

# Read

about westward expansion and its impact on American Indians, the landscape, and American history.

- Lesson 1** Jackson Wins the Presidency

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- Primary Sources** John Quincy Adams, Speech on Independence Day

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- Lesson 2** Political Conflict and Economic Crisis

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- Lesson 3** Conflict with American Indians

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- Lesson 4** Westward Movement

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- Lesson 5** Settling Oregon Country

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- Lesson 6** New Spain and Independence for Texas

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- Lesson 7** Manifest Destiny in California and the Southwest

# Watch




## Narcissa Whitman and the Journey West

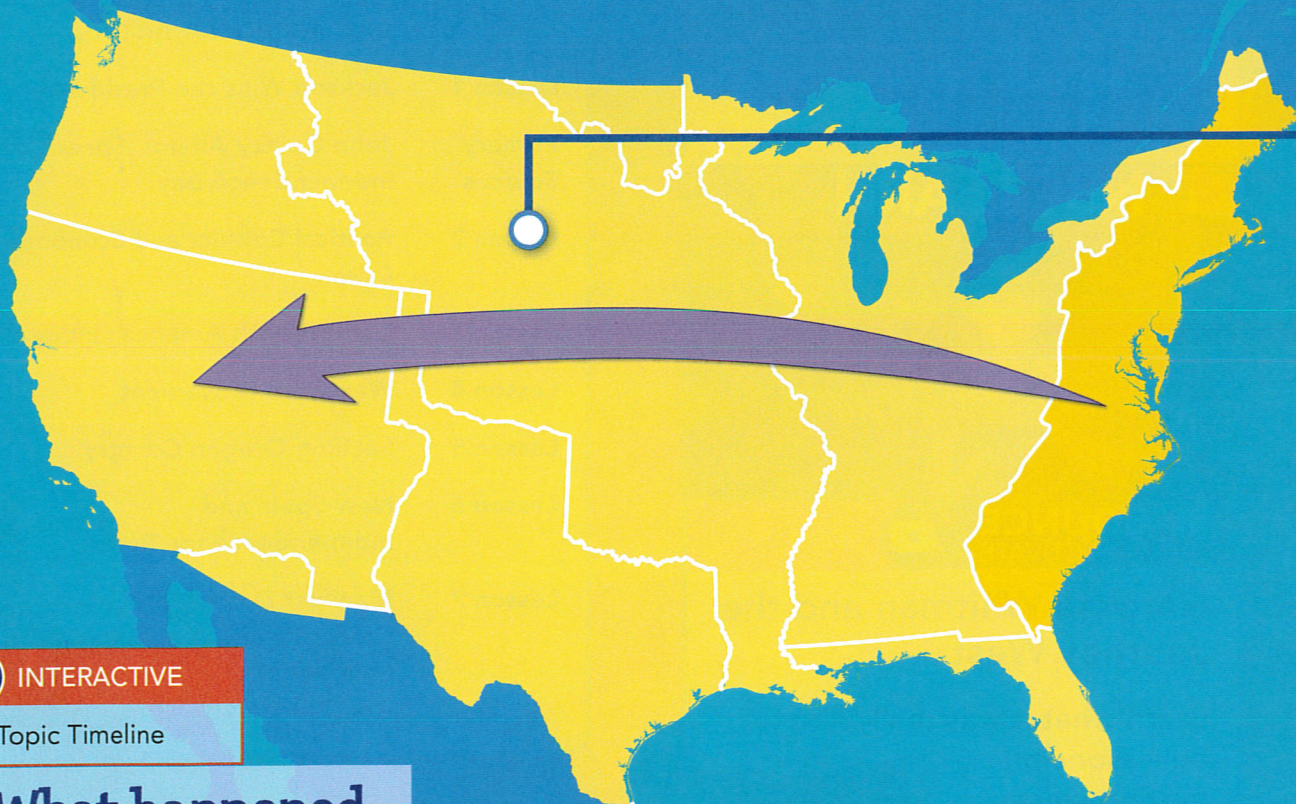
Learn what it was really like to be a pioneer moving west.


Pioneers heading West on the Oregon Trail



# The Age of Jackson and Westward Expansion (1824–1860)

Learn more about The Age of Jackson and Westward Expansion by making your own map and timeline in your  Active Journal.



 INTERACTIVE  
Topic Timeline

## What happened and when?

Growing democracy in America...settlers moving west...Explore the timeline to see some of what was happening during the Age of Jackson and westward expansion.

