

## Section 3

### Step-by-Step Instruction

#### Review and Preview

Students have read about the disputes the United States had with Great Britain and France under Washington and Adams. Now students will learn how Jefferson responded to entanglements with foreign nations.

#### Section Focus Question

##### How did Jefferson respond to threats to the security of the nation?

Before you begin the lesson for the day, write the Section Focus Question on the board. (*Lesson focus: Jefferson responded with attacks and embargos.*)

#### Prepare to Read

##### Build Background Knowledge

L2

Ask a student volunteer to define the word *neutral*. Explain that the United States under Jefferson had a neutrality policy, which kept the U.S. out of conflicts between other nations. Have students brainstorm the possible benefits of neutrality (*no wars and the ability to trade with many nations*) and possible problems that could stem from it (*warring nations might attack, no strong allies*). Use the Give One, Get One participation strategy (TE, p. T25) to elicit responses.

##### Set a Purpose

L2

- Read each statement in the Reading Readiness Guide aloud. Ask students to mark the statements True or False.

All in One Teaching Resources, Unit 3, Reading Readiness Guide, p. 49

- Have students discuss the statements in pairs or groups of four, then mark their worksheets again. Use the Numbered Heads participation strategy (TE, p. T24) to call on students to share their group's perspectives. The students will return to these worksheets later.



SECTION

3

#### This Dreadful Fight

“The Indians are committing depredations [attacks] upon the white inhabitants located upon our Western frontier. . . . The British furnish them with arms, ammunition, and rations. . . . Many . . . are made widows and orphans by this dreadful fight.”

—Lydia B. Bacon, wife of U.S. army officer in Indiana Territory, 1811

◀ American troops and Indians clash at the Battle of Tippecanoe.

## A Time of Conflict

#### Objectives

- Discuss how the United States defeated the Barbary pirates.
- Explain how war in Europe hurt American trade.
- Discuss the causes and effects of the Embargo Act.
- Identify the events leading up to the Battle of Tippecanoe.

#### Reading Skill

**Explain How Events Are Related in Time** Many events that occur in sequence have cause-and-effect relationships. Explaining how events are related in time will help you find these cause-and-effect links. As you read this section, look for events that have this relationship.

#### Key Terms and People

tribute  
Stephen Decatur  
embargo  
smuggle

Tecumseh  
William Henry Harrison

**Why It Matters** Under Washington and Adams, the United States had become entangled in the dispute between France and Britain. That problem did not go away. It rose again with added fury during the administration of Thomas Jefferson.

Section Focus Question: How did Jefferson respond to threats to the security of the nation?

#### Defeating the Barbary States

Trade with Europe was critical to the U.S. economy. Americans sold crops and natural resources to customers in Europe. They purchased manufactured goods made in Europe.

After the American Revolution, pirates began attacking American ships in the Mediterranean Sea. The pirates came from four small countries on the North African coast—Morocco, Algiers, Tunisia, and Tripoli. Together, these countries were known as the Barbary States.

Barbary pirates raided European and American ships, taking property and enslaving sailors and holding them for ransom. European governments stopped such raids by paying the Barbary States **tribute**—money paid by one country to another in return for protection. In exchange, their rulers agreed to leave European ships alone.

For a time, the United States also paid tribute. But Jefferson stopped this practice and sent warships to the Mediterranean Sea to protect American merchant ships. At first, these military patrols went badly. The warship *Philadelphia* ran aground near the Tripoli coast and its 300-man crew was imprisoned. To keep the pirates from using the ship, 60 American sailors led by **Stephen Decatur** raided Tripoli harbor and burned the *Philadelphia* down to the waterline.

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#### Differentiated Instruction

##### L3 Advanced Readers

**Research** Tell students that the policy of impressment was not new in the 1700s. Have students research impressment and identify other warring nations that prac-

##### L3 Gifted and Talented

ted impressment. In a brief report, have them summarize one of the conflicts they read about and tell how the conflict was resolved.

