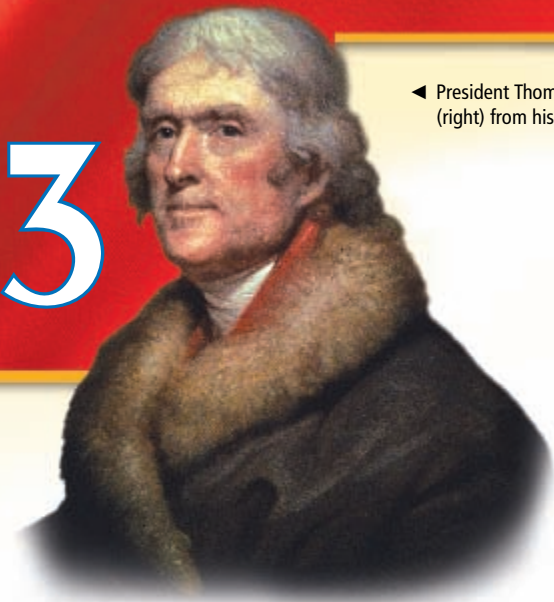


SECTION 3



◀ President Thomas Jefferson, with a banner (right) from his 1800 presidential campaign



WITNESS HISTORY AUDIO

Jefferson Calls for Free Speech

In 1801, Thomas Jefferson became the nation's third President. He emphasized that the federal government should respect public opinion and should allow public criticism—implying that the previous Federalist administration had fallen short on those scores. In an eloquent Inaugural Address, Jefferson insisted that the Republic needed free speech and constant debate.

“If there be any among us who wish to dissolve the union, or to change its republican form, let them stand undisturbed as monuments of the safety with which error of opinion may be tolerated where reason is left free to combat it.”

—Thomas Jefferson, Inaugural Address, 1801

The Age of Jefferson

Objectives

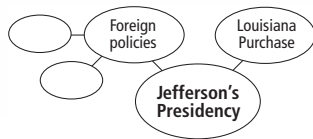
- Understand why some saw Jefferson's election as a “republican revolution.”
- Explain the impact of John Marshall's tenure as Chief Justice of the United States.
- Identify the importance of the Louisiana Purchase.
- Analyze Jefferson's foreign policies.

Terms and People

bureaucracy	Lewis and Clark Expedition
John Marshall	Barbary War
judicial review	impressment
<i>Marbury v. Madison</i>	embargo
Louisiana Purchase	

NoteTaking

Reading Skill: Identify Main Ideas Record main ideas about Jefferson's presidency in a concept web like the one below.



Why It Matters In addition to capturing the presidency in 1800, the Democratic Republicans won control of Congress and most of the state governments. The Federalists would never reclaim national power. Besides taking government in a new direction, the Jefferson administration left a profound legacy with its acquisition of new territory. **Section Focus Question: What were the successes and failures of the Jefferson administrations?**

Pursuing Republican Principles

When the Democratic Republicans took power, they spoke of the election as a “revolution.” Jefferson insisted that “the Revolution of 1800 was as real a Revolution in the principles of our government as that of 1776 was in its form.” In that view, those in the Jefferson administration set out to do things quite differently from their predecessors, who had copied the style of the British monarchy.

New Government Policies Jefferson encouraged Congress to abandon the Alien and Sedition Acts, as well as the hated taxes on stamps, land, and alcoholic spirits. Unlike Hamilton, Jefferson wanted to retire the national debt by paying it down. Despite reducing taxes, he cut the national debt from \$80 million when he took office to \$57 million in 1809. To do this he made major cuts to the army and navy and streamlined the government's **bureaucracy**, or the departments and workers that make up the government. He also benefited when customs revenue from imports increased with a dramatic growth in foreign trade. In addition, the westward movement of American farm families increased the sale of federal lands. These two revenues drove down the federal debt.