### TOPIC EVENTS

1820

1830

1828  
Andrew Jackson elected president

1830  
Indian Removal Act leads to forced migration of American Indians

1832  
South Carolina passes Nullification Act

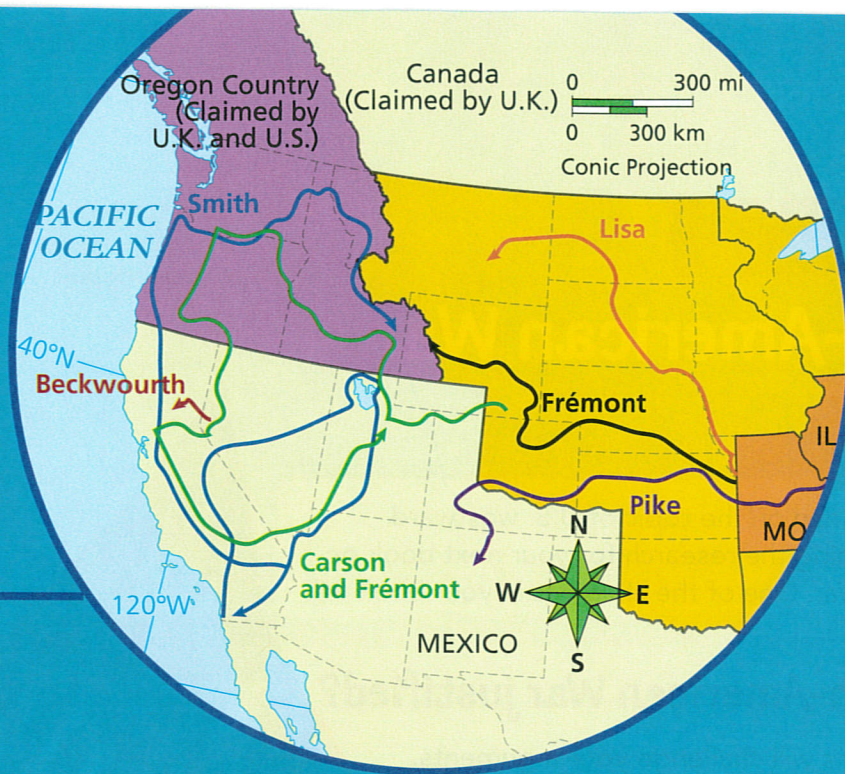
1837  
Economic panic leads to depression

### WORLD EVENTS

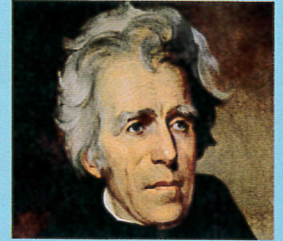
1826  
Friction match invented

1831  
France invades and colonizes Algeria





## Who will you meet?



Andrew Jackson, champion of the common people



James Beckwourth, mountain man freed from slavery



John Ross, leader of the Cherokee people



### INTERACTIVE

Topic Map

## How did the United States expand westward?

By the middle of the 1800s, the United States extended far to the west from the original 13 colonies on the East Coast, reaching from the Atlantic to the Pacific. As new lands were acquired, explorers paved the way for settlers from the East.

1848

Mexican-American War ends, United States takes control of California and New Mexico

1849

Gold discovered in California

1840

1850

1860

1848

Marx and Engels publish *The Communist Manifesto*

1850

Taiping Rebellion begins in China



# Quest

Civic Discussion Inquiry

▼ American soldiers raise the flag during the Battle of Chapultepec.

## The Mexican-American War

### Quest KICK OFF


You are the leading historian on the topic of U.S. westward expansion. You're beginning the research for your next book on the Mexican-American War. One of the chapters in your book will focus on this question:

### Was the Mexican-American War justified?


Be ready! Other historians will challenge your arguments. It's time to prepare!




#### 1 Ask Questions

You are determined to know the best answer to the Guiding Question. Get started by making a list of questions about the Mexican-American War. Write the questions in your  Active Journal.

#### 2 Investigate

As you read the lessons in this Topic, look for **Quest CONNECTIONS** that provide information about the Mexican-American War. Collect examples in your  Active Journal.

#### 3 Examine Sources

Next, research primary sources about the Mexican-American War. Look for information that supports differing viewpoints about whether the war was justified. Capture notes in your  Active Journal.