The next year, a small force of American marines marched 600 miles across the Sahara and captured Tripoli. A line in the U.S. Marine Corps anthem—"To the shores of Tripoli"—recalls that victory. It inspired a wave of confidence in the ability of the United States to deal forcefully with foreign powers that threatened American security and prosperity.

**✓Checkpoint** How did European nations protect themselves against raids by the Barbary pirates?

## American Neutrality Is Challenged

A more serious threat to American overseas trade came from two much more powerful countries, Britain and France. By 1803, the two nations once again were at war. The United States remained neutral.

Because it was neutral, the United States continued trading with both Britain and France. The war in Europe had created opportunities for Americans to sell their products there.

Meanwhile, Britain and France looked for ways to weaken each other. One method was to cut off the other country's foreign trade. British warships started seizing American ships trading with France. French warships did the same to American ships trading with Britain. Between 1803 and 1807, France seized 500 American ships and Britain seized more than 1,000.

Britain badly needed sailors for its war against France. So it turned again to impressment. As a result, thousands of American sailors were forced to serve in the British navy.

**Explain How Events Are Related in Time**  
 Explain why American ships were being seized by Britain and France.



**Impressment**  
 A nineteenth-century woodprint shows unfortunate American sailors being impressed by British gangs. Conditions on board British warships were harsh.  
**Critical Thinking: Draw Conclusions** What impact do you think impressment had on the performance of the British navy?

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## Vocabulary Builder

Use the information below to teach students this section's high-use words.

High-Use Word	Definition and Sample Sentence
decline, p. 324	<i>v.</i> to gradually lose strength or power The strength of the Continental army <b>declined</b> after Valley Forge.
restore, p. 326	<i>v.</i> to bring back to a former condition The Loyalists hoped to <b>restore</b> British power in the colonies.

## Teach

### Defeating the Barbary States

p. 322

### American Neutrality Is Challenged

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L2

#### Instruction

- Vocabulary Builder** Before teaching this section, preteach the High-Use Words **decline** and **restore** using the strategy on TE p. T21.
- Key Terms** Have students continue to fill in See It—Remember It chart.
- Read Defeating the Barbary States and American Neutrality Is Challenged with students, using the ReQuest Procedure reading strategy (TE, p. T23).
- Have students list in order the sequence of events that led up to the capture of Tripoli by the United States. Remind them to use sequence signal words when possible.
- Ask: Why were Britain and France a threat to the United States in spite of Jefferson's neutrality policy?** (*Each nation tried to weaken the other by attacking American ships trading with the enemy.*) Have students make a prediction as to how the United States would respond based on what they have learned so far in this section. (*Students will probably predict that the United States will use military action. Explain that they will learn that the country used a different tactic.*)

#### Independent Practice

Have students begin filling in the study guide for this section.

## Monitor Progress

As students fill in the Notetaking Study Guide, circulate to make sure individuals understand Jefferson's foreign policies.

### Answers

**✓Checkpoint** They paid tribute to the pirates from the Barbary States.

**Reading Skill** Britain and France were at war with each other. Neither wanted its enemy to benefit from American trade.

**Draw Conclusions** Possible answer: The British navy was probably weakened by having unwilling soldiers.

## Jefferson Responds With an Embargo

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### Instruction

L2

- Read Jefferson Responds With an Embargo with students. Remind them to look for the sequence of events.
- Ask: **Why was the embargo ineffective for the United States?** (*Neither foreign country relied on the U.S. for shipping or goods so the embargo did not hurt them. The United States did rely on trade so it ended up hurting the country's economy.*)
- Assign the worksheet Jefferson Addresses Foreign Conflict and have students work in pairs to identify the risks and benefits associated with Jefferson's foreign policies. Then recreate the chart on the board and have student volunteers fill it in with their answers. At this time, you can also assign the worksheet Jefferson's Conflicts Overseas. (See Differentiated Instruction activity below.)