SECTION 3 Step-by-Step Instruction

Objectives

As you teach this section, keep students focused on the following objectives to help them answer the Section Focus Question and master core content.

- Understand why some saw Jefferson's election as a “republican revolution.”
- Explain the impact of John Marshall's tenure as Chief Justice of the United States.
- Identify the importance of the Louisiana Purchase.
- Analyze Jefferson's foreign policies.

Prepare to Read

Background Knowledge L3

Remind students that Thomas Jefferson was one of the leading thinkers of the American Revolution and the main author of the Declaration of Independence. Ask students to think about how Jefferson's high ideals for the country might help or hinder him as President.

Set a Purpose L3

- **WITNESS HISTORY** Read the selection aloud, or play the audio.

Witness History Audio CD, Jefferson Calls for Free Speech

Ask **What ideal did Jefferson believe was crucial to a democratic society? (free speech)** Tell students to rephrase the quotation in their own words. (*The nation should not fear opposing ideas because they can be proved wrong through reason and the exchange of ideas.*)

- **Focus** Point out the Section Focus Question and write it on the board. Tell students to refer to this question as they read. (*Answer appears with Section 3 Assessment answers.*)
- **Preview** Have students preview the Section Objectives and the list of Terms and People.
- **NoteTaking** Using the Paragraph Shrinking strategy (TE, p. T20), have students read this section. As they read, have students record main ideas about Jefferson's presidency. **Reading and Note Taking Study Guide**

Vocabulary Builder

Use the information below and the following resource to teach students the high-use word from this section. **Teaching Resources, Vocabulary Builder, p. 11**

High-Use Word Definition and Sample Sentence

surplus	<i>adj.</i> more than is needed The surplus land in the colonies encouraged migration from Europe.
----------------	--

Teach

Pursuing Republican Principles

L3

Instruct

- **Introduce: Key Term** Write the key term **bureaucracy** on the board, and give students the definition. Ask students what prior knowledge they may have of the connotation, or underlying meaning, of **bureaucracy**. Discuss with them how many people refer to government **bureaucracy** today. (Sample response: Some people today view bureaucracy in a negative way, because it increases the size of government and costs more to run.)
- **Teach** Using the Idea Wave strategy (TE p. T22), discuss how Jefferson applied his party's principles to the government while he was President. Ask **What changes did Jefferson make in the federal government?** (He eliminated some taxes, paid down the debt, and reduced the size of the bureaucracy.) **What economic developments helped Jefferson achieve some of his goals?** (Increased customs revenues and sales of federal lands allowed him to eliminate some taxes and pay down the debt.) Have students review the Primary Source quotation on this page. Then, encourage them to discuss why an early American leader might want to adopt a less aristocratic style. Do contemporary politicians still use personal style of dress or manner of speaking to influence public opinion?

Independent Practice

Have pairs of students write a dialogue between Washington and Jefferson that explains their ideas about how the public should view the President. Have pairs conclude by stating which perspective they prefer.

Monitor Progress

As students fill in their concept webs, circulate to make sure that they understand how Jefferson's ideals affected his policies. For a completed version of the concept web, see **Note Taking Transparencies, B-36a**.

Answer

- ✓ He applied republican ideals to reverse some policies of the previous administration.

A Change in Style The Federalists believed that expensive displays taught the public to respect their leaders. Without that respect, they did not think that the government could survive. But, the Democratic Republicans hated the Federalist displays of wealth as an aristocratic threat to the republic. Although Jefferson was a very wealthy, refined, and educated gentleman, he recognized the popularity of a common style. A friend described Jefferson in this way:

Primary Source “If his dress was plain, unstudied, and sometimes old-fashioned in its form, it was always of the finest materials . . . and if in his manners he was simple, affable, and unceremonious, it was not because he was ignorant of but because he despised the conventional and artificial usages of courts and fashionable life.”

—Mrs. Samuel Harrison Smith, c. 1801

- ✓ **Checkpoint** Why was Jefferson's election considered a “republican revolution”?

