

## Detect Historical Points of View

Follow these steps to detect historical points of view.



INTERACTIVE

Compare Viewpoints

**1 Identify the context.** If you know the history of the period when a document was written, you can better understand the writer's point of view.

- a. Why was this letter written?
- b. How did the Bill of Rights settle the issue of an American national church?

**2 Identify the author's main idea.** Ask yourself what main point the author is making. What is the main idea of Jefferson's letter?

**3 Look for key words and phrases.** The writer may use words or phrases that strongly indicate the point of view being expressed. What is an example of a key word or phrase that sums up Jefferson's point of view?

**4 Identify the author's point of view.** Ask how the writer feels about the subject. How does Jefferson feel about establishing a national day of fasting and thanksgiving?

**5 Relate the point of view to the context.** Ask how the point of view was affected by historical context.

- a. Jefferson's presidency began in 1801. What actions did he take that give clues to his point of view about the government's role?
- b. How was Jefferson's point of view influenced by the events of the time?

### Primary Source

The Danbury Baptist Association wrote to President Jefferson, asking why he would not establish national days of fasting and thanksgiving, as previous presidents had done. Jefferson answered the letter in 1802. His carefully worded reply reflects his opinion about the separation of government and religion in the new nation.

"Believing with you that religion is a matter which lies solely between man & his god, that he owes account to none other for his faith or his worship, that the legitimate powers of government reach actions only, and not opinions, I contemplate with sovereign reverence that act of the whole American people which declared that their legislature should make no law respecting an establishment of religion, or prohibiting the free exercise thereof, thus building a wall of separation between church and state."

— Thomas Jefferson, Jan. 1, 1802



## LESSON 4

# A Changing Nation




 **BOUNCE**  
TO ACTIVATE

 **VIDEO**

## GET READY TO READ

### START UP


Study the illustration of the Lewis and Clark expedition. Predict the significance of the expedition to the country in your  Active Journal.

### GUIDING QUESTIONS


- What was the reason for the Louisiana Purchase, and what were the results of it?
- Was the Louisiana Purchase constitutional?
- How did major western rivers play a role in the discoveries made by Lewis and Clark and Pike?

### TAKE NOTES

#### Literacy Skills: Analyze Text Structure

Use the graphic organizer in your  Active Journal to take notes as you read the lesson.

### PRACTICE VOCABULARY

Use the vocabulary activity in your  Active Journal to practice the vocabulary words.

#### Vocabulary

expedition  
continental divide  
impressment  
embargo  
smuggling

#### Academic Vocabulary

vital  
exceed

The United States overcame a number of challenges in its early years, including creating a stable economic system, setting up the courts, and defining the authority of the central government. As the economy continued to grow, Americans needed to protect their economic interests. The Louisiana Territory became a key part of this effort to expand the physical reach of the nation.

### The Louisiana Purchase

The town of New Orleans was founded by the French. It lies at the mouth of the Mississippi River, where it empties into the Gulf of Mexico. By the early 1800s, it was the largest port in the South. President Jefferson feared that France would limit American access to New Orleans and the Mississippi River. To gain control of this important area, he decided to purchase it from the French.

### Geography Shapes Domestic and Foreign Policy

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



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

Spain, which controlled New Orleans, sometimes threatened to close the port to Americans. In 1795, President Washington sent Thomas Pinckney to find a way to keep the **vital** port open. In the Pinckney Treaty Spain agreed to let Americans ship their goods down the Mississippi and store them in New Orleans.

For a time, Americans shipped their goods through New Orleans peacefully. In 1800, however, Spain signed a new treaty giving Louisiana back to the French. President Jefferson was alarmed. He knew that the French ruler, Napoleon Bonaparte, had already set out to conquer Europe. Would he now try to build an empire in North America?

