

GROWTH OF A NATION: Securing the Republic



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Materials in the Unit

- video program [Growth of a Nation: Securing the Republic](#)
- teachers guide

This teacher's guide has been prepared to aid the teacher in utilizing materials contained within this program. In addition to this introductory material, the guide contains suggested instructional procedures for the lesson, answer keys for the activity sheets, and follow-up activities and projects for the lesson.

- blackline masters

Included in this program are blackline masters for duplication and distribution. They consist of, classroom activities, information sheets, take-home activities, pre-test, post-test, and the text to the video quiz.

The blackline masters are provided as the follow-up activities for each lesson. They will help you determine focal points for class discussion based on the objectives for the lesson.

The blackline masters have a three-fold purpose: to reinforce the program; to provide an opportunity for the students to apply and analyze what they have learned from the program; for use as diagnostic tools to assess areas in which individual students need help.

Introduction and Summary of Series

Growth of a Nation is a comprehensive series designed to provide a clear overview of the people and events that distinguished the first half of the 19th century. Authentic artwork and photographs, film footage and other primary source documents, bring history to life, while stunning graphics and engaging narration lend context and clarity to the subject matter.

The series has been developed specifically for classroom use. It is organized around established standards and thoughtfully divided into four programatic themes. Each functions well as a full-length program, while the individual video segments provide focused support for specific study areas.

Introduction and Summary of Program

Securing the Republic is the first program or theme in the series **Growth of a Nation**. The program explores the early nineteenth century efforts to fortify the new Republic—the formation of its first political parties, expanding its territory, and defending its interests against foreign threats.

Topics addressed include the election of 1800, the administration of Thomas Jefferson, Louisiana Purchase, Lewis and Clark expedition, Tecumseh's War, the events leading to the War of 1812, and the the conduct and aftermath of the War of 1812.

Standards

Era 4: Expansion and Reform (1801 – 1861)

United States History

Standard 9. Understands the United States territorial expansion between 1801 and 1861, and how it affected relations with external powers and Native Americans

Level II (Grade 5-6)

1. Understands the factors that led to U.S. territorial expansion in the Western Hemisphere (e.g., Napoleon's reasons for selling the Louisiana Territory, expeditions of American explorers and mountain men)
2. Understands the War of 1812 (e.g., causes, sectional divisions, Native American support of the British, defining the war)
3. Knows the foreign territorial claims in the Western Hemisphere in 1800 and the impact on American foreign policy (e.g., the origins and provisions of the Monroe Doctrine; the claims of Spain, France, Britain, and Russia; nations that declared their independence in 1823; how President Monroe dealt with European attempts to reestablish control)

Level III (Grade 7-8)

1. Understands the short-term political and long-term cultural impacts of the Louisiana Purchase (e.g., those who opposed and supported the acquisition, the impact on Native Americans between 1801 and 1861)
2. Understands how early state and federal policy influenced various Native American tribes (e.g., survival strategies of Native Americans, environmental differences between Native American homelands and resettlement areas, the Black Hawk War and removal policies in the Old Northwest)
3. Understands the social and political impact of the idea of Manifest Destiny (e.g., how it fueled the controversy over the Oregon territory, how it was reflected in the Treaty of Guadalupe Hidalgo, its appeal to 19th century American industrial workers and small farmers)
4. Understands the diplomatic and political developments that led to the resolution of conflicts with Britain and Russia in the period 1815 to 1850
5. Understands the significance of the Lewis and Clark expedition (e.g., its role as a scientific expedition, its contributions to friendly relations with Native Americans)

6. Understands the major events of U.S. foreign policy during the early 19th century (e.g., differences between the Monroe Doctrine and earlier foreign policy; renewed English-French hostilities; whether the War of 1812 was a war of independence, expansion, or maritime rights)

Level IV (Grade 9-12)

1. Understands the impact of the Louisiana Purchase (e.g., its influence on politics, economic development, and the concept of Manifest Destiny; how it affected relations with Native Americans and the lives of French and Spanish inhabitants of the Louisiana Territory; how the purchase of the Louisiana Territory was justified)

2. Understands the major provisions of the Monroe Doctrine (e.g., the extent to which its major purpose was to protect the newly won independence of Latin American states or to serve notice of U.S. expansionist intentions in the hemisphere, why the U.S. and other countries ignored the provisions of the doctrine for so long, its impact today)

3. Understands shifts in federal and state policy toward Native Americans in the first half of the 19th century (e.g., arguments for and against removal policy, changing policies from assimilation to removal and isolation after 1825)

4. Understands the religious, political, and social ideas that contributed to the 19th century belief in Manifest Destiny (e.g., the influence of U.S. trading interests in the Far East on continental expansion to the Pacific, "City Upon a Hill" and subsequent Protestant belief in building a model Christian community, millennialism and the Great Awakening, Republicanism, the urge to keep foreign enemies from gaining control of the Pacific Coast, the belief in America's duty to uplift "less civilized" peoples in the West)

7. Understands political interests and views regarding the War of 1812 (e.g., U.S. responses to shipping harassments prior to the war; interests of Native American and white settlers of the Northwest Territory during the war; congressional positions for and against the war resolution of June 3, 1812)

Instructional Notes

It is suggested that you preview the program and read the related Suggested Instructional Procedures before involving your students in the lesson activities. By doing so, you will become familiar with the materials and be better prepared to adapt the program to the needs of your class.

You will probably find it best to follow the program and lesson activities in the order in which they are presented in this Teacher's Guide, but this is not necessary.

It is also suggested that the program presentation take place before the entire class and under your direction. The lesson activities focus on the content of the programs.

As you review the instructional program outlined in the Teacher's Guide, you may find it necessary to make some changes, deletions, or additions to fit the specific needs of your students.