**All in One Teaching Resources, Unit 3,** Jefferson Addresses Foreign Conflict, p. 55

### Independent Practice

Have students continue filling in the study guide for this section.

**Interactive Reading and Notetaking Study Guide,** Chapter 9, Section 3

### Monitor Progress

As students fill in the Notetaking Study Guide, circulate to make sure individuals understand the causes and effects of Jefferson's decision to impose an embargo. Provide assistance as needed.

## Answers

**Reading Political Cartoons** (a) the portion containing Europe; much of the Western Hemisphere (b) The cartoonist thinks the leaders are greedy.

**Checkpoint** Impressment was the practice of kidnapping and forcing American sailors to serve in the British navy. It angered Americans because it demonstrated a lack of respect for the United States as a sovereign nation.

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### Carving Up the World



### Reading Political Cartoons

#### Skills Activity

Britain's King George III and French leader Napoleon Bonaparte are shown dividing the world in this American cartoon. Their rivalry drew the United States into a conflict it did not want to enter.

- (a) **Identify Main Ideas**  
What portion of the globe is Napoleon taking? What portion is King George taking?
- (b) **Detect Points of View**  
What do you think the cartoonist's opinion is of the two European leaders?

Beginning in 1805, Britain and France increased their efforts to attack trade with their foes. No matter what American merchant ships did, they risked being seized by either Britain or France.

**Checkpoint** What was impressment, and why did it anger Americans?

## Jefferson Responds With an Embargo

The President looked for peaceful methods to force Britain and France to respect American neutrality. He decided to use an **embargo**—a government order that forbids foreign trade. In 1807, Congress passed the Embargo Act. It imposed a total embargo on American ships sailing to any foreign port. Jefferson predicted that both countries would soon cease attacking American ships.

Things did not turn out as Jefferson expected. Indeed, the big loser proved to be the United States. In just one year, American exports fell from \$109 million to \$25 million. Prices of American crops **declined**, hurting farmers and planters. Tens of thousands of Americans lost their jobs.

Many Americans were outraged by the embargo. Anger was greatest in New England, where merchants depended heavily on foreign trade. Thousands of Americans turned to **smuggling**—the act of illegally importing or exporting goods—in order to evade the embargo.

**Vocabulary Builder**  
**decline** (dee KLYN) *v.* to gradually lose strength or power

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## Differentiated Instruction

**L1** English Language Learners **L1** Less Proficient Readers **L1** Special Needs

**Gaining Comprehension** Assign the worksheet Jefferson's Conflicts Overseas to students who need extra help understanding the concepts of the section. Have students work together in pairs to identify

the causes and effects. Provide assistance as needed.

