Hotspots: The USS *Constitution*
- ✓ Interactive Map: The War of 1812
- ✓ Interactive Map: U.S. Boundary Changes 1818–1819

## United States

## World

1800



^ 1807 Congress passes the Embargo Act, banning foreign trade.



^ 1807 The slave trade is abolished in the British Empire.

1810



^ 1812 Congress declares war against Great Britain.



< 1815 The Battle of New Orleans is fought.

1814 Kurozumi Munetada founds an influential Shinto religious sect that stresses patriotism in Japan.

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

1816 James Monroe is elected president. >



1820

# Reading Social Studies

## THEME FOCUS:

### Geography, Politics

In this module you will learn about the War of 1812, challenges that led up to the war, and international issues that came as a result of the war. During Thomas Jefferson's second term, America found itself at war with Great Britain, and James Madison, Jefferson's successor, carried out that war. You will also learn how the United States was able to settle some international issues peacefully. You will see how America's expanding geography and politics were intertwined.

## READING FOCUS:

### Public Documents in History

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

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

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

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

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

#### Questions Sheet for Public Documents

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

# You Try It!

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

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

For any distance not exceeding 40 miles, 12 cents

Over 40 miles and not exceeding 90 miles, 15 cents

Over 90 miles and not exceeding 150 miles,

18 1/2 cents

Over 150 miles and not exceeding 300 miles,

25 1/2 cents

Over 300 miles and not exceeding 500 miles, 30 cents

Over 500 miles, 37 1/2 cents

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

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

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

After reading the document above, answer the following questions.

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

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

## Key Terms and People

### Lesson 1

USS Constitution  
impressment  
embargo  
Embargo Act  
Non-Intercourse Act  
Tecumseh  
Battle of Tippecanoe  
War Hawks  
James Madison

### Lesson 2

Oliver Hazard Perry  
Battle of Lake Erie  
Andrew Jackson  
Treaty of Fort Jackson  
Battle of New Orleans  
Hartford Convention  
Treaty of Ghent

### Lesson 3

James Monroe  
Rush-Bagot Agreement  
Convention of 1818  
Adams-Onís Treaty

# The Coming of War

## The Big Idea

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

## Main Ideas

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

## Key Terms and People

USS *Constitution*

impressment

embargo

Embargo Act

Non-Intercourse Act

Tecumseh

Battle of Tippecanoe

War Hawks

James Madison

## If YOU were there . . .

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

**Would you obey the law or turn to smuggling?**

## Violations of Neutrality

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

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

The real trouble, however, started when Britain began stopping and searching American ships for sailors who had run away from the British navy, forcing the sailors to return to British ships. Sometimes U.S. citizens were captured by accident. This **impressment**, or the practice of kidnapping and forcing people to serve in the army or navy, continued despite American protests.

## The USS Constitution

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

The main mast is 220 feet high.

Copper sheathing supplied by Paul Revere protected the hull.

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

The crew slept and ate on the berth deck.

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

### Analyze Visuals

Why do you think gunpowder was stored on the bottom deck?

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

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

President Thomas Jefferson, who had easily won re-election in 1804, supported an embargo. At his urging, in late 1807 Congress passed the **Embargo Act**. The law essentially banned trade with all foreign countries. American ships could not sail to foreign ports. American ports were also closed to British ships. Congress hoped that the embargo would punish Britain and France and protect American merchant ships from capture.

The effect of the law was devastating to American merchants. Without foreign trade, they lost enormous amounts of money. Northern states that