Read the descriptions of the Blackline Masters and duplicate any of those you intend to use.

Suggested Instructional Procedures

To maximize the learning experience, teacher's should:

- preview the video [Securing the Republic](#)
- read the descriptions of the blackline masters
- duplicate any blackline masters you intend to use

Students should be supplied with the necessary copies of blackline masters required to complete the activities. By keeping students informed of current events, teachers can extend any of the lessons on the program.

Student Objectives

After viewing the program *Securing the Republic* and participating in the follow-up activities, students will be able to:

- Analyze Napoleon's reasons for selling Louisiana to the United States. [Draw upon the data in historical maps]
- Compare the arguments advanced by Democratic Republicans and Federalists regarding the acquisition of Louisiana. [Compare and contrast differing sets of ideas]
- analyze how the Louisiana Purchase influenced politics, economic development, and the concept of Manifest Destiny. [Evaluate the implementation of a decision]
- Assess how the Louisiana Purchase affected relations with Native Americans and the lives of various inhabitants of the Louisiana Territory. [Explain historical continuity and change]
- Explain President Madison's reasons for declaring war in 1812 and analyze the sectional divisions over the war. [Compare and contrast differing sets of ideas]
- Assess why many Native Americans supported the British in the War of 1812 and the consequences of this policy. [Consider multiple perspectives]

Follow-Up Activities

Blackline Master # 1: Pre-Test is an assessment tool intended to gauge student comprehension of the Objectives prior to the launching of Growth of a Nation: Securing the Republic lesson, which includes the video and the ensuing activities. The results of the Pre-Test may be contrasted with the results of the Post-Test to assess the efficacy of the lesson in achieving the Student Objectives.

Blackline Master # 2: Video Quiz is a printed copy of the questions that appear at the end of the video presentation. The Video Quiz is intended to reinforce the salient points of the video immediately following its completion and may be used for assessment or as a catalyst for discussion.

Blackline Master # 3a-3e: Post-Test is an assessment tool to be administered after the lesson (Pre-Test, video and follow-up activities) has been completed.

Blackline Master # 4: Discussion Questions offers questions to spur conversation and to identify student comprehension and misunderstanding.

Blackline Master # 5: Vocabulary is a list of pertinent terms.

Blackline Master # 6: Dear Family

Blackline Master # 7: Comparing Strikes

Blackline Master # 8: Child Labor Laws

Blackline Master # 9: Jane Addams

Blackline Master # 10a-10b: Presidential Election

Answer Key

Blackline Master # 1: Pre-Test

1. false – factional bickering was a real threat to the Republic
2. false – the “Revolution of 1800” was the first peaceful transfer of political power
3. true
4. true
5. false – Tecumseh’s War was diplomatic and military altercations in the Indiana territory
6. true
7. true
8. false – the War of 1812 concluded in 1814
9. true
10. true

Blackline Master # 2: Video Quiz

1. false – these are position of Democratic-Republicans
2. false – the “Revolution of 1800” was the first peaceful transfer of political power
3. true
4. false
5. true
6. false – “Mr. Madison’s War” referred to the War of 1812
7. false – Key wrote a poem which later became America’s national anthem
8. true
9. true
10. false – the War of 1812 was indecisive and did not resolve the issues that caused it

Blackline Master # 3: Post-Test

1. b – the peaceful transfer of power from one political party to another
2. c – the Federalists and Democratic-Republicans
3. c – “We are all Republicans, We are all Federalists.”
4. b – The U.S. ceded control of Quebec to France.
5. b – explore the uncharted land west of the Mississippi River.
6. c – Shay’s rebellion
7. a – devastated American port cities.
8. c – General William Henry Harrison.
9. d – None of the above
10. b – The American defense of Fort McHenry during the War of 1812.
11. c – the Treaty of Ghent.
12. c – Federalists
13. Sacagawea
14. Mr. Madison’s War
15. New Orleans

The following answers may vary.

16. Federalists believed in a strong central government, strong Navy, a loose interpretation of the U.S. Constitution, and a national bank.
17. Democratic-Republicans believed in a weak central government and stronger state governments, a minimal Navy, strict interpretation of the U.S. Constitution, and state banks over a national bank.
18. Lewis and Clark established relations with native American Indian groups, recorded new species of plants and animals, studied the climate and geography of the region, and mapped the heretofore unexplored region between St. Louis and the Pacific coast.

19. The Chesapeake Affair was a naval incident off the coast of Virginia in 1807. The British warship *Leopard* fired on the American frigate *Chesapeake*, resulting in several Americans dead, more than a dozen wounded, and four captured or impressed. The altercation outraged Americans and helped win passage of the 1807 Embargo Act.
20. The 1807 Embargo Act was meant to punish Britain, but it led to a sharp downturn in the American economy, especially in the shipping centers of New York and New England.
21. American Indian groups allied themselves with the British during the War of 1812 in the hopes that a British victory would stem the tide of white settlement along the frontier, notably in the Ohio Valley.
22. The War of 1812 is considered indecisive because there was no clear victory and the peace settlement failed to address any of the issues that triggered the war in the first place, such as interference in shipping, impressment of American seamen, and arming of hostile American Indian groups.
23. Some of the “winners” of the War of 1812 included heroes such as Andrew Jackson and William Henry Harrison who capitalized on their fame to launch successful political careers; President James Madison who was credited with both helping to found and secure the republic; New England manufacturers who worked to supply military and domestic goods during the trade embargo; and the War Hawks whose agenda of territorial expansion and economic growth was bolstered by the war.
24. Answers will vary.
25. Answers will vary.

Blackline Master # 4: Discussion Questions

Answers will vary. Possible answers follow.