**All in One Teaching Resources, Unit 3,** Jefferson's Conflicts Overseas, p. 56

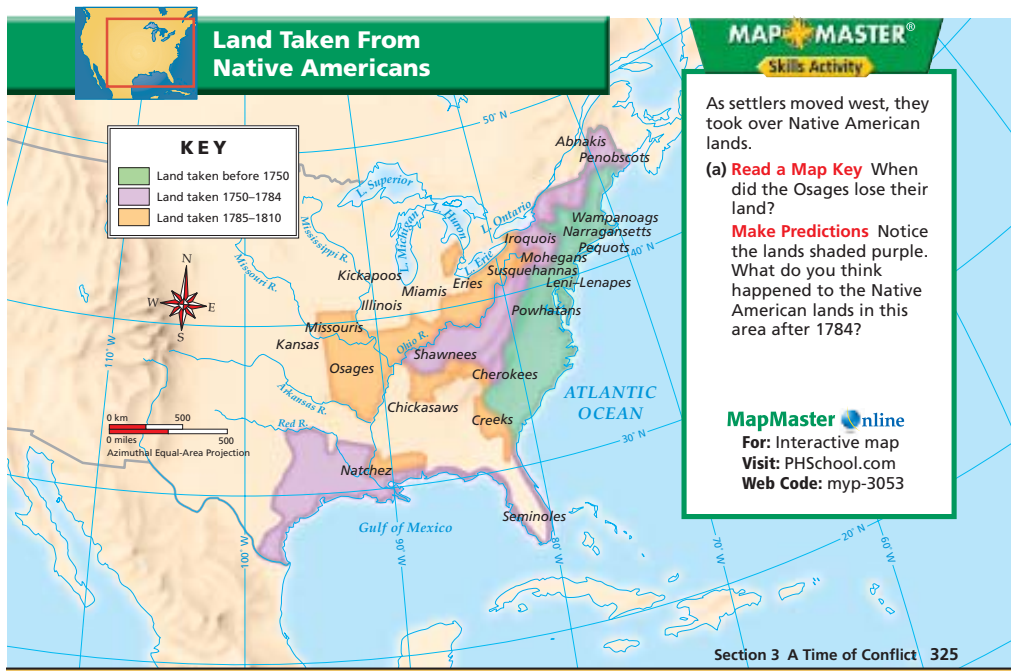
Congress finally repealed the Embargo Act in 1809, just before Jefferson left office. Then, Congress passed a less severe law that reopened foreign trade with every country except Britain and France. The law stated that the United States would reopen trade with those countries when they started respecting America's trading rights as a neutral nation.

**Checkpoint** Why did President Jefferson place an embargo on foreign goods in 1807?

## Tecumseh and the Prophet

In the years after the Battle of Fallen Timbers, tens of thousands of settlers moved westward. Ohio became a state in 1803. Americans continued to push into new areas. They settled in the territory of Indiana and other lands farther west.

The tide of settlement had a grave impact on Native Americans. Diseases such as measles, smallpox, and influenza killed thousands of Native Americans who had never been exposed to such diseases before. Settlers took over large parts of the Native American hunting grounds. Deer and other animals the Native Americans depended on were driven away as farmers cleared the forests for planting. The Native American population decreased, and the power of their traditional leaders declined.



## History Background

**Tecumseh's Warning** When Tecumseh saw the approach of the War of 1812, he joined forces with the British, who also wanted to stem the tide of white settlement in the West. Tecumseh's goal was to drive all settlers out of the Northwest Territory. He issued this warning to the white settlers:

"You are continually driving the red people [from their land] when at last you will drive them into the [ocean]. . . . You ought to know what you are doing with the Indians. . . . It is a very bad thing and we do not like it."

## Tecumseh and the Prophet

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### Instruction

- Have students read Tecumseh and the Prophet. Remind students to look for ways that events are related in time.
- Ask: **What impact did the white settlers have on the Native Americans?** (*White settlers brought diseases that killed thousands of Native Americans, took their land, and drove away much of the game Native Americans hunted for food, shrinking population even further.*)
- Ask students to explain why Tecumseh was a threat to the security of the United States. (*He was organizing the many different Native American tribes to fight together against the white settlers. He also received support from Britain.*)

### Independent Practice

Have students complete the study guide for this section.

**Interactive Reading and Notetaking Study Guide**, Chapter 9, Section 3 (Adapted Version also available.)

### Monitor Progress

- Check Notetaking Study Guide entries for student understanding of the impact of Tecumseh's activities on the nation.
- Tell students to fill in the last column of the Reading Readiness Guide. Probe for what they learned that confirms or invalidates each statement.

**All in One Teaching Resources, Unit 3**, Reading Readiness Guide, p. 49

### Answers

**Checkpoint** to try to force Britain and France to respect American neutrality

**MAP MASTER Skills Practice** (a) 1785–1810 (b) They were occupied by white settlers.

## Assess and Reteach

### Assess Progress

L2

Have students complete Check Your Progress. Administer the Section Quiz.

**All in One Teaching Resources**, Section Quiz, Chapter 9, p. 62

To further assess student understanding, use the Progress Monitoring Transparency.

**Progress Monitoring Transparencies**, Chapter 9, Section 3

### Reteach

L1

If students need more instruction, have them read this section in the Interactive Reading and Notetaking Study Guide and complete the accompanying question.