### Quest FINDINGS

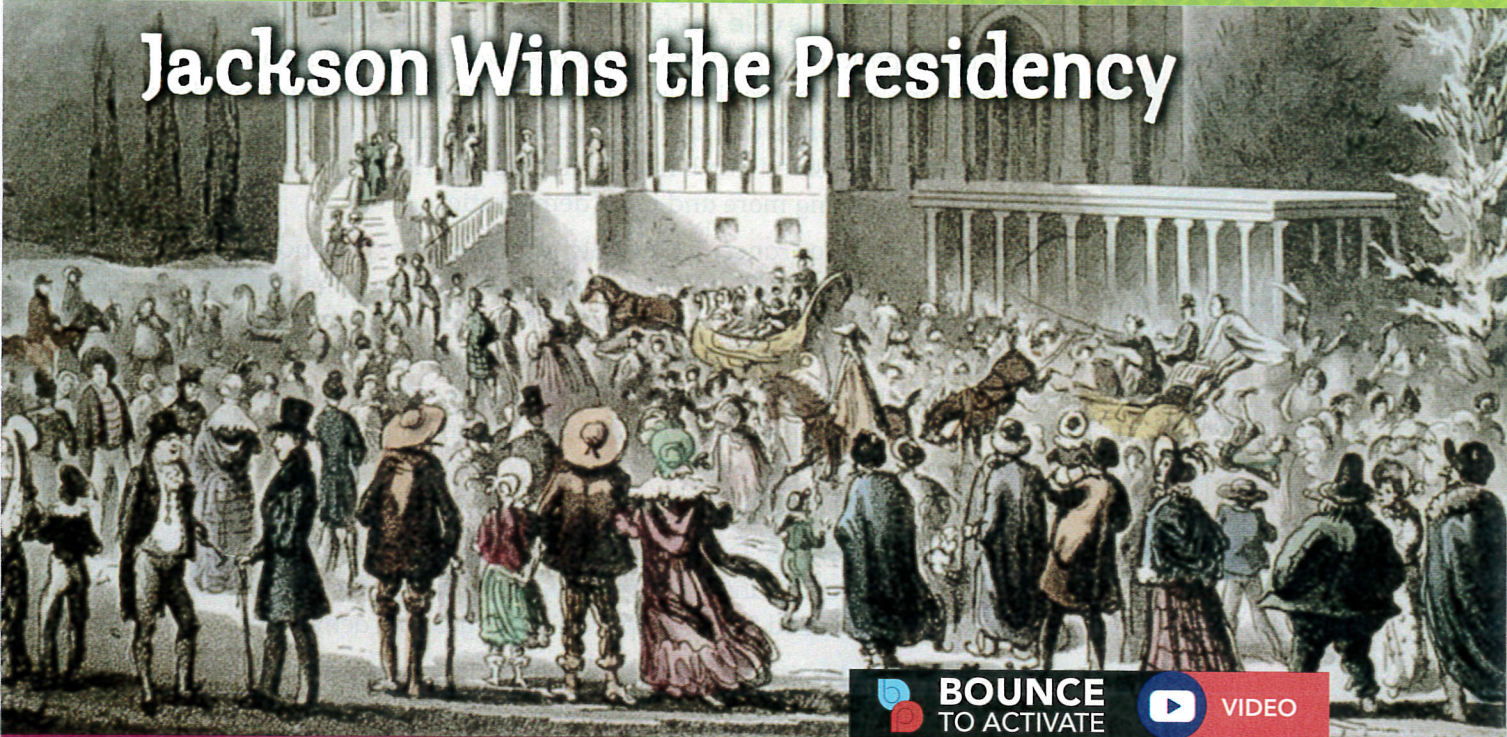
#### 4 Discuss!

After you collect your clues and examine the sources, you will prepare to discuss this question: Was the Mexican-American War justified? You will use your knowledge as well as evidence from sources to make convincing arguments to answer YES or NO to the question. You may also come up with answers of your own.



## LESSON 1

# Jackson Wins the Presidency



**BOUNCE**  
TO ACTIVATE



VIDEO

## GET READY TO READ

### START UP


Look at the image of Jackson's 1828 inauguration celebration. What can you conclude about the kind of people who supported Jackson? Write a few sentences summarizing your ideas.

### GUIDING QUESTIONS


- How did changes in suffrage affect political parties and elections?
- How did individual regions of the United States become both more similar and more different?
- What were the causes and effects of Jacksonian democracy?

### TAKE NOTES

#### Literacy Skills: Identify Cause and Effect

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

### PRACTICE VOCABULARY

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

#### Vocabulary

suffrage      Democratic Party  
majority      spoils system  
Whig Party

#### Academic Vocabulary

perceive  
consequently

During the early 1800s, a growing spirit of democracy changed the political system and affected American ideas about social classes. The main cause stemmed from the influence of Andrew Jackson. He was an American politician during this time who supported expanding democratic rights. From the time of his first campaign for president in 1824 until his death in 1845, he dominated American politics. Jackson's policies had a significant effect on issues such as voting rights and the ways in which government functions. This period is often known as the Age of Jackson.


### Democracy Expands

In the early 1800s, American democracy was a social outlook as well as a political system. Most Americans did not feel that the rich deserved special respect. Wealthy European visitors to the United States were surprised that servants in American households expected to be treated as equals. Others were amazed that butlers and maids refused to be summoned with bells, as in Europe.



## Quick Activity



In your  Active Journal, compare Tocqueville's description of American life with American life at another time.

**Alexis de Tocqueville** A visitor from France, Alexis de Tocqueville, became especially well known for his observations on American democracy. He came to the United States in 1831 to study the American prison system. For several months, Tocqueville toured the United States. However, he observed much more than prisons. He observed a society that was becoming more and more democratic.

After his return to France, Tocqueville recorded his experiences and observations in a book titled *Democracy in America*. In it, he admired the American democratic spirit and the American goals of equality and freedom. He also observed that, while Americans expected to be treated as equals, equality only went so far. But overall, he found that the results of the social “revolution taking place” in America, while “still far from coming to an end,” were “already incomparably greater than anything which has taken place in the world before.”

**Increased Suffrage** During the 1820s, or the early years of the Age of Jackson, more Americans gained **suffrage**, or the right to vote. Others, however, were denied full participation in the growing democracy.