1. Federalists believed in a strong central government and Navy, a national bank, and a loose interpretation of the U.S. Constitution. They drew their support from merchants and other wealthy property owners, primarily in the New York and New England. Democratic-Republicans believed in a weak central government, delegation of more authority to state governments, a minimal Navy, state banks instead of a national bank, and a strict interpretation of the U.S. Constitution. Their primary support came from small farmers and those living in the frontier states.
2. The “Revolution of 1800” is significant because it marked the first time political power was peacefully transferred from one political party to another. It was a radical notion at the time and it distinguished America’s “radical experiment in democracy.”
3. Jefferson envisioned America as a great agrarian republic. The Louisiana Purchase provided vast space for gentlemen farmers to spread “the blessings of liberty.”

4. Jefferson was a strict constitutionalist, so the idea for the nation's chief executive to exceed the express authority delegated to him by the Constitution was anathema. Still, Jefferson understood the importance of gaining the vast territory—both to avoid conflict with France and to provide the land and natural resources to make America a great power.
5. The Louisiana Purchase and the Lewis and Clark expedition the belief that the American republic was pre-ordained to spread across the continent. This, in turn, led to the displacement of American Indian groups, the spread of slavery, and territorial conquests in the west.
6. During the Napoleonic Wars Great Britain and France fought for European supremacy, and treated weaker powers heavy-handedly. The United States attempted to remain neutral during the Napoleonic period, but eventually became embroiled in the European conflicts, leading to the War of 1812 against Great Britain. In 1806, Napoleon issued the Berlin Decree, which forbade trade with Britain, and the British Government responded the next year with Orders in Council, which instituted a blockade of French-controlled Europe, and authorized the British navy to seize ships violating the blockade. Napoleon responded with further trade restrictions in the Milan Decree of 1807. U.S. relations with Great Britain became increasingly rocky during this period. On June 22, 1807, the H.M.S. Leopard bombarded and forcibly boarded the U.S.S. Chesapeake off Norfolk, Virginia in search of British navy deserters.
7. Shippers and merchants relied on the trans-Atlantic trade and feared that war with Great Britain would devastate their businesses. As a result, they generally opposed the war. The War Hawks saw war as an opportunity to expel Britain from the North American continent altogether. The War Hawks and frontier settlers believed that British agents were inspiring American Indian hostilities in the Ohio Valley and supported the war as an opportunity to put an end to the threat.
8. General William Henry Harrison was the governor of the Indiana territory. He wished to secure American Indian lands in order to encourage more settlement and eventual statehood for the territory. He viewed Tecumseh's confederation as a threat to his ambitions.
9. The War of 1812 hastened America's industrial revolution by encouraging New England business interests to diversify their economy. With trans-Atlantic trade shut-down, imports were sharply curtailed. In turn, New England's foundries and textile mills worked around the clock to meet the demand for both military and domestic goods.
10. James Madison, who was derided early in the war, was credited to securing the republic following the conflict. Jackson and Harrison capitalized on their fame to launch successful political careers. The War Hawks advanced their agenda of territorial expansion and economic growth. The Federalists, who opposed the war, sought to extract concessions from the federal government, but in light of the nationalism at the end of the conflict, their motives were viewed as unpatriotic, which contributed to the party's downfall. American Indians hoped a British victory would stem the tide of white settlement of the frontier. However, in the war's aftermath, they were abandoned

altogether by their allies and, within a few decades, would be largely removed from their ancestral homelands east of the Mississippi.

Blackline Master # 6: Quotables

1. G – Fisher Ames
2. E – George Washington
3. J – Dolley Madison
4. H – James Madison
5. I – John Jay
6. A – John Randolph
7. C – London Times
8. D – Thomas Jefferson
9. D – Thomas Jefferson
10. B – Francis Scott Key

Blackline Master # 8: Federalists v. Republicans

	<i>Federalists</i>	<i>Democratic-Republicans</i>
<i>Party Leaders</i>	Alexander Hamilton, John Adams	Thomas Jefferson, James Madison
<i>Fed v. State Power</i>	strong central government	weak central government, more power delegated to the states
<i>National Bank</i>	favored a national bank	favored state banks over a national bank
<i>Military</i>	strong Navy	minimal Navy, primarily for coastal defense
<i>Interpretation of U.S. Constitution</i>	loose interpretation	strict interpretation
<i>Main Support</i>	business interests and wealthy property owners, primarily in New York and New England	small farmers, craftsmen, other “ordinary” people, primarily in agricultural and frontier states
<i>Tariff Policy</i>	favored protective tariff	opposed protective tariff
<i>Britain or France</i>	pro-British	pro-French

Introduction

In 1814, a young lawyer and poet named Francis Scott Key witnessed the awesome shelling of Fort McHenry, in Baltimore, during the War of 1812. As British bombs exploded overhead, Key rightfully wondered whether the fort—and the United States, itself—would survive.

Out-gunned and out-numbered, Americans rose to the defense of their outpost. And, by the first light of dawn, Key could see the fifteen stars and fifteen stripes waving defiantly about the garrison, declaring the American victory.

So it was throughout the nation's early history. Time and again the fledgling republic faced challenges and embraced opportunities to achieve its destiny.

This is the story of an exhilarating era—when the United States set its historic course. This is the story of the Growth of a Nation.



Federalists and Republicans

In 1800 the United States was just eleven years old. The federal government was still a fragile work-in-progress. The sixteen states were united, but Americans were often bitterly divided. One partisan crisis after another threatened America's experiment in democracy. George Washington, himself, feared the bickering would "tare the [federal] machine asunder."

This tense environment gave rise to two opposing political factions: the Federalists and the Republicans—who were also known as the Democratic-Republicans. Each party had its own vision for America's future.

