



HISTORY & GEOGRAPHY 503

A TIME OF TESTING

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A TIME OF TESTING

France was at war with Britain and other countries for many of the years between 1792 and 1815. These wars proved to be a large headache for the United States. America tried to stay neutral. However, the British and the French wanted to stop the Americans from trading with their enemy. Both sides stopped American ships that were trying to bring goods to one side or the other for sale. They often seized the cargo and took it for their own nation!

However, the British were the worst. They took American citizens! The British navy needed seamen for the war and they

often took them off any American ships they stopped. This stealing of people angered America so much that we went to war again with Britain in 1812.

This was a time of testing for the young United States. The problems leading up the war tested the nation as much as the war itself. The states and people had to keep working together, obeying the government during some hard times. They had to rebuild afterward. Then, the country had to face the issue of slavery which was already threatening to divide the north from the south.

OBJECTIVES

Read these objectives. The objectives tell you what you should be able to do when you have successfully completed this LIFEPAC.

When you have finished this LIFEPAC, you should be able to:

1. Describe the beliefs and actions of Thomas Jefferson as president.
2. Describe the continuing battles between the United States and the Native Americans.
3. Explain why the war in Europe caused problems for the United States and how Jefferson tried to solve those problems.
4. List the reasons why the U.S. went to war with Britain in 1812.
5. Describe the major battles and name the important heroes of the War of 1812.
6. Describe the way the War of 1812 ended and its results.
7. Describe the changes and important events of the years after the War of 1812.
8. Describe the important changes in transportation in America in the early 1800s.

VOCABULARY

Study these new words. Learning the meanings of these words is a good study habit and will improve your understanding of this LIFEPAC.

benefit (ben' ə fit). Anything which is for the good of a person or thing; advantage

blockade (blo kād'). The blocking of a place by an army or navy to control who or what goes into or out of it

bombard (bom bārd'). To attack with bombs or heavy fire from big guns

desert (di zert'). To go away and leave a person or place, especially one that should not be left; forsake

dictator (dik' tā tər). A person who rules, using complete authority

expedition (ek' spə dish' ən). A journey for a special purpose, such as exploration or scientific study

foreign (fôr' ən). Coming from outside one's own country

gut (gut). To destroy the inside of something

honorable (on' ər ə bəl). Having or showing a sense of what is right and proper; honest; upright

orderly (ôr' dər lē). A soldier who attends a superior officer to carry orders

priceless (prīs' lis). Very valuable

prosperous (pros' pər əs). Successful; thriving; doing well; fortunate

ransom (ran' səm). The price paid or demanded before a captive is set free

raw materials (rô mə tir' ē əl). A substance in its natural state; any product that comes from mines, farms, forests or the like before it is prepared for use in factories, mills and similar places; Coal, coffee beans, iron ore, cotton and hides are raw materials.

rut (rut). A track made in the ground by wheels

sapling (sap' ling). A young tree

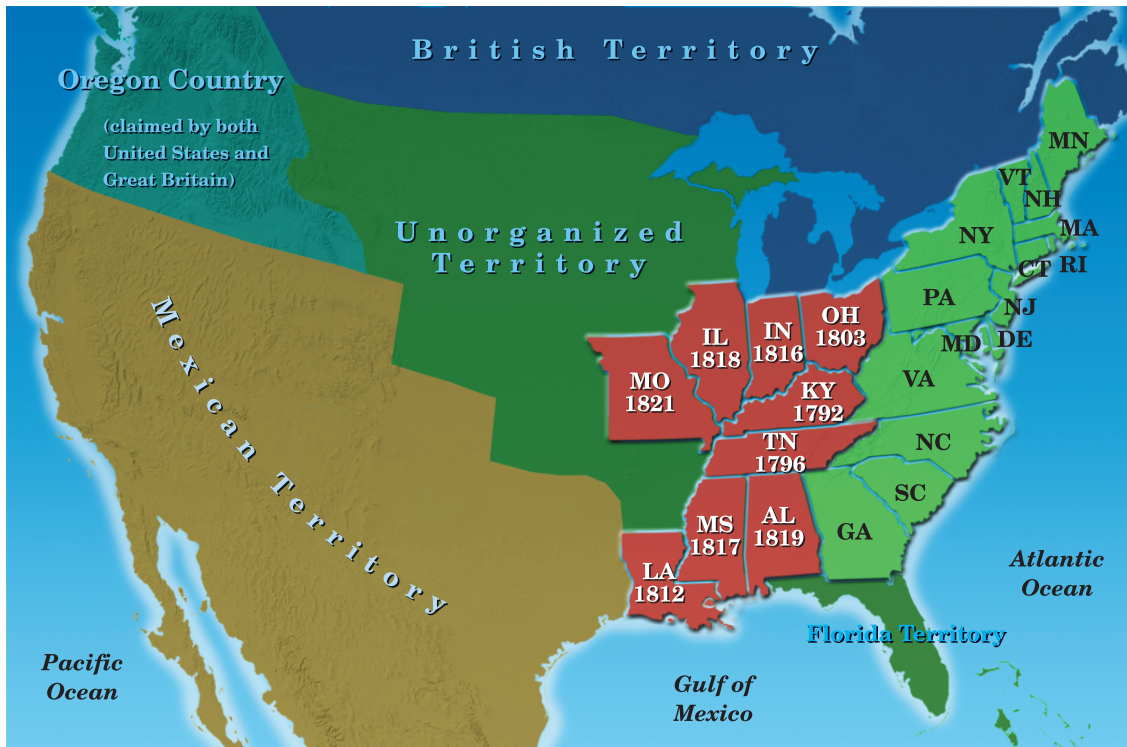
shingle (shing' gəl). A thin piece of wood or other material, used to cover roofs and walls. Shingles are laid in overlapping rows with the thicker end showing