Jefferson had reason to worry. Napoleon wanted to grow food in Louisiana and ship it to French islands in the West Indies. However, events in Haiti, a French colony in the Caribbean, soon ruined Napoleon's plan. Inspired by the French Revolution, which in turn had been inspired by the American Revolution, enslaved Africans in Haiti decided to fight for their liberty. Toussaint L'Ouverture (too SAN loo vehr TYOOR) led the revolt. By 1801, Toussaint and his followers had nearly forced the French out of Haiti.

Napoleon sent troops to retake Haiti. Although the French captured Toussaint, they did not regain control of the island. In 1804, Haitians declared their independence.

**Negotiations for Louisiana** Jefferson sent Robert Livingston and James Monroe to buy New Orleans and West Florida from Napoleon. Jefferson said they could offer as much as \$10 million. Livingston and Monroe negotiated with Charles Maurice de Talleyrand, the French foreign minister. At first, Talleyrand showed little interest in their offer. However, losing Haiti caused Napoleon to give up his plan for an empire in the Americas. He also needed money to pay for his costly wars in Europe. Suddenly, Talleyrand asked Livingston if the United States wanted to buy all of Louisiana, not just New Orleans.

The question surprised Livingston. He offered \$4 million. "Too low," replied Talleyrand. "Reflect and see me tomorrow."

Livingston and Monroe carefully debated the matter. They had no authority to buy all of Louisiana or to **exceed** \$10 million. However, they knew that Jefferson wanted control of the Mississippi.

They agreed to pay the French \$15 million for Louisiana. "This is the noblest work of our whole lives," declared Livingston when he signed the treaty. "From this day the United States take their place among the powers of the first rank."

### Academic Vocabulary

**vital** • *adj.*, extremely important

**exceed** • *v.*, to go above and beyond

▼ Toussaint L'Ouverture led a revolt by enslaved Africans to win independence from France for Haiti.







**Analyze Images** This painting of New Orleans was made to celebrate the Louisiana Purchase in 1803. Read the banner. **Identify Supporting Details** Why do you think the city of New Orleans was hopeful it would prosper under the U.S. government?

**Does the President Have the Power to Buy Land?** Jefferson hailed the news from France. Still, he was not sure whether the President of the United States had the power to purchase Louisiana. He had always insisted that the federal government had only those powers spelled out in the Constitution. The document said nothing about a President having the power to buy land. Jefferson wrote:


### Primary Source

**"The General Government has no powers but such as the Constitution has given it; and it has not given it a power of holding foreign territory, & still less of incorporating it into the Union. An amendment of the Constitution seems necessary for this."**

—Thomas Jefferson to John Dickinson, August 9, 1803

In the end, Jefferson decided that he did have the authority to buy Louisiana. The Constitution, he reasoned, allowed the President to make treaties, and buying the Louisiana territory was part of a treaty. Federalists opposed the purchase as unconstitutional and feared it would weaken the other states. But the Democratic Republicans supported it, and the Senate approved the treaty. The Louisiana Purchase went into effect. In 1803, the United States took control of the vast lands west of the Mississippi. With one stroke, the size of the nation had almost doubled.

### Quick Activity

Explore the importance of the western rivers in your  Active Journal.

 **READING CHECK Identify Cause and Effect** Why did Jefferson want to gain control of New Orleans?



## How Did Americans Explore These New Lands?

Few Americans knew anything about the Louisiana territory. In 1803, Congress provided money for a team of explorers to study the new lands. Jefferson chose Meriwether Lewis, his private secretary, to head the **expedition**, or long voyage of exploration. Lewis asked William Clark to go with him. Jefferson asked Lewis and Clark to map a route to the Pacific Ocean. He also told them to study the geography of the territory, including the rivers:

### Primary Source

"The object of your mission is to explore the Missouri river, & such principal stream of it as by [its] course and communication with the waters of the Pacific ocean whether the Columbia, Oregon, Colorado or any other river may offer the most direct & practicable water communication across this continent for the purposes of commerce."