The Federalists were the party of Alexander Hamilton and John Adams. They championed a strong central government and central bank, a protective trade tariff, and a powerful navy. The Federalists aimed to create a stable and secure country that was safe for

business and wealthy property owners. Their main support came from the shippers and merchants of New York and New England. Federalists believed in a loose interpretation of the Constitution.

The first chief justice of the Supreme Court, John Jay, enunciated the Federalist belief that, “Those who own the country, ought to govern it.”



On the other side of the debate, Thomas Jefferson and James Madison led the opposition Republicans. Their party favored a weak federal government to preserve states' rights; state banks over a national bank; and a minimal navy—primarily for coastal defense. They promoted the extension of democracy to farmers, craftsmen and other so-called ordinary people, and drew their strongest support from the agrarian and frontier states. Republicans believed in a strict interpretation of the Constitution.

To Jefferson and other Republicans, the New England Federalists were no better than the old English monarchy.

The distrust and hostility between the two parties was intense. In 1800, Thomas Jefferson and President John Adams faced-off in one of the nastiest presidential contests in American history. The campaign descended to a level of personal innuendo and character attacks that was stunning. Each party was utterly convinced that victory for the other would result in the certain demise of their country.

In the end, Jefferson prevailed by the slimmest of margins. The triumphant candidate called his election the “Revolution of 1800”—not because blood was shed, but because it was not. The event marked the first peaceful transfer of authority from one political party to another, a precedent that is followed and admired to the present day.

President Thomas Jefferson

Thomas Jefferson's 1801 inauguration was the first to be hosted in the nation's new capital city, Washington D.C. In his address to the American people, the new president sought to reconcile the nation's political differences:

"Let us, then...unite with one heart and one mind...We have called by different names brethren of the same principle. We are all Republicans, we are all Federalists."



True to his belief in limited government, President Jefferson worked to reduce taxes and cut the national debt. He slashed military spending. And he pressured Congress to repeal the controversial Alien and Sedition Acts, which had been passed under President Adams. Jefferson spurned the pomp and ceremony common during the Washington and Adams administrations. Instead, he insisted on the conservative republican values that seemed well-suited to the capitol's rustic setting.

In foreign relations, Jefferson pledged, "...peace, commerce, and honest friendship with all nations, entangling alliances with none;" But once in the White House, such pacifism gave way to the realities of protecting the nation's sovereignty and commerce. Just months after his inauguration, President Jefferson was forced to send naval ships to North Africa where pirates were blackmailing and plundering American merchant vessels. After four years of fighting marked by swash-buckling adventures, the First Barbary War concluded in 1805, when the U.S. claimed victory and signed a peace treaty.

While the nation's exploits in the Barbary Wars earned it respect from abroad, the greatest foreign policy achievement of the age came right at home.

Louisiana Purchase

President Thomas Jefferson relished small government, but his aspirations for the nation were enormous. In 1802, he faced a foreign relations challenge that shaped the destiny of the

republic. At the time, the United States commanded only a fraction of the North American continent. The rest was controlled by foreign powers.

The area north of the Great Lakes was owned by Great Britain, which claimed title to the Oregon Country in the Pacific Northwest as well.

Florida, Mexico, and most of the Southwest, including California, was Spanish-owned territory.



And, the continent's expansive interior, a territory known as Louisiana, had recently been acquired by France in a secretly-negotiated treaty with Spain.

News of this treaty alarmed Americans—and with good reason. The territory included the Mississippi River and the Port of New Orleans, which were vital to the frontier economy. Secretary of State, James Madison, spoke for the farmers and traders whose livelihoods depended on the waterway: “The Mississippi is to them everything. It is the Hudson, the Delaware, the Potomac, and all the navigable rivers of the Atlantic states, formed into one stream.”

President Jefferson feared that sharing the continent with France might lead to war. Seeking to avert a conflict, he instructed his diplomats to offer \$10 million dollars for New Orleans and surrounding coastal lands. But even as negotiators were meeting in Paris, France presented a surprising new proposal. A disastrous slave revolt in the French Caribbean and an ongoing war with Great Britain convinced French ruler, Napoleon Bonaparte, to sell big. Napoleon offered the United States not just New Orleans, but the entire territory of Louisiana—some 828,000 square miles—for the sum of just \$15 million dollars. Sensing a historic bargain, the American diplomats, Robert Livingston and James Monroe, quickly agreed.

Most Americans welcomed the Louisiana deal, but some considered it foolish—or even unconstitutional. The prominent Federalist, Fisher Ames, criticized the acquisition, saying

“We are to give money of which we have too little for land of which we already have too much.” Even President Jefferson—an ardent supporter of limited government—had reservations. But recognizing its great significance to the future of the country, he reluctantly signed the treaty, reasoning, “...by a reasonable and peaceable process, we have obtained in 4. Months what would have cost us 7. Years of war, 100,000 human lives, 100 millions of additional debt.”

In December 1803, France officially ceded control of the Louisiana territory to the United States. The Louisiana Purchase doubled the size of the nation and secured land for more than a dozen future states. It ensured transportation access to the Mississippi River and the Gulf of Mexico, and it provided a seemingly endless supply of timber and other natural resources. Perhaps most importantly, the territory represented a fertile “valley of democracy,” where the blessings of liberty and freedom could spread and flourish.

Lewis and Clark



When the United States purchased Louisiana from France in 1803, the territory was largely unexplored. Maps of the era showed a vast emptiness west of the Mississippi. Trappers and fur-traders who trekked the region returned with tales of unicorns and other fanciful creatures. Even President Jefferson, an enthusiastic scientist and fossil collector, held far-fetched notions of what might be found there:

“In the present interior of our continent there is surely space and range enough for elephants and lions, if in that climate they could subsist; and for mammoths and megalonyxes who may subsist there.”