John Marshall's Supreme Court

When Thomas Jefferson became President in 1801, **John Marshall** became Chief Justice of the Supreme Court. Although the two men were cousins, they were political enemies. Marshall was a Federalist, a last-minute appointee by the outgoing President, John Adams. Marshall's appointment had a major impact on the Supreme Court and on its relationship with the rest of the federal government. Over 35 years, he participated in more than 1,000 court decisions, writing over half of them—more than any other Supreme Court Justice in U.S. history.

Marshall's Four-Part Legacy Marshall applied four of Hamilton's principles to interpret the Constitution. First, his Supreme Court claimed the power to review the acts of Congress and of the President to determine if they were constitutional. This power is known as **judicial review**. Second, he insisted that federal laws were superior to state laws. Third, like Hamilton, Marshall broadly interpreted the Constitution to find implied powers for the national government. Fourth, he insisted upon the “sanctity of contracts.” This limited the power of state governments to interfere with business.

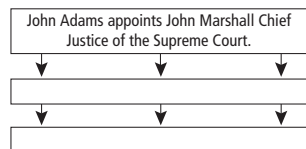
Marbury v. Madison In 1803, Marshall first asserted the power of judicial review in the case of **Marbury v. Madison**. In early 1801, outgoing President John Adams had appointed William Marbury, a Federalist, a justice for the District of Columbia. The incoming Secretary of State, James Madison, refused to deliver the official papers of appointment. When Marbury complained to the Supreme Court, Marshall ruled in favor of Madison by declaring unconstitutional part of the Judiciary Act of 1789.

This ruling was a stroke of genius. Marshall gave the Democratic Republicans what they wanted by denying Marbury his appointment. But in doing so, Marshall claimed a sweeping power for the Supreme Court that the Democratic Republicans did not want that Court to have. After all, the Constitution was silent on what institution should judge the constitutionality of congressional actions. In the Kentucky and Virginia resolutions of 1798, Jefferson and Madison had claimed that power for the state legislatures. Because of Marshall, today we accept that the Supreme Court will review the constitutionality of federal laws.

Establishing Important Precedents After establishing the precedent of judicial review, Marshall never again ruled a federal law unconstitutional. Instead, most of his decisions overruled state laws, usually to defend businesses and interstate commerce from state interference, or strengthened judicial review.

Note Taking

Reading Skill: Recognize Sequence As you read, trace events that led to the recognition that the Supreme Court would have the power to review federal laws.



Differentiated Instruction Solutions for All Learners

L1 Special Needs Students **L2** English Language Learners **L3** Less Proficient Readers

To help students better understand terms such as **bureaucracy**, help them create visual images that illustrate each concept. For example, draw an illustration on the board of a pyramid with many sections. Explain that at the top of the pyramid is the President, and that the many compartments below are levels of the bureaucracy of the executive branch

of the federal government. Have students create their own visual representation of **bureaucracy** and then do the same with any other unfamiliar words they might find in their reading. Have them trade illustrations with a partner to compare how each one visualized the word.

How Can the Supreme Court Declare Laws to Be Unconstitutional?

The Constitution grants each branch of government certain powers. To prevent any one branch from becoming too powerful, a system of checks and balances is part of this framework. While the Constitution specifies balancing powers for the executive and legislative branches, it says little about the judicial branch. One challenge facing the young government was to decide how the judiciary could balance the powers of the President and the legislature.

Marbury v. Madison (1803)

The Facts	The Issue	The Decision
William Marbury asked the Supreme Court to grant him a job as a federal judge, which had been promised to him by the Adams administration but denied by the incoming Jefferson administration. He also sued Secretary of State James Madison.	Marbury argued that the Judiciary Act of 1789, gave the Supreme Court the power to make a government official perform a certain duty.	The Court ruled that in passing the 1789 law, Congress had exceeded the powers granted by the Constitution. Since the law was unconstitutional, the Supreme Court could not order Madison to grant Marbury his commission.