—Thomas Jefferson, letter to Meriwether Lewis, 1803

Jefferson also instructed Lewis and Clark to learn about the American Indian nations who lived in the Louisiana Purchase. These American Indians carried on a busy trade with English, French, and Spanish merchants. Jefferson hoped that the Indians might trade with American merchants instead. He urged Lewis and Clark to tell the Indians of "our wish to be neighborly, friendly, and useful to them."



### INTERACTIVE

Expansion and Exploration

### GEOGRAPHY SKILLS

For \$15 million, Jefferson added the Louisiana Purchase to land owned by the United States.

1. **Location** What foreign territories bordered the Louisiana Purchase?
2. **Synthesize Visual Information** How did the Louisiana Purchase change the territory of the United States?





## Route of Lewis and Clark



## GEOGRAPHY SKILLS

The Lewis and Clark expedition helped Americans learn more about western lands.

- Interaction** What natural feature did Lewis and Clark use to help them travel through the Louisiana Purchase and Oregon Country?
- Draw Conclusions** How might westward expansion lead to conflict with other nations?

**The Expedition Begins** Dozens of adventurous young men eagerly competed to join the expedition. Lewis and Clark judged volunteers on the basis of their character, strength, hunting skills, and ability to survive in the wilderness. In the end, about 50 men made up the “Corps of Discovery.”

In May 1804, Lewis and Clark started up the Missouri River from St. Louis. At first, the expedition’s boats made slow progress against the Missouri’s swift current. One night, the current tore away the riverbank where they were camping. The party had to scramble into the boats to avoid being swept downstream.

**Exploring the Plains** Eventually the expedition reached the plains of the Midwest. Lewis and Clark marveled at the broad, grassy plains that stretched “as far as the eye can reach.” Everywhere, they saw “immense herds of buffalo, deer, elk, and antelope.”

As they traveled across the plains, the expedition met people of various American Indian nations. Lewis and Clark had brought many gifts for American Indians, such as “peace medals” stamped with the United States seal. They also brought mirrors, beads, knives, blankets, and thousands of sewing needles and fishhooks.

During the first winter, Lewis and Clark stayed with the Mandans in present-day North Dakota. The explorers planned to continue up the Missouri in the spring. The members of the expedition built a fort to live in over the winter. They took the opportunity to repair equipment in preparation for spring’s new challenges.



The Mandans lived along the upper Missouri River. They grew corn, beans, and squash, and hunted buffalo. During the winter, they helped the explorers find food and hunt buffalo. They also traded with the expedition members.

Staying with the Mandans was a woman named Sacajawea (sah uh juh WEE uh). Sacajawea belonged to the Shoshone (shoh SHOH nee) people, who lived in the Rockies. She and her French Canadian husband agreed to accompany Lewis and Clark as translators. Sacajawea carried her baby with her on the journey.

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

Crossing the Rocky Mountains meant crossing the Continental Divide. A **continental divide** is a ridge that separates river systems flowing toward opposite sides of a continent. In North America, some rivers flow east from the crest of the Rockies into the Mississippi, which drains into the Gulf of Mexico. Other rivers flow west from the Rockies and empty into the Pacific Ocean.

Past the Rockies, Lewis and Clark would be able to travel by river toward the Pacific. But to cross the Continental Divide, they needed horses. They began looking for the Shoshone, who had been using horses since Europeans had brought them to the Americas.

Finally, Lewis and Clark met some Shoshones. One of them was Sacajawea's brother, whom she had not seen for many years. Upon seeing her own people, wrote Clark, she began to "dance and show every mark of the most extravagant joy." The Shoshones supplied the expedition with the food and horses Lewis and Clark needed. They also advised the explorers about the best route to take over the Rockies.



▲ On his expedition, William Clark encountered new people, animals, and land features. He drew this illustration of a trout.