subdue (səb dü'). To overcome by force; conquer

toll (tōl). A charge for a certain service

Note: These words appear in **boldface** print the first time they are used in this LIFE PAC. If you are unsure of the meaning when you are reading, review the definition.

Pronunciation Key: hat, āge, cāre, fār; let, ēqual, tērm; it, ĭce; hot, ōpen, ôrder; oil; out; cup, pūt, rŭle; child; long; thin; /ʒ/ for then; /zh/ for measure; /ə/ represents /a/ in about, /e/ in taken, /i/ in pencil /o/ in lemon, and /u/ in circus.



THE UNITED STATES IN ABOUT 1830

I. JEFFERSON

Thomas Jefferson became president in 1801 with very strong ideas about what the president should and should not do. He found, however, that the needs of the job were bigger than his ideas. He bought a huge chunk of land to add to the country, even though he believed he should not. He set the navy into battle with pirates, sent out a famous scientific **expedition**, and even stopped all American trade. He acted much stronger as president than his own ideas should have permitted. He also was unable to

stop the growing problems with Britain. Shortly after he left office, America declared war on Britain.

While Jefferson was president, Americans continued to move onto the frontier. The land prices were low, but the work was hard. People on the frontier lived in log cabins that they built with their own hands, and there were few stores from which to buy things. Yet, the nation grew as more people moved west and more states were added to the Union.

Review these objectives. When you have completed this section, you should be able to:

1. Describe the beliefs and actions of Thomas Jefferson as president.
2. Describe the continuing battles between the United States and the Native Americans.
3. Explain why the war in Europe caused problems for the United States and how Jefferson tried to solve those problems.
4. List the reasons why the U.S. went to war with Britain in 1812.

Restudy these words.