Why It Matters

Marbury v. Madison established the power of judicial review, ensuring that the Supreme Court had the final authority to interpret the meaning of the Constitution. In his majority opinion, Marshall wrote: "It is emphatically the province and duty of the judicial department to say what the law is. Those who apply the rule to particular cases, must of necessity expound and interpret that rule. If two laws conflict with each other, the courts must decide on the operation of each."

Marbury v. Madison established the judiciary branch as an equal partner in government. Since 1803, the Supreme Court and other courts have used judicial review in thousands of cases.

▼ Chief Justice John Marshall, painted in 1840



How Can the Supreme Court Declare Laws to Be Unconstitutional?

Objectives

- Analyze the Supreme Court ruling in *Marbury v. Madison*.
- Explain the effects of *Marbury v. Madison* on the system of checks and balances.

Background Knowledge L3

Ask students to recall why the Framers established three branches of government and a system of checks and balances. Review with students what the Constitution says about the role of the judicial branch in this system.

Instruct L3

- Ask **Who was Marbury and why was he suing Madison?** (*Marbury had been denied a judgeship by Jefferson's administration. He sued James Madison because he was Jefferson's Secretary of State.*) **Why did the Supreme Court rule against Marbury?** (*It found that the Judiciary Act, under which he was suing, was unconstitutional.*) **How did the Court both expand and limit its powers with this decision?** (*The Judiciary Act had expanded the duties of the Court. By declaring it unconstitutional, the Court further defined its authority by establishing judicial review.*)
- For further analysis of this Supreme Court case and the resulting decision, have students complete the worksheet *Landmark Decisions of the Supreme Court: How Can the Supreme Court Declare Laws to Be Unconstitutional? Teaching Resources*, p. 20
- **Connect to Your World** Refer students to the Supreme Court Cases section for summaries of this case. Profiles should include each current Supreme Court Justice, the appointing President, and an identification of that justice as a strict or loose constructionist.

Connect to Your World

Supreme Court Justices serve lifetime terms and are responsible for interpreting the Constitution. When one of the nine seats of the Supreme Court must be filled, the President nominates a replacement. Then, the Senate must approve the President's nomination with a vote. In this way, both the executive and legislative branches can check and balance the power of the judiciary.

Who are the judges that can declare laws to be unconstitutional in today's Supreme Court? Research the Court's current makeup. Create a Supreme Court profile, indicating which Justices were appointed by Democratic Presidents, which by Republican Presidents, and whether they can be described as strict or loose constructionists.

For: Supreme Court cases
Web Code: nce-0631

◀ Current Chief Justice John Roberts



History Background

The "Midnight Judges" William Marbury was only one of several federal judges whom John Adams tried to appoint in the last days of his administration. Critics referred to these last-minute appointments as "midnight judges." As they were all Federalists, it is clear that Adams hoped to secure Federalist control of the courts for some time to come.

The Democratic Republicans saw through this scheme. When Marbury's commission failed to be delivered before the end of Adams's administration, it then became the responsibility of Jefferson's Secretary of State, James Madison, to deliver it. Madison

refused, under direct orders from President Jefferson, and Marbury sued.

Despite the importance of the case, the Supreme Court has been very conservative about applying the power established by *Marbury v. Madison* to overrule Congress. In fact, the Court did not declare another act of Congress unconstitutional until 1857. Before and since then, however, it has reviewed and reaffirmed congressional actions numerous times. For some leaders, this is proof of the balance of power in action, because Congress knows that it must pass laws that will survive judicial review by the Court.

Monitor Progress

Have each student write a summary paragraph that explains the effects of *Marbury v. Madison* on the federal government.