The President enlisted his private secretary, Meriwether Lewis, and a frontiersman named William Clark to explore the uncharted land. They were given instructions to evaluate

the economic potential of the territory, to establish trade with the region's natives, and to search for the fabled water route to the Pacific Ocean.

The Lewis and Clark expedition, christened the Corps of Discovery, embarked from St. Louis in May 1804. Some forty-eight men in all, traveled northwest on the Missouri River... across the Great Plains and the Rocky Mountains...before descending along the Columbia River to the Pacific Coast...and then retracing their steps on the journey home.

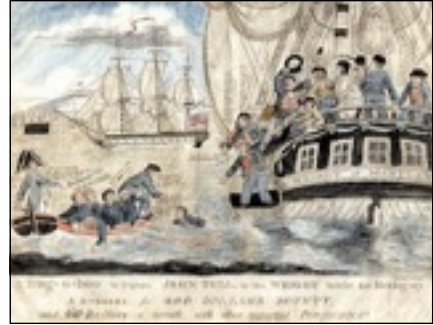
It was an amazing odyssey of discovery and adventure. The explorers didn't find a water route to the Pacific, but they recorded hundreds of species of plants and animals, many of them new to American science. They made notes on the geography and climate of the region. With the help of a Shoshone interpreter and guide named Sacagawea, they forged relations with dozens of indigenous tribes they encountered along the way. And they mapped a great expanse of the American West, laying a path for future exploration and settlement.

The Corps of Discovery returned to St. Louis in May 1806—a remarkable 8,000 miles and more than two years after they departed. In the subsequent years and decades, countless others traveled in their footsteps as the the United States sought to fulfill its “Manifest Destiny”—the idea that the nation was pre-ordained to expand from coast-to-coast. This ideology fueled the growth of the United States, and with it, the removal of American Indian groups, the expansion of slavery, and by 1846, war with Mexico.

Prelude to War

Thomas Jefferson won reelection in 1804 by an overwhelming margin. But during his second term in office, his aversion to “foreign entanglements” slowly withered. Britain and France were engaged in the Napoleonic Wars, and the neutral United States was increasingly caught in the crossfire. The U.S. merchant fleet was the chief victim as the aggressor nations sought to disrupt transatlantic supply shipments.

Compounding these problems, in 1807, Britain reasserted its right to seize U.S. Sailors, claiming they were deserters from the Royal Navy. This practice was called impressment and it outraged Americans. Between 1803 and 1812 thousands of American sailors were pressed into foreign service. The issue came to a head when the British frigate Leopard fired **on the** American ship Chesapeake off the coast of Virginia, killing three Americans. The incident became known as the Chesapeake Affair and it provoked a quick response.



In December 1807, the United States Congress passed the Embargo Act, which forbid trade with all foreign ports. The law was intended to “starve the offending nations” but it wrought great havoc at home. With overseas commerce shut-down, shipping centers like this one in Salem, Massachusetts, were devastated. One commentator described the port’s once-imposing fleet: “152...square-riggers lay empty and idle at the wharves...their decks were cleared; their hatches fastened down; and scarcely a sailor was to be found aboard. Not a box, bail, cask, barrel, or package was to be seen upon the wharves.”

Unemployed merchants and seamen laid the blame squarely on President Jefferson. Former congressman John Randolph said of the trade ban. “It can be likened to curing corns by cutting off the toes.” To make matters worse, the economic pressure failed to starve the British into a change of policy.

These events brought the United States to the crossroads of peace and war with Great Britain. Americans were divided on which path to take. The merchants of New England and New York relied on overseas trade and strongly opposed going to war. On the other side of the aisle, Senator Henry Clay of Kentucky led a coalition of congress members who were eager to defend America’s sovereignty through military force.

Clay and his fellow “War Hawks” also aspired to wipe-out a perceived threat posed by natives on the frontier. They were convinced that British agents in Canada—notoriously referred to as “scalp buyers”—were inciting attacks by providing weapons and other supplies to local tribes. In fact, the American Indians of the region were increasingly outnumbered by white settlers and in danger of losing their lands altogether.

Tecumseh’s War

At the turn of the 19th century, the great Ohio valley became the flashpoint in the conflict between American Indians and westward expansion. Accounts of Indian attacks, though often

exaggerated, terrified white settlers. At the same time, the natives were rightfully outraged to see their land—and their way of life—literally going up in smoke.



Beginning around 1808, a Shawnee chief named Tecumseh forged an alliance of Eastern Indian tribes to resist further white encroachment along the frontier. Tecumseh was assisted by his brother, a one-eyed religious leader known as the Prophet. Together, the two promoted a potent blend of tribal tradition and political unity that attracted thousands of followers.

The brothers' chief nemesis was General William Henry Harrison, governor of the Indiana territory. Harrison was determined, by whatever means necessary, to secure title to Indian lands to allow for American expansion. A series of diplomatic and military altercations between the parties during the early 1800s is known as Tecumseh's War.

A climax to their conflict came in November 1811 when Harrison's U.S. Army forces marched on Tecumseh's headquarters at Prophet's Town, in present day Indiana. In the Battle of Tippecanoe, Harrison's troops surrounded the settlement, defeated Tecumseh's men, and burned the village to the ground. Tecumseh was not involved in the battle, but in its aftermath, he and his followers allied themselves with the British and played a key role in the approaching War of 1812.

War of 1812

James Madison succeeded Thomas Jefferson as president in 1809. As he assumed office, the old issues vexing British-American relations remained: harassment on the high seas, impressment of American sailors, and the arming of hostile American Indians.

On June 1, 1812, after many months of heated debate, President Madison asked Congress to declare war on Great Britain. He argued it would be a defensive war against British imperialism. Two weeks later, Congress obliged. Speaking for the War Hawks, Congressman

John Calhoun of South Carolina predicted victory within four weeks time. The War of 1812, as it became known, would last two and half years.