**Interactive Reading and Notetaking Study Guide**, Chapter 9, Section 3 (Adapted Version also available.)

### Extend

L3

Many of the foreign policy decisions that Jefferson made were hotly contested in Congress. Have students, acting as members of Congress, hold a debate over one of the policies covered in the section. Divide students into two groups. Have one group of students criticize Jefferson's policy and another group defend it. Allow time for each group to prepare their arguments.

### Progress Monitoring Online

Students may check their comprehension of this section by completing the Progress Monitoring Online graphic organizer and self-quiz.

### Answer

**Checkpoint** to preserve traditional ways, resist further settlement, and stop quarreling with each other; Tecumseh organized the western tribes into a league.

### Vocabulary Builder

**restore** (ree STOR) *v.* to bring back to a former condition

**New Leaders Take Charge** The Shawnee people were hard hit by these developments. After 1805, two Shawnee brothers—Tenskwatawa (tehn SKWAH tuh wuh) and **Tecumseh** (tih KUHM suh)—began urging Native American resistance. Tecumseh and Tenskwatawa, who was also known as the Prophet, called on Native Americans to preserve traditional ways.

Tecumseh organized the western tribes into a league to **restore** Indian lands. He traveled widely spreading his message.

**Harrison's Victory** American officials were deeply concerned by Tecumseh's activities. **William Henry Harrison**, governor of the Indiana Territory, decided to take action. While Tecumseh was traveling in search of allies, Harrison marched a thousand soldiers against Shawnee villages on the Tippecanoe River. In the Battle of Tippecanoe, Harrison defeated the Native Americans.

The Battle of Tippecanoe marked the high point of Native American opposition to settlement. Even though the alliance declined in power after the battle, Tecumseh and his warriors continued their struggle during the next several years.

**Checkpoint** What actions did Tecumseh and the Prophet urge on their followers?

**Looking Back and Ahead** Tensions remained high in the West even after Harrison's victory. Many Americans blamed the British, who continued to send arms to the Native Americans. There were widespread calls for war with Britain. Could the President and Congress resist them?

### Progress Monitoring Online

For: Self-test with instant help  
Visit: PHSchool.com  
Web Code: mya-3053

## Section 3 Check Your Progress

### Comprehension and Critical Thinking

- (a) **Identify** Who were the Barbary pirates?  
(b) **Identify Costs** What was the United States risking when it refused to pay tribute to the Barbary pirates? Why do you think Jefferson believed it was worth the risk?
- (a) **Describe** How did settlement in the West affect the Native Americans who lived there?  
(b) **Clarify Problems** Why were Native Americans of the West more likely to favor the British than the Americans?

### Reading Skill

- Explain How Events Are Related in Time** What happened after Congress passed a law to undo the Embargo Act? Explain the connection between the Embargo Act and the new law.

### Key Terms

- Write two definitions for each key term: **tribute**, **embargo**, **smuggle**. First, write a formal definition for your teacher. Second, write a definition in everyday English for a classmate.

### Writing

- Read the following thesis statement: "The last years of Thomas Jefferson's presidency were clouded by international problems." Review the information in this section and choose four facts or details from the section that support this thesis statement. Then, based on the supporting items you chose, write several sentences developing the thesis statement.

## Section 3 Check Your Progress

- (a) They were seamen from the Barbary States in North Africa who attacked foreign ships, taking property and kidnapping sailors for ransom.  
(b) It risked the lives of American sailors. It was important to prove American military strength.
- Native Americans caught diseases from settlers, had land taken from them, and their game fled from lands cleared by the settlers.
- The British also resisted the expansion of American settlement.
- The United States began trading with countries other than Britain and France. The new law made this trade possible.
- Students' definitions should accurately define each vocabulary word.
- Students should include details about the Barbary pirates, British and French attacks on American ships, the Embargo Act, and Tecumseh's activities.