John Marshall's Supreme Court

L3

Instruct

- Introduce: Key Term** Have students locate the key term **judicial review** (in bold) in the text. Ask students to preview the red headings and write a sentence predicting what effects **John Marshall** will have on **judicial review**.
- Teach** Display Color Transparency: *The Marshall Court* while discussing the significant precedents set under Chief Justice John Marshall. Ask **Why did Marshall have such a lasting effect on the judicial system?** (*He served for more than 35 years, participating in more than 1,000 decisions and writing the majority of them.*) **How did the Marshall Court reflect Federalist ideas?** (*It expanded the power of the Supreme Court and of the federal government.*) **Was Marshall a strict or loose constructionist? Explain your answer.** (*He was a loose constructionist, expanding the powers of the Court beyond those spelled out in the Constitution.*) Have students evaluate Marshall's legacy. **Color Transparencies A-23**

Independent Practice

NoteTaking Have students record the sequence of events that led to the establishment of judicial review.
Reading and Note Taking Study Guide

Monitor Progress

As students complete their flowcharts, circulate to make sure that they correctly sequence events. For a completed version of the flowchart, see **Note Taking Transparencies, B-36b**.

Answers

- Marbury v. Madison** established the concept of judicial review, allowing the Supreme Court to overturn an act of Congress or executive order that it finds unconstitutional.

Map Skills

- Review locations with students.
- ivers; mountains
- It almost doubled; it put pressure on the United States to acquire more land for the increasing number of people and their need for farmland. This would cause conflict with Native Americans in the West and European nations such as Spain and Britain that controlled western territories.

These decisions set precedents critical to the development of the new nation's legal and economic systems. Like Hamilton, Marshall interpreted the Constitution broadly to find the implied powers needed for a strong national government.

- Checkpoint** Why was *Marbury v. Madison* so important?

WITNESS HISTORY DVD

Watch *The Lewis and Clark Expedition on the United States Witness History DVD* to explore how this historic trip affected Jefferson and the country.



The Nation Expands

Jefferson insisted that farm ownership—which freed citizens from dependence on a landlord or on an employer—was essential to the freedom of white Americans. Yet without expansion there would not be enough farms for the rapidly growing population. With the population doubling every 25 years, the nation needed twice as much land every generation to maintain farm ownership.

Eying the Louisiana Territory To get more land, Jefferson wanted the United States to expand to the Pacific—despite the fact that much of the continent was already inhabited by Native Americans and European colonists. At first, Jefferson believed that Spain's vast Louisiana Territory west of the Mississippi River would be easy to conquer. He noted that the Spanish colonists were few, their empire was weak, and they were distracted by the war in Europe. Jefferson's plans went awry, however, when the United States got a new and far

The United States, 1803

Geography Interactive

For: Interactive map
Web Code: ncp-0631

Year	Population (in millions)
1790	3.9
1795	4.5
1800	5.3
1805	6.1
1810	7.2

SOURCE: Historical Statistics of the United States

Map Skills With the U.S. population rapidly rising, the country wanted to expand its borders. In turn, the expansion of land brought about by the Louisiana Purchase encouraged population growth.

- Locate:** (a) the Louisiana Purchase, (b) Spanish Territory, (c) British Territory
- Movement** What geographical features helped settlers move westward? What geographical features hindered them?
- Predict** Describe the population growth in the years 1790–1810. How would this growth affect U.S. foreign relations?

Differentiated Instruction Solutions for All Learners

L4 Advanced Readers **L4 Gifted and Talented Students**

Have students work in groups to conduct research on another case heard by the Marshall Court, other than *Marbury v. Madison*. Have each group research a different part of the case: the issues, the main participants, the arguments on both sides, and the Court's decision. Then, tell groups to bring their information together and use it to hold a mock trial, with some students acting as the lawyers for the plaintiff and

others acting as the lawyers for the defendant. Assign a few students to act as Supreme Court justices. After students have presented both sides of the case, have the "justices" deliberate and write their decision if they are unanimous, or majority and minority decisions if they are not. Then, have the entire group discuss why the court ruled as it did and whether they agree with that decision.

more dangerous neighbor to the west. In 1801, France's military dictator, Napoleon Bonaparte, had forced Spain to give him the Louisiana Territory, including the strategic city of New Orleans. The French threatened to block American access to the market in New Orleans. An alarmed Jefferson considered joining the British in an alliance to fight France.