## BIOGRAPHY

# 5 Things to Know About

### SACAJAWEA

Shoshone Guide (1786?–1812)



- She was a teenager when she guided Lewis and Clark.
- Finding edible plants, Sacajawea helped feed the members of the expedition.
- Through quick action, she saved valuable supplies from floating downstream when a boat capsized.
- After the expedition, she moved to St. Louis, but then returned to live in the West.
- Her children were adopted by William Clark when she died.

**Critical Thinking** What words describe the help Sacajawea gave to the Lewis and Clark expedition?



## Routes of Zebulon Pike



## GEOGRAPHY SKILLS

Lewis and Clark's expedition took them into the northwest, where they established campsites. Zebulon Pike also explored the Louisiana Purchase, as well as Spanish territory.

- Interaction** What prominent geographic feature may have influenced Pike's route?
- Summarize** Summarize Pike's expeditions.

**Reaching the Pacific** After building canoes, Lewis and Clark's party floated toward the Columbia River into the Pacific Northwest. Finally, on November 7, 1805, Clark wrote in his journal, "Great joy in camp. We are in view of the ocean, this great Pacific Ocean which we have been so long anxious to see." Lewis and Clark had reached their goal. Viewing the Pacific from present-day Oregon, Lewis and Clark claimed the region for the United States by right of discovery.

The return trip to St. Louis took another year. In 1806, Americans celebrated the return of Lewis and Clark. The explorers brought back much useful information about the land and major rivers now part of the United States. The Mississippi, Missouri, Columbia, and Rio Grande rivers would provide settlers routes and a great natural resource as they moved west in later years.

**Pike's Expedition** Before Lewis and Clark returned, Jefferson sent another explorer, Zebulon Pike, to explore the southwestern part of the Louisiana Purchase. Pike set out from St. Louis. From 1805 to 1807, he explored the upper Mississippi River, the Arkansas River, and parts of present-day Colorado and New Mexico. In November 1806, Pike viewed a mountain peak rising above the Colorado plains. Today, this mountain is known as Pikes Peak.

Continuing southward, Pike entered Spanish territory. Spanish troops soon arrested Pike and his men and took them into present-day Mexico. The Americans were later escorted through Texas back into the United States. The Spanish took Pike's maps and journals, but he was able to hide one map in the barrel of his gun. His report on the expedition greatly expanded Americans' knowledge about the Southwest.



The journeys of Pike and Lewis and Clark excited Americans. However, settlers did not move into the rugged western lands for a number of years. As you will read, they first settled the region closest to the Mississippi River. Soon, the territory around New Orleans had a large enough population of American citizens for the settlers to apply for statehood. In 1812, this territory entered the Union as the state of Louisiana.

**READING CHECK** **Identify Supporting Details** Why did President Jefferson want Lewis and Clark to treat American Indians fairly on their journey?