The United States was growing rapidly. New states were joining the Union. This growth fed some of the sectional divisions among states over taxes, trade, and other interests. People in the North, South, and West differed in their views on these issues.

Despite these disagreements, the regions grew more alike in their eagerness to expand voting rights to nearly all white men and to strengthen democracy. There were many citizens eager to participate in elections. Some of the first states to give voting privileges to white males who did not own property were in the West. In these states, any white man over age 21 could vote.

## Class in America in 1830

<b>Voting and Jury Rights</b>	<ul style="list-style-type: none"><li>• White men</li></ul>
<b>Unable to Vote, Unable to Serve on Juries</b>	<ul style="list-style-type: none"><li>• All women</li><li>• Enslaved African American men</li><li>• Most free African American men</li><li>• American Indian men</li></ul>
<b>Property Rights</b>	<ul style="list-style-type: none"><li>• White men</li><li>• Some free African Americans</li><li>• Single white women</li><li>• American Indians</li></ul>
<b>Unable to Own Land</b>	<ul style="list-style-type: none"><li>• Married women</li><li>• Enslaved African Americans</li><li>• Some free African Americans</li></ul>



### INTERACTIVE

Changing Voting Rights in Early America

**Analyze Images** Class differences in the 1800s were reflected in unequal voting and property rights. **Draw Conclusions** Based on this chart, who ranked in the highest class in American society?



Reformers in the East worked to expand suffrage in that region. By the 1830s, most eastern states had dropped the requirement that voters had to own land. In this way, laborers, artisans and craft workers, and shopkeepers gained the right to vote.

Throughout the country, growing numbers of Americans exercised their newly acquired right to vote. Before 1828, the turnout of eligible voters was never more than 27 percent. That low percentage rose to nearly 58 percent in the election of 1828. By 1840, voter turnout was nearly 80 percent.

**Limits on Suffrage** Despite the nation's growing democratic spirit, a great many Americans did not have the right to vote. These included women, Native Americans, and the vast majority of African Americans. Meanwhile, even through Jackson's presidency, a few states kept the requirement that only white male property owners were eligible to vote.

Although most white men had won suffrage, free African Americans had lost it. In the early years of the nation, most northern states and a few southern states allowed free African American men to vote. By the 1820s, however, many of these states had taken away that right. By 1830, only a few New England states permitted free African American men to vote on equal terms with white men. In New York, African American men had to own property in order to vote while white men did not. No state allowed enslaved African Americans to vote.

**READING CHECK** Summarize How did democracy expand during the Age of Jackson?

## The Election of 1824 Leads to a "Bargain"

There were four candidates for president in 1824. All four were members of the old Republican Party. However, each had support in different parts of the country. John Quincy Adams was strong in New England. Henry Clay and Andrew Jackson had support in the West. William H. Crawford was favored in the South, but became too ill to campaign.

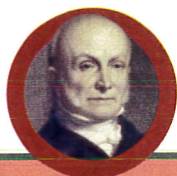
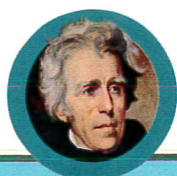
**The Candidates** John Quincy Adams of Massachusetts was the son of Abigail and John Adams, the second President. A graduate of Harvard University, the younger Adams had served as Secretary of State and helped end the War of 1812. People admired Adams for his intelligence and high morals. In 1821 as Secretary of State, he gave a Fourth of July speech before Congress. It set the tone for American foreign policy for decades to come. Adams, however, was uncomfortable campaigning among the common people. In fact, to most people he seemed hard and cold.



**Analyze Images** Nearly all white men gained the right to vote during the Age of Jackson, but still, most adults, including the enslaved African American men shown here, were not allowed to vote. **Infer** Why might people who were able to vote be reluctant to extend the vote to others?



## The Election of 1824



CANDIDATE	Andrew Jackson	John Quincy Adams	William Crawford	Henry Clay
HOME STATE	Tennessee	Massachusetts	Georgia	Kentucky
MAIN POSITIONS	Presents himself as the champion of the common man	Supports tariffs and spending on roads and canals to promote business	Supports states' rights	Supports tariffs and spending on roads and canals to promote business, compromise between North and South
POPULAR VOTE*	151,271	113,122	40,856	47,531
ELECTORAL VOTE	99	84	41	37
HOUSE VOTE BY STATE	7	13	4	Not on ballot

\*The popular vote does not accurately measure candidates' popular support, because in several states there was no popular vote, and electors were chosen by state legislatures.

**Analyze Images** This chart shows information about the four candidates in the presidential election of 1824. **Compare** Which two candidates' positions were most similar, and how were they similar?

Henry Clay, a Kentuckian, was Speaker of the House of Representatives. He was a skillful negotiator and a shrewd politician. Despite his abilities, Clay was less popular than the other candidate from the West, Andrew Jackson.

William H. Crawford had served as treasury secretary, war secretary, and ambassador to France after the War of 1812, and as a senator from Georgia. Crawford's support was concentrated in the Southeast.