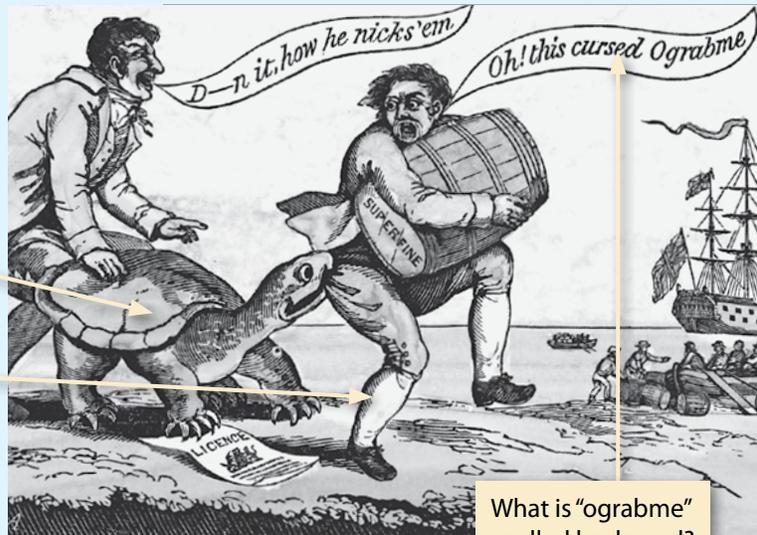
## Historical Source

### The Embargo Act

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

What do you think the turtle represents?

What is the turtle preventing this man from doing?



What is "ograbme" spelled backward?

### Analyze Historical Sources

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

### Reading Check

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

relied heavily on trade were especially hard hit by the embargo. Congressman Josiah Quincy of Massachusetts, in a speech before Congress, described the situation. "All the business of the nation is in disorder. All the nation's industry is at a standstill," he said.

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

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

## Conflict in the West

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

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

of British activity in the old Northwest Territory quickly spread, filling American settlers with fear and anger.

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

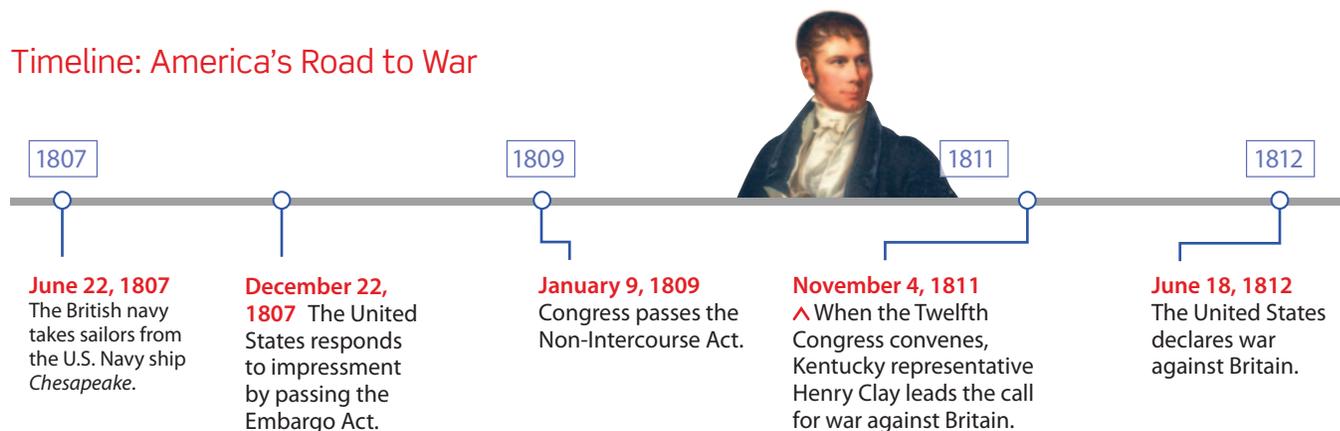
Tecumseh hoped to unite the Native Americans of the northwestern frontier, the South, and the eastern Mississippi Valley. He was helped by his brother, a religious leader called “the Prophet.” They founded a village called Prophetstown for their followers near the Wabash and Tippecanoe rivers.

**The Battle of Tippecanoe** The governor of the Indiana Territory, William Henry Harrison, watched Tecumseh’s activities with alarm. Harrison called him “one of those uncommon geniuses which spring up occasionally to . . . overturn the established order.” The governor was convinced that Tecumseh had British backing. If true, Tecumseh could be a serious threat to American power in the West.

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

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

## Timeline: America’s Road to War



### Interpret Timelines

What events led to war against Great Britain?