The president's critics called it "Mr. Madison's War"—and it began badly. Throughout the summer of 1812, defeat followed defeat throughout the Great Lakes Region. On August 16, the British captured Fort Detroit. That same day Fort Dearborn, the site of present day Chicago, was attacked by a band of Potawatomi Indians. They burned the outpost to the ground and killed scores of unarmed men, women and children as they fled.

Within just a few short months, much of the territory along the Canadian border had fallen to the British and their American Indian allies.

Meanwhile, the small but superbly-manned American navy fared much better. In 1812, the American warship *Constitution* defeated the British ship *Guerriere* off the east coast of Canada. The following year, Commodore Oliver Hazard Perry smashed the British fleet on Lake Erie, allowing forces under General William Henry Harrison to reoccupy Detroit. One month later, Harrison's army defeated British and American Indian forces at the Battle of the Thames in Ontario. The Shawnee chief, Tecumseh, was among those killed in the fighting.

Buoyed by the turn of fortunes, the American public delighted in political satire published in local papers. But, if King George's England had been bloodied by the fighting, it was far from beaten.

In August 1814, British troops converged on Washington D.C., intent on destroying the city. First Lady Dolley Madison was forced to flee from the White House—securing Gilbert Stuart's famous painting of George Washington before she left. During her final hours in the nation's capitol Madison wrote her sister: "...it is done...and the precious portrait placed in the hands of two gentlemen of New York...now... I must leave this house...When I shall again write to you, or where I shall be tomorrow, I cannot tell!"

That night British troops put torch to the city, burning most of the public buildings, including both the White House and Capitol.

A month later, the British fleet attacked Fort McHenry in Baltimore. The British “bombs bursting in air...” inspired Francis Scott Key to write a poem called “The Defence of Fort McHenry.” The fort held, Key survived, and nearly one-hundred years later, the poem was adopted as the United States’ national anthem, “The Star-Spangled Banner.”

As the war dragged on, the combatants were increasingly eager to end the bloodshed. Diplomats from both nations agreed to meet in Belgium to discuss a peace settlement. Finally, on Christmas Eve 1814, they signed the Treaty of Ghent which ended the fighting. The agreement restored all territories captured during the war and promised “peace, friendship, and good understanding” between the parties. It made no mention of impressment, Indian hostilities, or the other issues that had started the war in the first place.

Ironically, the War of 1812’s most famous battle was fought after the peace agreement was signed. In August 1814, British troops launched an attack in southern Louisiana. They were met by American militiamen led by General Andrew Jackson. In the Battle of New Orleans, Jackson’s men won a resounding victory. Jackson himself became an American hero. For the United States, it was a momentous conclusion to an otherwise inconclusive war.

Winners and Losers

The War of 1812 lasted two-and-a-half years and consumed perhaps 25,000 British, American, and American Indian lives. Even though it did not result in a clear victory, Americans generally celebrated the outcome.

The conflict affirmed American sovereignty and fixed its status as a commercial and military power. Even the London Times had to concede: “[America’s] first war with England made them independent; their second made them formidable.”



The war burnished the stars of many future politicians, most notably Andrew Jackson and William Henry Harrison, who rode their military fame all the way to the White House.

Henry Clay and the War Hawks didn't get Canada as they had hoped, but they were empowered to advance their agenda of territorial expansion, trade, and economic growth.

President James Madison enjoyed tremendous popularity following the campaign. During his final years in office, Mr. Madison was justly recognized for his roles in both the founding and securing of the republic.

The New England states were transformed during the war as their foundries and textile mills worked around the clock to meet the demand for both military and domestic goods. This hastened America's industrial revolution and redefined New England life and its economy for the next century.

New England Federalists, on the other hand, were not so fortunate. In 1814, the party representatives convened in Hartford, Connecticut to discuss their grievances against the federal government and formulate a list of demands. The so-called Hartford Convention was seen by many Americans as unpatriotic, even treasonous, and helped speed the demise of the already-wounded Federalist party.

The war's biggest losers were the American Indians who fought alongside the British. They hoped victory would help stem the tide of pioneer settlement of their territory. Instead, they were abandoned altogether following the war. Within a generation, the proud and once-powerful tribes of eastern North America would be virtually eliminated from their ancestral homelands.

Blackline Master Index

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- Blackline Master #10: Perspectives

Activity: **Pre-Test (1)**

Name _____

Subject: **Securing the Republic**

Date _____

DIRECTIONS: Read the following statements, and circle whether they are true or false.

1. In the early 1800s, Americans were united in their political beliefs.

True False

2. The "Revolution of 1800" was fought between the United States and England.

True False

3. The Louisiana Purchase was a land deal that added more than 800,000 square miles of territory to the United States.

True False

4. The Lewis and Clark expedition was organized to explore lands west of the Mississippi River.

True False

5. Tecumseh's War involved the U.S. general, William Tecumseh Sherman and the French ruler Napoleon Bonaparte.

True False

6. Issues contributing to the War of 1812 included interference in trans-Atlantic commerce and impressment of U.S. seamen.

True False

7. The War Hawks were a coalition of pro-war congressmen that included Henry Clay of Kentucky.

True False

8. The War of 1812 was won within four weeks time.

True False

9. The Treaty of Ghent concluded the War of 1812.

True False

10. Andrew Jackson was made famous by his exploits during the War of 1812.

True False

Activity: **Video Quiz (2)**

Name _____

Subject: **Securing the Republic**

Date _____

DIRECTIONS: Read the following statements, and circle whether they are true or false.