desert
ransom
subdue

dictator
sapling

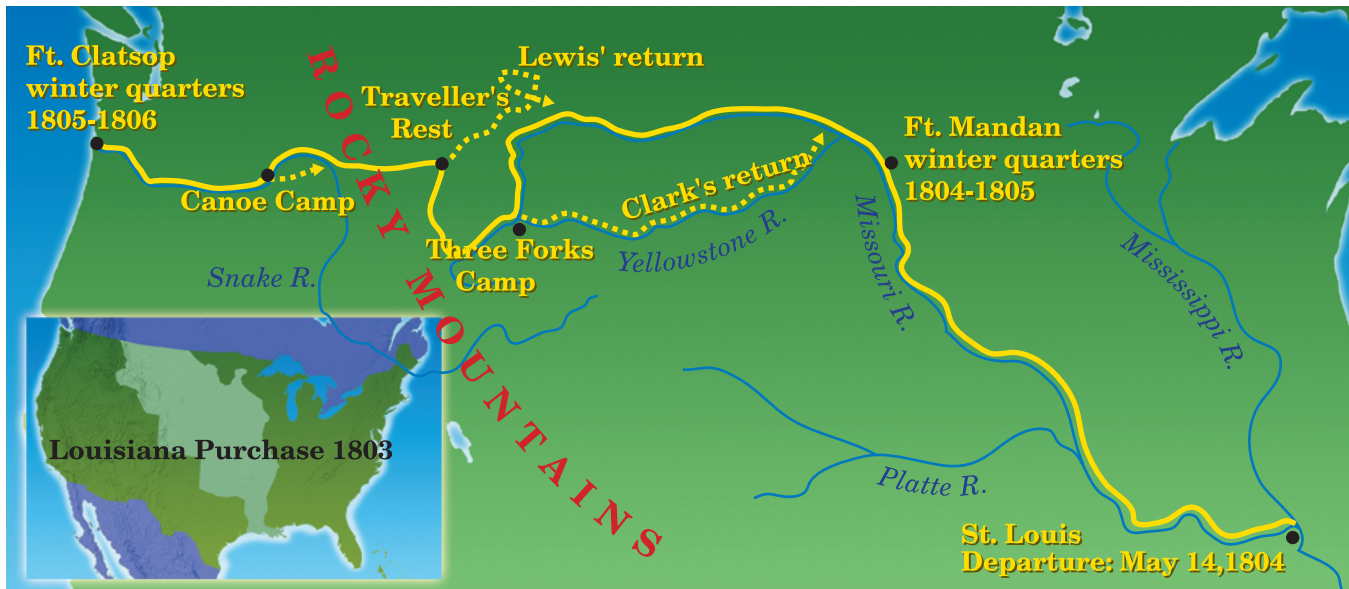
expedition
shingle

Land and Pirates

Jefferson. Our third president, Thomas Jefferson, was a very brilliant man. He read all kinds of books. He was very interested in science. He had traveled around Europe when he replaced Benjamin Franklin as our representative in France. He loved to try new ideas and invent useful items for his home, like swiveling chairs. He had been active in the government since his home state of Virginia had been a British colony. He had a talent for writing that he used to write the Declaration of Independence.

Jefferson also had some strong ideas about what the United States should be and how it should be run. He wanted his country

to be a nation of farmers, not factories. He wanted a small, weak national government. He also firmly believed that the common people should rule themselves. Remember, the idea in Europe was that the nobles ruled and the people obeyed. Many of the leaders in America still kept parts of that idea. They distrusted ordinary people and wanted only people with wealth and power to rule. Thomas Jefferson was one of the people who changed this in America. He worked to give more people the right to vote and end things that limited their freedom, like government churches. Soon, the idea that the people ruled would be accepted all over in the



THE LEWIS AND CLARK EXPEDITION / THE LOUISIANA PURCHASE

United States. However, Jefferson's other ideas about a weak federal government and a nation of farmers were not as successful.

Thomas Jefferson tried to keep to his ideas at first. He ran the government as cheaply as he could. He ended the tax on whiskey. He paid off as much of the government's debts as he could. He also did not spend much money on the navy and the army. As a result, the country was not ready to defend itself when the warring nations in Europe began taking American ships, goods, and people.

Louisiana Purchase. The land east of the Mississippi River belonged to America. Before the Revolution, the land west of the Mississippi (up to the Rocky Mountains) had belonged to Spain. However, Spain returned it to France in about 1800. In 1803, France offered to sell all of this land, called Louisiana, to the United States for \$15 million!

Thomas Jefferson did not know what to do! The Constitution did not say anything about buying more territory. If he followed his own ideas about the Constitution and a weak federal government, he would have to refuse. However, the land was very valuable and that was a good price for it (about 3¢ an acre). The purchase would almost double the size of the country. It would also give

America complete control of the Mississippi River which was needed as a highway into the territories west of the Appalachians. Jefferson realized he could not pass this up. He agreed to buy the land. We call this land the *Louisiana Purchase*.

Lewis and Clark. No one knew what was in the vast, empty land America had just bought. One writer told tales of a salt mountain one hundred and eighty miles long and forty-five miles wide. Other people were concerned that dinosaurs might live there after some of their bones were found. Jefferson, the scientist, decided to find out.

Jefferson sent a special expedition out to explore the Louisiana Purchase. Jefferson's secretary, a soldier named Meriwether Lewis, was one of the leaders. The other was William Clark, a former soldier and the younger brother of the Revolutionary hero George Rogers Clark. Their trip was called the *Lewis and Clark Expedition*.

The Lewis and Clark Expedition left St. Louis, Missouri, a frontier town, in May of 1804. They traveled up the Missouri River toward the Rocky Mountains. All along the way they collected plants and took careful notes. They took notes on the animals, the climate, the weather, the Indians, and many other things. They stopped for the winter in North Dakota.