To many Americans, especially on the western frontier, Andrew Jackson was a hero. A general during the War of 1812, he had defeated the British and a group of Creek Indians who were allied with the British. He had gone on to defeat the Seminoles and the Spanish in Florida, gaining that territory for the United States. He was known as the "Hero of New Orleans" for his victory in the War of 1812. He also earned the nickname "Old Hickory" after a soldier said he was "tough as hickory." Jackson's fame as a general helped him launch a political career. Although he was a landowner and a slave owner, many saw him as a man of the people. Jackson had been born in a log cabin, and his parents had been poor farmers. He was admired by small farmers and others who felt left out of the growing economy in the United States. The expansion of the vote to white men without property helped account for Jackson's political popularity.

**The "Corrupt Bargain"** No clear winner emerged from the election of 1824. Jackson won the popular vote, but no candidate won a **majority**, or more than half, of the electoral votes. As a result, under the provisions of the Constitution, the House of Representatives had to choose the President from among the top three candidates. Because he had finished fourth, Clay was out of the running.



As Speaker of the House, though, Clay played an important role in influencing the results. He urged members of the House to vote for Adams. After Adams won the vote in the House and became President, he named Clay his secretary of state. In the past, secretaries of state had often gone on to become President.

Although the election was decided properly according to the Constitution, Jackson and his backers were furious. They accused Adams and Clay of making a “corrupt bargain” and stealing the election from Jackson. The anger of Jackson and his supporters seriously hampered President Adams’s efforts to unify the nation.

 **READING CHECK** **Draw Conclusions** Why did some people refer to the 1824 election result as a “corrupt bargain”?

## The Presidency of John Quincy Adams

Adams **perceived** that the outcome of the election had angered many Americans. To “bring the whole people together,” he pushed for a program of economic growth through internal improvements. His plan backfired, however, and opposition to him grew.

**Promoting Economic Growth** Like Alexander Hamilton and Henry Clay, Adams thought that the federal government should promote economic growth. He called for the government to pay for new roads and canals. These internal improvements would help farmers to transport goods to market.

Adams also favored projects to promote the arts and the sciences. He suggested building a national university and an observatory from which astronomers could study the stars. Most Americans objected to spending money on such programs. They feared that the federal government would become too powerful. Congress approved money for a national road and some canals but turned down most of Adams’s other spending programs.

**Origin of New Political Parties** During the 1820s, nearly all politicians were members of Jefferson’s Democratic-Republican Party. In the 1830s, however, new political parties took shape. These parties grew out of the conflict between John Quincy Adams and Andrew Jackson.

**The Whig Party** Democratic-Republicans who supported Adams and his programs for national growth called themselves National Republicans. In 1834, many of them joined a new party, organized by Henry Clay and known as the **Whig Party**.

### Academic Vocabulary

**perceive** • v., notice or become aware of

**Analyze Images** John Quincy Adams, the sixth President of the United States, thought that the federal government should adopt policies and pay for projects that would help the economy. **Identify Main Ideas** How would building roads and canals help the economy?







**Analyze Images** Jackson drew wide support from small business people, farmers, laborers, and others. **Infer** Why do you think these people voted for Jackson?

Whigs wanted the government to act to help the economy. They wanted the federal government to promote business by paying for roads and canals. They also wanted the federal government to oversee banks. They believed that a stable banking system would encourage business. Whigs also wanted higher tariffs.

Tariffs are taxes or fees placed on imported goods. Because tariffs make imports more expensive, they help domestic producers. However, they may prompt foreign governments to counter with their own tariffs. This can harm exporters.

**The Democratic Party** Jackson and other Democratic-Republicans who supported him began to call themselves the **Democratic Party**. Today's Democratic Party traces its roots to Andrew Jackson's time. Like the Whig Party, Democrats also had a point of view. They called for more political power for ordinary white men and opposed privileges for the wealthy or educated. Democrats were opposed to a federal government role in the economy and to tariffs.

Democrats opposed high tariffs because farmers counted on being able to sell their goods overseas and did not want to risk retaliatory tariffs. Tariffs also protected American manufacturers from foreign competition. The result was higher prices for all kinds of goods that ordinary people needed. Democrats supported westward expansion to open up more land for frontier settlers.

Democrats were generally more tightly organized than Whigs. Members usually followed the direction set by party leaders.



#### INTERACTIVE

Political Parties  
in the Age of  
Jackson

**Who Supported the Whigs and Democrats?** The Whigs had their strongest support in the Northeast, with some support in cities and towns in the South and West. People from these places backed the Whigs because these places relied on manufacturing and commerce, and Whig policies aimed to help those parts of the economy.



Whig supporters included eastern factory owners and other businessmen, some southern planters, and many former Federalists. Whigs were often divided into factions, and not all of the party's members always followed the party's direction.

Democrats had strong support in the South and West, especially among laborers, artisans, and small farmers. These groups also supported Democrats in some parts of the Northeast. Small farmers and workers supported the Democrats because Democrats spoke up for them against bankers and Northeastern businessmen. While big business favored the Whigs, middle-class businesspeople and merchants lined up behind Jackson.