### Reading Check

#### Find Main Ideas

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

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

## Call for War

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

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

## DOCUMENT-BASED INVESTIGATION Historical Source

### Views of War

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

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

—Tecumseh

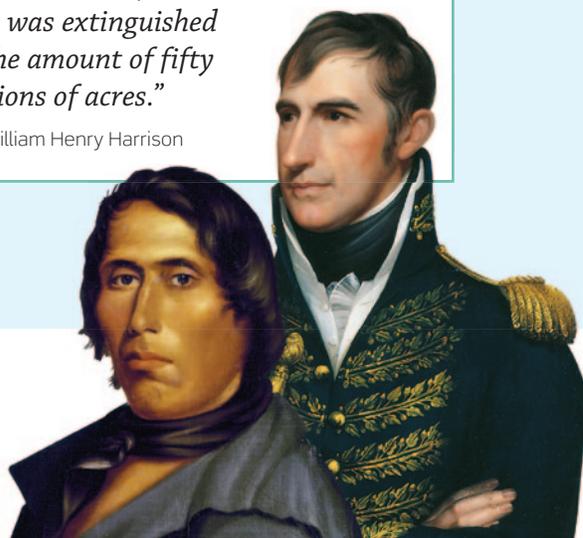
William Henry Harrison was proud of his efforts to obtain land for settlers.

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

—William Henry Harrison

### Analyze Historical Sources

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





New Hampshire congressman Daniel Webster was a leading Federalist. He openly criticized war against the British and the violation of New England's shipping rights.

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

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

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

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

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

**Summary and Preview** Conflicts on the frontier and with Great Britain dominated U.S. foreign policy under Jefferson and Madison. In the next lesson you will read about the War of 1812.

**Reading Check**

Summarize Why did the United States declare war in 1812?

**Lesson 1 Assessment**

**Review Ideas, Terms, and People**

1. **a. Describe** In what ways did the war between France and Britain cause problems for the United States?
- b. Make Inferences** What were the reasons for the failure of the Embargo Act?
- c. Elaborate** Why do you think embargoes against Britain and France failed?
2. **a. Identify** What was Tecumseh's goal?
- b. Explain** What role did Great Britain play in the conflict between the United States and American Indians on the western frontier?

3. **a. Identify** Who were the War Hawks? Why did they support war with Britain?
- b. Elaborate** Would you have supported going to war against Great Britain? Explain your answer.

**Critical Thinking**

4. **Categorize** In this lesson you learned about the challenges that led to the War of 1812. Were most challenges foreign or domestic? Categorize them in a chart like the one below.

Foreign	Domestic

# The War of 1812

## The Big Idea

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

## Main Ideas

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

## Key Terms and People

Oliver Hazard Perry  
 Battle of Lake Erie  
 Andrew Jackson  
 Treaty of Fort Jackson  
 Battle of New Orleans  
 Hartford Convention  
 Treaty of Ghent

## If YOU were there . . .

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

**Do you think your mission will succeed?**

## Early Battles

In the summer of 1812, the United States was at war with one of the world's most powerful nations. Despite claims by the War Hawks, the War of 1812 would not be an easy fight.

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

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

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

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

# The War of 1812



In 1813 the United States went on the attack again. A key goal was to break Britain’s control of Lake Erie. The navy gave the task to Commodore **Oliver Hazard Perry**. After building a small fleet, Perry sailed out to meet the British on September 10, beginning the **Battle of Lake Erie**. The battle ended when the British surrendered. Perry sent a message to General William Henry Harrison: “We have met the enemy and they are ours.” Perry’s brilliant victory forced the British to withdraw, giving the U.S. Army control of the lake and new hope.

With American control of Lake Erie established, General Harrison marched his army into Canada. At the Battle of the Thames River in

October 1813, he defeated a combined force of British troops and Native Americans. Harrison's victory ended British power in the Northwest. Tecumseh's death during the fighting also dealt a blow to the British alliance with Native Americans in the region.

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

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

## Great Britain on the Offensive

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

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

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

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

### Reading Check

Compare What advantages did Great Britain and the United States have at the start of the war?

When the British attacked Washington, DC, First Lady Dolley Madison refused to leave until a famous portrait of George Washington was safely taken away from the White House.