The Louisiana Purchase Jefferson reasoned that he could avoid war by offering to buy New Orleans from the French. When James Monroe and Robert Livingston, the American minister in France, approached Napoleon, they found him surprisingly receptive. Napoleon's imperial plans had been foiled by slave rebels in the Caribbean colony of Saint Domingue, which is now Haiti. Led by Toussaint L'Ouverture, the rebels defeated a French army sent to suppress them. Without that army to occupy Louisiana, and needing money to fight the British, Napoleon decided to sell all of the Louisiana Territory.

In the **Louisiana Purchase** of 1803, Jefferson obtained a vast territory extending from the Mississippi River to the Rocky Mountains. At about 828,000 square miles, the Louisiana Territory nearly doubled the size of the United States. For all of this, the United States paid only \$15 million. Although a great bargain, the Louisiana Purchase was also something of an embarrassment, as it contradicted Jefferson's constitutional principles. He had long argued for a minimal federal government, and the Constitution did not authorize the federal government to buy territory from a foreign country. Jefferson confessed that he had "done an act beyond the Constitution."

In 1804, Jefferson sent Meriwether Lewis and William Clark to explore the new territory, in what became known as the **Lewis and Clark Expedition** (see American Experience feature in this chapter). The men were guided much of the way by a Shoshone woman, named Sacajawea, and her husband.

✓ **Checkpoint** How did the United States gain the Louisiana Territory?

Jefferson's Foreign Troubles

While Jefferson succeeded in his plans to expand to the west, he faced a number of significant challenges to solidifying the stability and economy of the United States.

Fighting the Barbary War The Barbary States of North Africa—Morocco, Algiers, Tunis, and Tripoli—were profiting by seizing American ships and sailors in the Mediterranean Sea. To buy immunity from that piracy, the Washington and Adams administrations had paid protection money to the Barbary States. Jefferson was willing to do the same until the ruler of Tripoli increased his price. In 1801, Jefferson sent the small American navy to blockade the port of Tripoli, winning a favorable peace in 1805, concluding the **Barbary War**.

Entering the Reexport Trade As the population grew and spread westward, the United States needed to expand overseas markets for the surplus

HISTORY MAKERS

Thomas Jefferson (1743–1826)

Along with being a statesman, Thomas Jefferson was an amateur scientist. His deep interest in plants and animals contributed to the Lewis and Clark Expedition. His plantation, Monticello, served as a laboratory for experimenting with plants. Jefferson grew hundreds of varieties of fruits and vegetables, recording their growth in detailed journals. He imported many plants from around the world, including Italian broccoli and Mexican peppers. Some plant samples Lewis and Clark brought back from the West ended up in his garden, where they still thrive today. Jefferson was an enthusiastic experimenter, trying new varieties of those plants that did not flourish. "The greatest service which can be rendered any country," he said, "is to add an useful plant to its culture."



▲ Portable writing desk designed by Jefferson

Vocabulary Builder
surplus—(SUHR pluhs) *adj.* more than is needed

The Nation Expands

L3

Instruct

■ **Introduce** Have students review the map on the previous page. Ask students to write a list of questions based on information in the map that they think will be answered below this blue heading. As students read, have them fill in the answers with information from the text. If their questions remain unanswered, have them do additional research.