**A Bitter Campaign** In 1828, Adams faced an uphill battle for reelection. This time, Andrew Jackson was Adams's only opponent. The campaign was a bitter contest. Jackson supporters renewed charges that Adams had made a "corrupt bargain" after the 1824 election. They also attacked Adams as an aristocrat, or member of the upper class.

Adams supporters replied with similar attacks. They called Jackson a dangerous "military chieftain." If Jackson became president, they warned, he could become a dictator like Napoleon Bonaparte of France.

Jackson won the election easily. His supporters cheered the outcome as a victory for the common people. By common people, they meant white people who worked for a living, including farmers and city workers. For the first time since the Revolution, the politics of the common people were important.

**READING CHECK** Summarize Why did Andrew Jackson win the election of 1828?

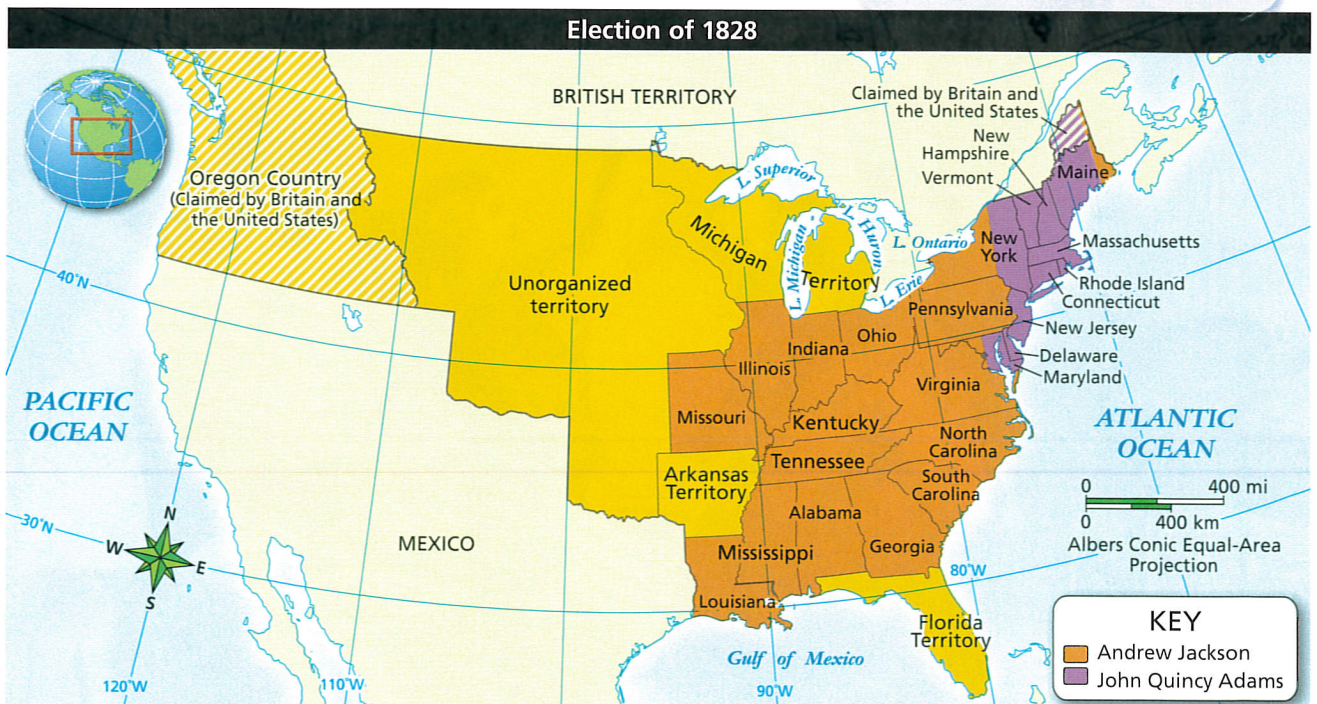
## Did you know?

After he lost the presidency, Adams was elected to the House of Representatives, where he served until he died in office 18 years later.

## GEOGRAPHY SKILLS

This map shows the results of the 1828 presidential election.

- Movement** In which region of the country did most people vote for Jackson? Which region voted mostly for Adams?
- Use Visual Information** Which states were divided in their support of Jackson and Adams? Explain.





## Jacksonian Democracy

Jackson was a new kind of American politician. Unlike the polished, aristocratic easterners who preceded him, Jackson was a plainspoken frontiersman. His personality and point of view would influence American politics for years to come.

**Andrew Jackson Growing Up** Like many who admired him, Andrew Jackson was born in a log cabin on the frontier. His parents had left Ireland to settle in the Carolinas. Both died before Jackson was 15. **Consequently**, Jackson had to grow up quickly.

Although he was lean, he was a strong fighter. A friend who wrestled with him recalled, "I could throw him three times out of four, but he would never stay thrown."

Always determined, Jackson showed his toughness at 13 when he joined the American Revolution. He was captured by the British while carrying messages for the Patriots.