1. Federalists favored a weak central government, state banks, and a minimal navy.
True False
2. The “Revolution of 1800” was a coup to overthrow the government of John Adams.
True False
3. The Louisiana Purchase doubled the size of the United States and secured land for more than a dozen future states.
True False
4. The Lewis and Clark expedition discovered the fabled water route to the Pacific.
True False
5. British impressment of American seamen contributed to the outbreak of the War of 1812.
True False
6. “Mr. Madison’s War” refers to a conflict between American Indians and George Madison, governor of the Indiana territory.
True False
7. Francis Scott Key was a famous American general during the War of 1812.
True False
8. The Treaty of Ghent was the peace agreement which ended the War of 1812.
True False
9. The Hartford Convention contributed to the downfall of the Federalist party.
True False
10. The War of 1812 was a resounding victory for the United States.
True False

Activity: **Post-Test (3a)**

Name _____

Subject: **Securing the Republic**

Date _____

Multiple Choice**DIRECTIONS:** Read each of the following statements. Then circle the best answer.

1. The "Revolution of 1800" was
 - a. a slave revolt in the Caribbean.
 - b. the peaceful transfer of power from one political party to another.
 - c. a quasi-war between the United States and France.
 - d. America's second war of independence.
2. The two political factions of the early 1800s were
 - a. the Whigs and Masons.
 - b. the Republicans and Democrats.
 - c. the Federalists and Democratic-Republicans.
 - d. the Mugwumps and Muckrakers.
3. During his inaugural address, President Jefferson proclaimed:
 - a. "...the buck stops here."
 - b. "We are all Republicans, We are all Federalists."
 - c. "You are the light of the world. A city that is set on a hill cannot be hidden."
 - d. "To the victor belong the spoils of his enemy."
4. Which of the following did NOT result from the Louisiana Purchase?
 - a. It doubled the size of U.S. territory.
 - b. The U.S. ceded control of Quebec to France.
 - c. The U.S. secured control of the Mississippi River and Port of New Orleans.
 - d. The United States avoided a potential conflict with France.

Activity: **Post-Test (3b)**

Name _____

Subject: **Securing the Republic**

Date _____

5. Meriwether Lewis and William Clark were enlisted to
 - a. negotiate with France for the purchase of the Louisiana territory.
 - b. explore the uncharted land west of the Mississippi River.
 - c. attack Spanish-owned Florida.
 - d. settle the Missouri Crisis.
6. Which factor did NOT contribute to the War of 1812?
 - a. impressment of American seamen
 - b. interference with U.S. shipping
 - c. Shay's rebellion
 - d. the arming of hostile American Indians by British agents
7. The 1807 Embargo Act
 - a. devastated American port cities.
 - b. forced Britain to withdraw from Canada.
 - c. provoked a slave revolt in Haiti.
 - d. led to the Napoleonic wars.
8. Tecumseh and his brother, the Prophet, were opposed by
 - a. Sequoyah and Sacagawea.
 - b. General Zachary Taylor.
 - c. General William Henry Harrison.
 - d. the Choctaw and Chickasaw.
9. "Mr. Madison's War" refers to
 - a. the Revolutionary War.
 - b. the Civil War.
 - c. the Mexican-American War.
 - d. None of the above

Activity: **Post-Test (3c)**

Name _____

Subject: **Securing the Republic**

Date _____

10. The “Star-Spangled Banner” commemorates what event?
- a. The raising of the American flag following the burning of Washington D.C.
 - b. The American defense of Fort McHenry during the War of 1812.
 - c. Andrew Jackson’s famous charge at the Battle of New Orleans.
 - d. The temporary truce between the Federalists and Democratic-Republicans.
11. The peace agreement that ended the War of 1812 is known as
- a. the Treaty of San Louis Obispo.
 - b. the Treaty of Peace, Friendship, and Good Understanding.
 - c. the Treaty of Ghent.
 - d. the Paris Agreement.
12. The Hartford Convention hastened the downfall of what group?
- a. Democratic-Republicans
 - b. “scalp buyers”
 - c. Federalists
 - d. American Indians

Fill in the Blanks**Directions: Complete the following statements.**

13. Lewis and Clark were aided by a Shoshone interpreter and guide named _____?
14. President Madison’s critics referred to the War of 1812 as _____?
15. Andrew Jackson was the hero of the Battle of _____?

Activity: **Post-Test (3d)**

Name _____

Subject: **Securing the Republic**

Date _____

Short Answer Questions

Directions: Read each of the following statements and answer in one or two sentences.

16. What were several beliefs of the Federalists?

17. What were several beliefs of Democratic-Republicans?

18. What did Lewis and Clark accomplish?

19. What was the Chesapeake Affair and what action did it provoke?

20. What effect did the 1807 Embargo Act have on the U.S. economy?

Activity: **Post-Test (3e)**

Name _____

Subject: **Securing the Republic**

Date _____

21. Why did American Indians ally themselves with the British during the War of 1812?

22. Why was the War of 1812 considered indecisive?

23. What people or groups are considered “winners” of the War of 1812?

Essay Questions

Directions: Write a short essay in response to each question on a separate piece of paper.

24. How did the Louisiana Purchase contribute to the growth and independence of the United States?

25. Do you think the War of 1812 could have been avoided? Explain your answer.

Activity: **Discussion Questions (4)**

Name _____

Subject: **Securing the Republic**

Date _____

1. Describe the differences between Federalists and Democratic-Republicans.
2. Discuss the significance of the "Revolution of 1800."
3. Discuss Jefferson's idea of a "valley of democracy."
4. Discuss Jefferson's rationale for agreeing to the Louisiana Purchase.
5. How did the Louisiana Purchase and Lewis and Clark expedition foster the belief in "Manifest Destiny?"
6. How did the Napoleonic Wars contribute to the War of 1812?
7. Discuss the opposing views on war with Great Britain in the years prior to 1812. Consider the points of view of shippers and merchants, War Hawks, settlers, and others.
8. What motivation did General William Henry Harrison have in opposing Tecumseh?
9. How did the War of 1812 hasten America's industrial revolution?
10. Discuss the winners and losers of the 1812 war. Consider how it affected such individuals as James Madison, Andrew Jackson and William Henry Harrison, and groups such as American Indians, Federalists, and the War Hawks.