■ **Teach** Ask **Why did Americans want to expand U.S. territory?** (*The population was doubling every 25 years, and there was also a need for more farmland.*) **Why did Jefferson want to buy Louisiana?** (*to avoid war with France over control of New Orleans and to expand U.S. territory*) **Why might historians say that the Louisiana Purchase was possible only because of good luck?** (*Possible response: Jefferson had been preparing for war with Spain, but France's acquisition of the Louisiana Territory and the rebellion of slaves in Haiti led France to agree to sell the land for very little money.*) Refer students to the HISTORY MAKERS feature on Thomas Jefferson. Ask **Why might Jefferson have been willing to abandon strict constructionist principles in order to buy the Louisiana Territory?** (*Possible response: He saw the chance to double the size of the country, gain control of the New Orleans port, and remove a foreign power from North America, and this opportunity was too great for him to refuse.*)

■ **Quick Activity** Show students *The Lewis and Clark Expedition* from the **Witness History DVD**, and have them complete the *Outline Map: The Louisiana Purchase* worksheet. **Teaching Resources**, p. 19

Independent Practice

Have students access **Web Code ncp-0631** to use the **Geography Interactive map** and then answer the map skills questions on the previous page.

Monitor Progress

As students answer the map skills questions, circulate to make sure that they understand how the map and the graph are related.

Answer

✓ It bought the land from France.

History Background

The Barbary Pirates The roots of the Barbary Wars were in the long history of piracy in North Africa. Pirates became common in the region in the Middle Ages. They used their stolen wealth to gain political power and some measure of respectability. When Barbarossa ("Red Beard") and his brother united Algeria and Tunisia in the 1500s, they formed a small but mighty empire funded by piracy. The Barbary pirates reached their peak of political power in the 1600s and then slowly began to decline in influence, although not in greed or in the terror they spread on the seas. The leaders of the Barbary States

worked out deals that allowed the ships of some nations to pass freely through their waters in exchange for tribute. Any country that refused to pay the tribute ran the risk of having its ships attacked. The United States refused to pay this fee, resulting in the undeclared wars from 1801 to 1805. Other nations soon grew tired of paying tribute, as well. By 1830, French forces had brought an end to most of the piracy in the region, although the legends of the Barbary pirates lived on for many years in songs and stories.

Jefferson's Foreign Troubles

L3

Instruct

- **Introduce: Key Term** Ask students to find the key term **embargo** (in bold) in the text, and then provide a definition. Ask **What political purpose might an embargo serve?** (*It puts pressure on a country to do or cease doing something desired by the nation that established the embargo.*) Have students read to find out why the United States set up an **embargo** against the British.
- **Teach** Ask **What was the cause of the Barbary Wars and how did Jefferson handle the conflict?** (*He refused to continue paying tribute to the Barbary States and sent a small army to blockade Tripoli until it agreed to a favorable peace.*) **How did the United States benefit from war in Europe?** (*The conflict boosted the American reexport trade and created an economic boom.*) Ask students to review the images on this page and answer the accompanying question. Ask **What was the cause of the conflict with Britain and what was Jefferson's solution to it?** (*The British were impressing American sailors into their navy. Jefferson pushed for an embargo, cutting off trade with Britain.*) **Do you think this was a wise strategy? Explain.** (*Example: No; it hurt the American economy and weakened support for Jefferson's party.*) **Why do you think Jefferson did not want a larger navy?** (*Possible response: Not only did a larger navy increase the size and expense of the government, but it might also turn against the government, in a revolutionary action.*)

- **Analyzing the Visuals** Have students study the image on the next page and discuss how it illustrates why Americans called for war with the British.

Independent Practice

Have students complete a cause-and-effect chart to summarize the events below this blue heading.

Monitor Progress

As students work on their charts, circulate to make sure that they are correctly connecting events.

Answer

Caption They were blockaded by the British.

produce raised on its new farms. From 1793 to 1807, war in Europe aided this goal. The dominant British navy quickly captured most of France's merchant ships. To supply food to the French colonies in the West Indies, and to export their sugar, the French turned to American ships. Because the British had banned direct American voyages between the French West Indies and France, American merchants picked up cargoes in the French colonies and took them to ports in the United States, where they unloaded them. Then the merchants reshipped the cargoes to France as if they were American products.