## Challenges to American Shipping

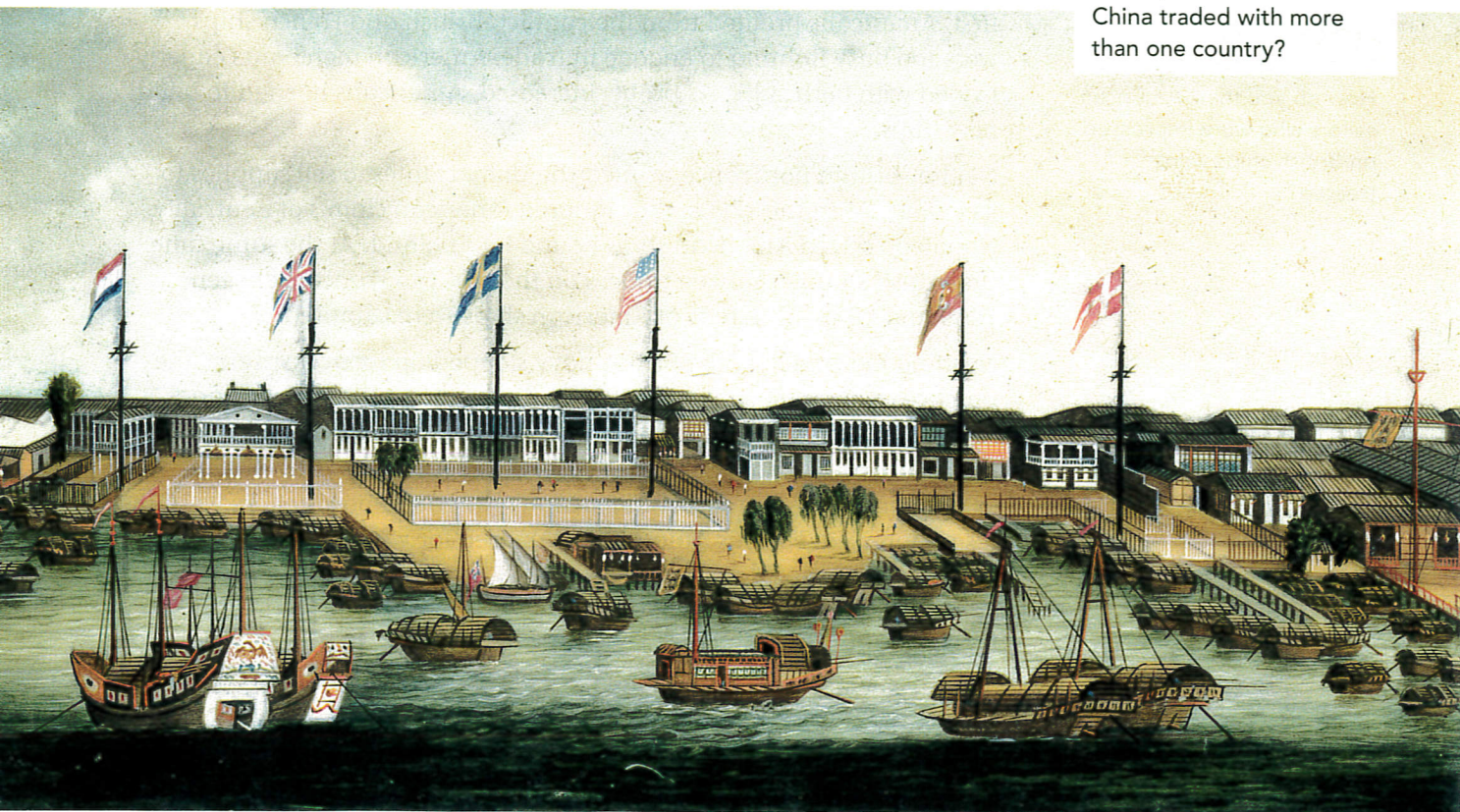
After the Revolution, American overseas trade grew rapidly. Ships sailed from New England on voyages that sometimes lasted three years. President Jefferson's foreign policy during this time centered around protecting American shipping.

**An Era of Trade** Wherever they went, Yankee captains kept a sharp lookout for new goods and new markets. Clever traders sawed winter ice from New England ponds into blocks, packed it in sawdust, and carried it to India. There, they traded the ice for silk and spices. In 1784, the *Empress of China* became the first American ship to trade with China. New England merchants quickly built up a profitable China trade.

More than ten years before Lewis and Clark, Yankee merchants sailed up the Pacific coast of North America. So many traders from Boston visited the Pacific Northwest that American Indians there called every white man "Boston." Traders bought furs from American Indians and sold them for large profits in China.

### Analyze Images

American trading ships in the late 1700s and early 1800s began trading with China. One route took them around the tip of South America. Another took them around Africa. **Synthesize Visual Information** What details in the picture indicate that China traded with more than one country?







**Analyze Images** This illustration shows American sailors being impressed, or taken by force, into the British navy. **Use Evidence** How do you think American sailors who were impressed on British ships were treated?