**Reading Check**  
Find Main Ideas  
What happened at  
the Battle of New  
Orleans?

**Academic  
Vocabulary**  
consequences the  
effects of a particular  
event or events

**Reading Check**  
Analyze  
Information  
What were the  
main effects of the  
War of 1812?

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

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

## Effects of the War

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

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

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

**Summary and Preview** The War of 1812 showed Americans that the nation would survive. In the next lesson you will see how the United States continued to grow.

### Lesson 2 Assessment

#### Review Ideas, Terms, and People

- a. Identify** What losses did American forces face in the early battles of the War of 1812? What victories did they win?

**b. Make Generalizations** What role did American Indians play in the war?
- a. Describe** What attacks did the British lead against American forces?

**b. Evaluate** What do you think were the two most important battles of the war? Why?
- a. Identify** What was the purpose of the Hartford Convention?

**b. Draw Conclusions** How did the War of 1812 positively affect the United States?

#### Critical Thinking

- Compare and Contrast** In this lesson you learned about the battles of the War of 1812. Compare and contrast the details of the major battles during the War of 1812 in a chart like the one below.

Battle	Details (Winner, Location, Effects)

# Settling International Issues

## The Big Idea

The Monroe administration secured and expanded its borders by settling issues with other nations.

## Main Ideas

- The United States and Great Britain settled their disputes over boundaries and control of waterways.
- The United States gained Florida in an agreement with Spain.

## Key Terms and People

James Monroe  
Rush-Bagot Agreement  
Convention of 1818  
Adams-Onís Treaty

### Reading Check

Summarize  
What were the main disputes between the United States and Britain?

## If YOU were there . . .

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

**How would you feel about living under a new government?**

## Settling Disputes with Great Britain

In 1816 voters elected **James Monroe** to the presidency. From 1817 to 1825, Monroe's administration achieved a series of brilliant diplomatic successes. These successes settled long-standing disputes and helped secure and expand the borders of the United States.

For example, although the War of 1812 was over, there were still issues between Britain and the United States. Tensions remained high along the United States' northern border with British Canada. Both nations kept armed naval fleets in the Great Lakes to protect their interests.

On April 20, 1817, the two sides signed the **Rush-Bagot Agreement**, which limited naval power on the Great Lakes. In effect, the agreement demilitarized the border. Each nation agreed to keep only one military ship and one cannon on Lake Ontario and Lake Champlain. For the other Great Lakes, each nation was permitted two ships.

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

## U.S. Boundary Changes, 1818–1819



## United States Gains Florida

The United States also had disputes along its southern border with Spanish Florida. After the War of 1812, the Seminoles in Florida continued to welcome runaway slaves from the United States. In turn, Americans continued to enter Florida. Some came as settlers, and others came to capture escaped slaves. Encounters between these Americans and the Seminoles were unfriendly. From 1817 to 1818, the Seminoles and their African American allies fought against Americans in a series of small battles that came to be known as the First Seminole War.

In April 1818, under General Andrew Jackson, U.S. troops invaded Florida. They drove out the Seminoles living in East Florida near the Georgia border, as well as those living west of the Suwannee River. Jackson wrote to the United States government that “the possession of Florida would be desirable [good] . . . and in sixty days it will be accomplished.”

Then, believing that he had the permission of the U.S. government, Jackson seized the Spanish forts at St. Marks and Pensacola. Spain objected to Jackson's actions. The United States said that Jackson had acted without authority and returned to Spain the forts that Jackson had captured. Still, Jackson's campaign showed that Spain's hold on Florida was loosening.

Jackson's presence in Florida convinced Spain to negotiate with the United States over the ownership of Florida. On February 22, 1819, U.S. Secretary of State John Quincy Adams, son of John and Abigail Adams, and Spanish diplomat Luis de Onís signed the **Adams-Onís Treaty**, which settled all border disputes between Spain and the United States. Spain agreed to give Florida to the United States. In return, the United States gave up its claims to what is now Texas and agreed to pay up to \$5 million of U.S. citizens' claims against Spain.