Activity: **Vocabulary (5)**

Name _____

Subject: **Securing the Republic**

Date _____

Federalists	An early political party, initially led by Alexander Hamilton and John Adams; supported strong central government, policies that were favorable to business and wealthy property owners, and a loose interpretation of the U.S. Constitution
Democratic-Republicans	An early political party, initially led by Thomas Jefferson and James Madison; supported a weak federal government, state banks, minimal navy, extension of democracy to “common people,” and strict interpretation of the U.S. Constitution.
Revolution of 1800	The term given by President Thomas Jefferson to the peaceful transfer of power from one political party to another following the 1800 election.
First Barbary War	The first of two Barbary Wars which involved the United States and the “Barbary States” of North Africa. The hostilities were caused by pirates seizing American merchant ships and holding the crews for ransom, demanding the U.S. pay tribute to the Barbary rulers. President Thomas Jefferson refused to pay this tribute.
Louisiana Purchase	The acquisition of the Louisiana territory by the United States from France which resulted in the addition of more than 800,000 square miles to the United States.
Corps of Discovery	A specially-established unit of the U.S. Army which formed the nucleus of the Lewis and Clark Expedition, which explored the uncharted land west of the Mississippi River between May 1804 and September 1806.
Manifest Destiny	A term coined by John L. O’Sullivan to describe the widely-held belief that the United States was pre-ordained to expand to the Pacific ocean.
impressment	The practice by Britain of kidnapping American sailors on the premise that they were deserter from the British navy.
Chesapeake Affair	An incident in which the British frigate <i>Leopard</i> fired-upon the U.S. ship <i>Chesapeake</i> , killing three Americans. The event led to the Embargo Act of 1807.
Embargo Act	An act of congress which forbid the United States from trading with any foreign nation. The measure was aimed at punishing Britain, but it led to a sharp downturn in the American economy, especially in New England.
War Hawks	A group of congress members, primarily from the frontier states, who advocated for war against Great Britain.
Tecumseh’s War	A series of diplomatic and military altercations between an American Indian confederation, led by the Shawnee chief, Tecumseh, and U.S. Army forces led by General William Henry Harrison.
Treaty of Ghent	Peace agreement between Great Britain and the United States ending the War of 1812.
Hartford Convention	Meeting of federalists to discuss grievances with federal government. The event was perceived by many Americans as unpatriotic and contributed to the demise of the party.

Activity: **Quotables (6)**

Name _____

Subject: **Securing the Republic**

Date _____

DIRECTIONS: Match the quote in the left column to the attribution in the right column. Write the corresponding letter in the appropriate space.

	QUOTE	ATTRIBUTED TO
1. _____	“We are to give money of which we have too little for land of which we already have too much.”	A John Randolph
2. _____	partisan bickering would “tare the [federal] machine asunder”	B Francis Scott Key
3. _____	“...it is done...and the precious portrait placed in the hands of two gentlemen of New York...”	C <i>London Times</i>
4. _____	“The Mississippi is to them everything. It is the Hudson, the Delaware, the Potomac, and all the navigable rivers of the Atlantic states, formed into one stream.”	D Thomas Jefferson
5. _____	“Those who own the country, ought to govern it.”	E George Washington
6. _____	“It can be likened to curing corns by cutting off the toes.”	F Tecumseh
7. _____	“[America’s] first war with England made them independent; their second made them formidable.”	G Fisher Ames
8. _____	“...peace, commerce, and honest friendship with all nations, entangling alliances with none;”	H James Madison
9. _____	“We are all Republicans, we are all Federalists.”	I John Jay
10. _____	“And the rockets' red glare, the bombs bursting in air, gave proof through the night that our flag was still there.”	J Dolley Madison

Activity: **Biography (7)**

Name _____

Subject: **Securing the Republic**

Date _____

DIRECTIONS: "Securing the Republic" is chocked-full of interesting and complex characters who contributed to the rich history of the era. Research one of the following individuals and then write a short biography of his or her life. Consider how their life experiences prepared them for the national stage and how their role in securing the republic influenced their life.

John Calhoun

Henry Clay

William Henry Harrison

Andrew Jackson

Francis Scott Key

Meriwether Lewis

Dolley Madison

Oliver Hazard Perry

John Randolph

Sacagawea

Tecumseh

Activity: **Federalists v. Republicans (8)** Name _____

Subject: **Securing the Republic** Date _____

DIRECTIONS: The Federalists and Republicans (or Democratic-Republicans) were the first political factions in the United States. The two parties had widely divergent views on a number of issues important to the republic and its citizens. Using the video program, *Securing the Republic*, and other sources, complete the following chart to better understand their positions.

	<i>Federalists</i>	<i>Democratic-Republicans</i>
<i>Party Leaders</i>		
<i>Federal Power vs. State Power</i>		
<i>National Bank</i>		
<i>Military</i>		
<i>Interpretation of the U.S. Constitution</i>		
<i>Main Support</i>		
<i>Tariff Policy</i>		
<i>More Aligned with Britain or France</i>		

Activity: **1812 War: Perspectives (10)** Name _____

Subject: **Securing the Republic** Date _____

DIRECTIONS: The War of 1812, Canadian historian Charles Stacey once remarked, is “one of those episodes in history that make everybody happy, because everybody interprets it in his own way.” Research how the different participants in the conflict interpret its outcome. Summarize your findings below. Use a separate sheet of paper, if necessary.

The American Perspective

The British Perspective

The Canadian Perspective

The American Indian Perspective

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