**Jefferson Protects U.S. Ships** Traders ran great risks, especially in the Mediterranean Sea. Pirates from the Barbary States, countries along the coast of North Africa, attacked passing vessels. To protect American ships, the United States paid a yearly tribute to rulers of the Barbary States such as Tripoli.

In 1801, Tripoli increased its demands for tribute. When Jefferson refused to pay, Tripoli declared war on the United States. Jefferson then ordered the navy to blockade the port of Tripoli, a city in northern Africa.

During the blockade, the American ship *Philadelphia* ran aground near Tripoli. Pirates boarded the ship and hauled the crew off to prison. The pirates planned to use the *Philadelphia* to attack other ships.

To prevent this, American naval officer Stephen Decatur and his crew quietly sailed into Tripoli harbor by night. They then set the captured American ship on fire.

In the meantime, American marines landed on the coast of North Africa, marched 500 miles, and, with the help of allies, successfully captured the port of Derna. However, during the fight, the ruler of Tripoli signed a treaty promising not to interfere with American ships.

**Caught Between France and Britain** American ships faced another problem. Britain and France went to war again in 1803. At first, Americans profited from the conflict. British and French ships were too busy fighting to engage in trade. American merchants eagerly traded with both sides. As profits increased, Americans hurried to build new ships.

Neither Britain nor France wanted the United States to sell supplies to its enemy. As in the 1790s, they ignored American claims of neutrality. Napoleon seized American ships bound for England. At the same time, the British stopped Yankee traders on their way to France. Between 1805 and 1807, hundreds of American ships were captured.

Needing more sailors, the British navy stepped up **impressment**, the practice of forcing people into service. In Britain, impressment gangs raided English villages and took young men to serve in the navy. On the seas, British ships stopped American vessels, seizing any British sailors serving on American ships. Many American-born sailors were also impressed. Furious Americans clamored for war.

**READING CHECK** **Identify Cause and Effect** Why were Britain and France seizing American ships?



## A Ban on Trade

Jefferson knew that the small American fleet was no match for the powerful British navy. Like Washington and Adams, he sought a foreign policy that would avoid war.


**An Embargo on Foreign Trade** Jefferson hoped that an American **embargo**, or ban on trade, would hurt France and Britain by cutting off needed supplies. "Our trade is the most powerful weapon we can use in our defense," one Democratic-Republican newspaper wrote. In 1807, Jefferson persuaded Congress to impose a total embargo on foreign trade. This meant that American traders could not receive goods from European traders, and American traders could not ship their goods to Europe.

The Embargo Act did hurt Britain and France. But it hurt Americans even more. Supplies of imports such as sugar, tea, and molasses were cut off. Exports dropped by more than \$80 million in one year. Docks in the South were piled high with cotton and tobacco. The Embargo Act hurt New England merchants most of all.

Merchants protested loudly against the embargo. Some turned to **smuggling**, importing or exporting goods in violation of trade laws. Jefferson began using the navy and federal troops to enforce the embargo. On the border between New York and Canada, some smugglers engaged in skirmishes with federal troops.

The two political parties had different points of view on the embargo. Democratic Republicans mostly supported the embargo as a way to protect the country and punish France and Britain. Most Federalists opposed the embargo as damaging to the economy.