Andrew Jackson earned the nickname "Old Hickory" during the War of 1812. Soldiers called him that because he was strict. They said he was as tough as the wood of a hickory tree.

### Reading Check

Summarize

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

**Summary and Preview** In this lesson you learned that compromise was one characteristic of U.S. foreign policy in the years following the War of 1812. In the next lesson you will learn about strong U.S. leadership and the Monroe Doctrine.

## Lesson 3 Assessment

### Review Ideas, Terms, and People

1. a. **Identify** What issues were settled between the United States and Great Britain in 1817 and 1818?
- b. **Make Inferences** Why would the United States and Britain agree to occupy the Pacific Northwest together?
- c. **Elaborate** Why were the Rush-Bagot Agreement and the Convention of 1818 compromises?
2. a. **Recall** What problems existed between Spain and the United States?
- b. **Analyze** Why was the Adams-Onís Treaty important?

- c. **Evaluate** Do you think that Andrew Jackson was right to act without orders? Explain your answer.

### Critical Thinking

3. **Identify Cause and Effect** In this lesson you learned about U.S. foreign policy issues. Create a new chart and, for each issue, identify the nations involved, the agreement or treaty, and the effects.

Issue	Nations	Agreement/Treaty	Effects

# Social Studies Skills

## Work in a Group to Solve Issues

### Define the Skill

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

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

### Learn the Skill

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

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

The skills Congress needed to reach its solution are valuable ones for any group that

must make decisions involving controversial issues. They include the following attitudes and behaviors.

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

### Practice the Skill

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

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

# Module 8 Assessment

## Review Vocabulary, Terms, and People

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

1. The British practice of capturing American sailors and forcing them to serve in the British navy, or \_\_\_\_\_, was one of the issues that led to the War of 1812.
2. After U.S. neutrality was violated, the United States issued an \_\_\_\_\_ against trade with foreign nations.
3. The War of 1812 ended soon after the U.S. victory over the British at the \_\_\_\_\_.
4. As commander of the Tennessee militia, \_\_\_\_\_ led his troops in battle against the Creek nation.
5. The border between the United States and Canada was settled in a treaty known as the \_\_\_\_\_.
6. Spain gave East Florida to the United States and the United States gave up its claims to what is now Texas when the two countries signed the \_\_\_\_\_.

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## Comprehension and Critical Thinking

### Lesson 1

7.
  - a. **Identify** What group, led by Congressman Henry Clay, called for war with Great Britain?
  - b. **Contrast** What arguments were given in favor of war with Great Britain? What arguments were given against war with Britain?
  - c. **Elaborate** In your opinion, why were the Embargo Act and the Non-Intercourse Act unsuccessful?

### Lesson 2

8.
  - a. **Identify** What roles did Andrew Jackson and William Henry Harrison play in the War of 1812?
  - b. **Make Inferences** Why did the British want to capture the cities of Washington and New Orleans in the War of 1812?
  - c. **Predict** In what ways might the U.S. victory over Great Britain in the War of 1812 affect the status of the United States in the world?

### Lesson 3

9.
  - a. **Identify** What issues did the Convention of 1818 resolve for the United States and Britain?
  - b. **Predict** How might the decision that both countries occupy the Oregon Country be tested in the future?
  - c. **Identify Cause and Effect** How did the First Seminole War begin? What effect did the war have on border disputes between Spain and the United States?

# Module 8 Assessment, continued

## Review Themes

10. **Geography** In which bodies of water did the British set up blockades during the War of 1812?
11. **Politics** What impact did the Hartford Convention have on American politics?

## Reading Skills

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

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

## Social Studies Skills

**Work in a Group to Solve Issues** Use the Social Studies Skills taught in this module to answer the question below.

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

## Focus on Writing

14. **Write a Résumé for Andrew Jackson** A résumé lists a person's qualifications and work experience. It can also include a person's abilities and leadership experience. Review the information about Andrew Jackson's actions during the War of 1812 and in Florida during the First Seminole War. Choose three or four actions you think are the most important to show what kind of leader Jackson was. Write a sentence on each of those actions. Conclude with one or two sentences that summarize Andrew Jackson's leadership ability.

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