**Jackson Prepares to Be President** After the Revolution, Jackson studied law in North Carolina. He later moved to Tennessee and set up a successful law practice. Over time he became very wealthy by buying and selling land in Georgia and Alabama. While still in his twenties, he was elected to Congress. He served for just a few years before becoming a judge and a major general in the Tennessee militia.

### Academic Vocabulary

**consequently** • *adv.*, as a result

**Analyze Images** Taken prisoner by the British at age 13, Andrew Jackson refused to clean a British officer's boots. The officer slashed Jackson with his sword, scarring him for life.

**Draw Conclusions** What does this experience tell you about Andrew Jackson's character?





Jackson won national fame for his achievements during the War of 1812. He led American forces to a major victory over the British at the Battle of New Orleans. He was also known for his leadership during the Creek War. A group of Creeks, angered in part by white settlers moving onto their land, began to attack settlers. These Creeks massacred at least 250 people, including soldiers and their families, at Fort Mims, in present-day Alabama. Jackson led an army to stop the attacks. His victory at Horseshoe Bend forced the Creeks to give up vast amounts of land in what are now Georgia and Alabama.

Andrew Jackson was a complex person. He had led a violent and adventurous life. He was quick to lose his temper, and he dealt with his enemies harshly. When he became president, his opponents sarcastically called him “King Andrew.” Jackson intended to be a strong president by expanding the powers of the presidency. At the same time, Jackson’s supporters admired his ability to inspire and lead others. They considered him a man of his word and a champion of the common people.

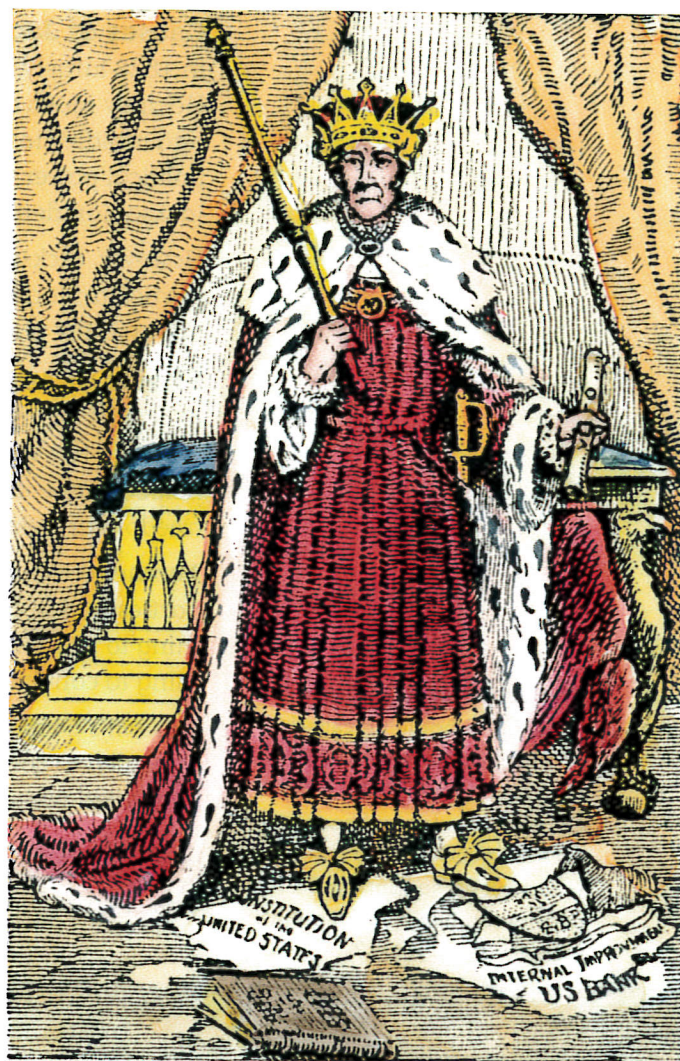
**Jackson’s Inauguration** As Jackson traveled to Washington to be inaugurated, large crowds cheered him along the way. For the first time, thousands of ordinary people flooded the capital to watch the President take the oath of office. After Jackson was sworn in, the crowd followed the new President to a reception at the White House. One onlooker described the scene with amazement:

### Primary Source

“Country men, farmers, gentlemen, mounted and dismounted, boys, women and children, black and white. Carriages, wagons, and carts all pursuing [Jackson] to the President’s house.”

—Margaret Bayard Smith, *The First Forty Years of Washington Society*

The crowds were so huge, the observer continued, that the President was “almost suffocated and torn to pieces by the people in their eagerness to shake hands.” Jackson’s critics said the scene showed that “King Mob” was ruling the nation. Amos Kendall, a loyal Jackson supporter, saw the celebration in a more positive way: “It was a proud day for the people. General Jackson is their own President.”



**KING ANDREW the FIRST**

**Analyze Images** An artist drew this cartoon to criticize what he saw as Andrew Jackson’s hunger for power. **Cite Evidence** What features of this cartoon suggest that Jackson was hungry for power?



**Causes of Jacksonian Democracy** Andrew Jackson was elected in 1828 largely because white men without property could now vote. He drew much of his support from small farmers, laborers, artisans, and middle-class businessmen on the western frontier. The spread of political power to more people was part of what became known as Jacksonian democracy.