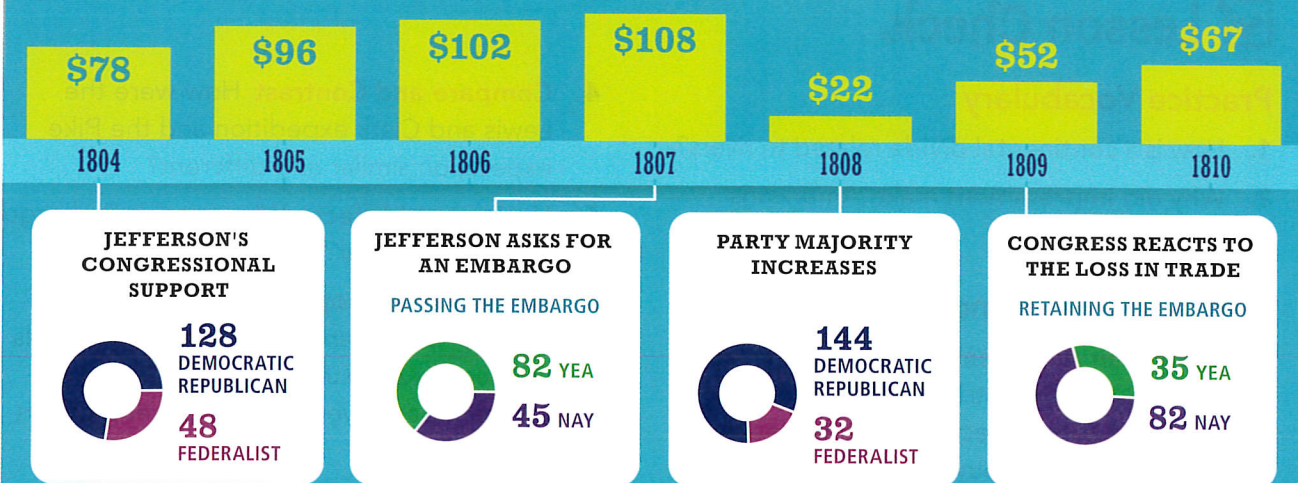
## Quest CONNECTIONS

Think about the pros and cons of Jefferson's decision to place an embargo on French and British goods. Then write in your  Active Journal whether his actions could start a war.

**Analyze Graphs** Study the data in the chart. **Identify Cause and Effect** Which data explain why Congress canceled Jefferson's Embargo Act in 1809?

## AMERICA IMPOSES A TRADE EMBARGO

### VALUE OF U.S. EXPORTS (IN MILLIONS)



Sources: U.S. Senate and House of Representatives; Douglas A. Irwin, *Review of International Economics*; *Historical Statistics of the United States*





## Congress Replaces the Embargo

In 1809, Jefferson admitted that the Embargo Act had failed. Congress replaced it with the milder Nonintercourse Act. It allowed Americans to carry on trade with all nations except Britain and France. The Embargo Act had decreased support for the Democratic Republican party, as Americans hurt by the policy turned to the Federalists instead. Federalists favored maintaining closer relations with Britain.

They wanted to build ties with Britain because Britain was the main trading partner of the United States, and the powerful British navy could protect American merchants.

**Analyze Images** Trade with China introduced Americans to fine porcelain, silks, and silver made by Chinese craftspeople for the Western market. **Draw Conclusions** What effect do you think the China trade had on people living in the United States?

Although the embargo was the most unpopular measure of Jefferson's presidency, the Democratic Republicans still remained strong. Following President Washington's precedent, Jefferson refused to run for a third term. Democratic Republican James Madison easily won the 1808 presidential election. Madison hoped that Britain and France would soon agree to respect American neutrality.


**READING CHECK Understand Effects** Why did Americans turn against the Embargo Act?

## Lesson Check

### Practice Vocabulary

1. How is a **continental divide** related to rivers?
2. Why did **impressment** make Americans angry?

### Critical Thinking and Writing

3. **Explain an Argument** Why did Jefferson, who believed in a strict interpretation of the Constitution, decide that the President had the power to buy land when that was not mentioned in the Constitution?
4. **Compare and Contrast** How were the Lewis and Clark expedition and the Pike expedition similar and different?
5. **Understand Effects** Why was the Embargo Act so unpopular?
6. **Writing Workshop: Support Thesis with Details** Gather and include specific details in your  Active Journal to use in the research paper you write at the end of this Topic.