However, Jacksonian democracy was limited to select groups. In particular, Jackson owned slaves at his estate, The Hermitage, and opposed the antislavery movement.

**Effects of Jacksonian Democracy** Jackson was the first westerner to occupy the White House. His election marked a shift of political power to the West. He was seen as a daring individualist. His image helped shape an American consciousness focused on individual freedom and daring.

Another effect of Jacksonian democracy was the growth in political parties and in citizen participation in the political process. It was one thing to make it legal for nearly all white men to vote. It was another thing to convince them to vote.

Jackson's Democratic Party introduced political campaigns that appealed to common people and their concerns. These campaigns motivated white men to cast their vote for the Democrats.

 **READING CHECK** **Draw Conclusions** Why was Andrew Jackson seen as a champion of the common people?

**Analyze Images** Jackson lived in this home he called The Hermitage from 1804 until his death in 1845. **Infer** Consider the kind of house Jackson lived in. Why do you think his supporters considered him a common man like themselves?





## The Spoils System

One of the biggest effects of Jacksonian politics was the development of the **spoils system**. Spoils are loot or plunder. The spoils system was the practice of awarding government jobs to friends and supporters. As one Jackson supporter explained the system: “To the victor belong the spoils.”

After taking office, Jackson fired many government employees. He replaced those employees with his supporters. Most other presidents had done the same, but Jackson did it on a much larger scale.

Critics said the spoils system was corrupt and unethical. They accused Jackson of rewarding his supporters instead of choosing qualified men. Jackson replied that giving government jobs to ordinary men would prevent a small group of wealthy men from controlling the government. He felt that most Americans could fill government jobs. “The duties of all public officers are . . . so plain and simple that men of intelligence may readily qualify themselves for their performance,” he said.

**READING CHECK** Draw Conclusions  
Why did Jackson adopt the spoils system?



**Analyze Images** A cartoonist drew this cartoon in 1877 to criticize the spoils system, which survived long after Jackson introduced it. **Analyze Political Cartoons** How does the cartoon criticize the spoils system?

## Lesson Check

### Practice Vocabulary

1. How did changes in **suffrage** affect the election of Andrew Jackson as President?
2. According to critics, what was wrong with the **spoils system** during Jackson’s presidency?
3. Why did Jackson not win the 1824 presidential election even though he won the **majority** of the popular vote?

### Critical Thinking and Writing

4. **Compare and Contrast** How did Andrew Jackson represent what Alexis de Tocqueville recognized as the American character?
5. **Explain an Argument** Why would Jackson’s supporters oppose the economic programs proposed by Adams during his presidency?
6. **Writing Workshop: Introduce Characters** Write a short paragraph in your **Active Journal** from the point of view of a person who is moving westward during this time period. Tell your name, age, and where you come from, tell about your family and your life, and explain why you are moving west. You will use these details in an essay you will write at the end of the Topic.





## John Quincy Adams, Speech on Independence Day

On July 4, 1821, U.S. Secretary of State John Quincy Adams gave a speech stating his view of the United States' role in the world. His ideas influenced American foreign policy for decades to come.

◀ John Quincy Adams, Secretary of State 1817–1825

### Reading and Vocabulary Support

- ① What do you think Adams means by “modifications of internal government”?
- ② *Vicissitudes* means “unexpected changes.”
- ③ *Consecrated* means made sacred or very special.
- ④ What does “abstained from interference” mean?
- ⑤ What do you think the word *dominion* means?

In the progress of forty years since the acknowledgement of our Independence, we have gone through many modifications of internal government ①, and through all the vicissitudes ② of peace and war, with other powerful nations. But never, never for a moment have the great principles consecrated ③ by the Declaration of this day been renounced or abandoned.

And . . . what has America done for the benefit of mankind? . . . America [has] proclaimed to mankind the inextinguishable rights of human nature and the only lawful foundations of government. America, in the assembly of nations, . . . has uniformly spoken among them, though often to heedless and often to disdainful ears, the language of equal liberty, of equal justice, and of equal rights. She has . . . respected the independence of other nations while asserting and maintaining her own. She has abstained from interference ④ in the concerns of others. . . . Wherever the standard of freedom and Independence has been or shall be unfurled, there will her heart . . . and her prayers be. But she goes not abroad in search of monsters to destroy. . . . She well knows that by once enlisting under other banners than her own, were they even the banners of foreign Independence, . . . [s]he might become the dictatress of the world, [but s]he would be no longer the ruler of her own spirit. . . . [America's] glory is not dominion ⑤, but liberty. Her march is the march of mind. She has a spear and a shield, but the motto upon her shield is, Freedom, Independence, Peace.

### Analyzing Primary Sources

Cite specific evidence from the document to support your answers.

1. **Determine Author's Point of View** According to Adams, what should the United States do if other countries go to war?
2. **Analyze Information** What does Adams mean in saying that by “enlisting under other banners than her own . . . [s]he would be no longer the ruler of her own spirit”?