The value of this "reexport" trade soared from about \$300,000 in 1790 to nearly \$59 million in 1807, creating a boom for the American economy. To meet the new demand, American shipyards produced hundreds of new ships, tripling the size of the nation's merchant marine by 1807. Prosperous American merchants built new wharves, warehouses, and mansions, boosting the construction trades in seaport cities. Farmers also benefited by selling their produce to feed French soldiers in Europe and enslaved Africans and plantation owners in the West Indies.

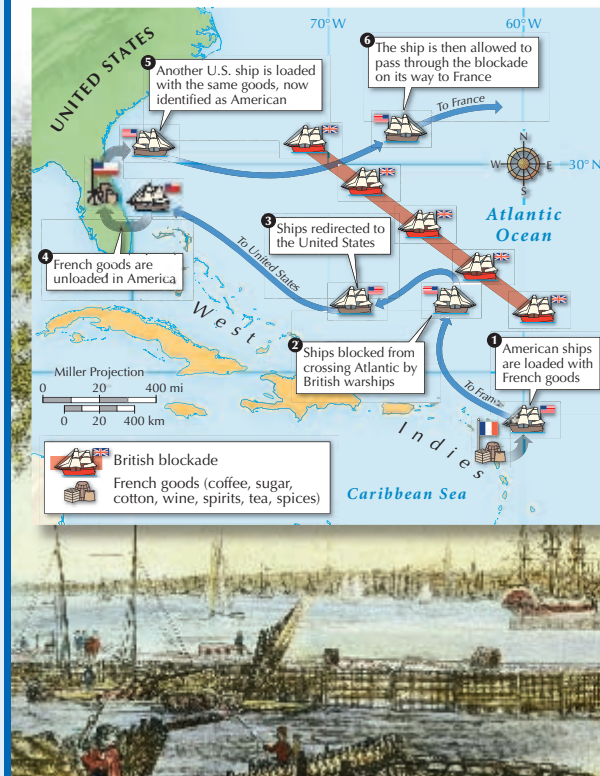
The British hated the reexport trade for two reasons. First, it helped the French economy, which sustained Napoleon's army. Second, the new trade helped the United States become Britain's greatest commercial competitor. In 1805, as British merchants lost markets and profits to American shippers, British warships began to stop and confiscate growing numbers of American merchant ships for trading with the French.

Facing British Impressment The British navy also angered the United States by relying on **impressment**, or taking American sailors from their ships and forcing them to serve in the British navy. Engaged in a tough war, the British desperately needed sailors for their huge fleet. Britain insisted that anyone born within its empire was a British subject for life. Yet British naval officers also took American-born sailors. By 1812, about 6,000 American citizens had been impressed for the harsh duty of serving on a British warship.

At first, Federalist merchants were willing to regard the British abuses as unfortunate costs of doing business on the high seas. They

The Reexport Trade in Action

American ports like Philadelphia, shown here, thrived during the reexport trade. *Why couldn't American ships carry French goods directly to France?*



Differentiated Instruction Solutions for All Learners

L1 Special Needs Students **L2** English Language Learners **L3** Less Proficient Readers

Have students who need additional reading practice skim the visuals and red headings below the blue heading before they read. Then, help them make a brief list of questions for each red heading to which they would like to learn the answers. Ask them to jot down the answers to their questions as they read.

Have students work in pairs to examine the map *The Reexport Trade in Action*. Starting with point 1, have them follow the lines with their fingers, stopping as they move along the routes to read the captions, and identify the different symbols on the maps using the map key. Have students practice this until they can clearly explain why reexportation worked and how it helped U.S. merchants.

pointed out that the old trade with Great Britain remained even more valuable than the new reexport trade with France. But Democratic Republicans insisted that the British actions insulted the United States and threatened the country's economic growth. In 1807, when the British attacked an American warship, the *Chesapeake*, in order to take some of its sailors, many Americans—including many Federalists—were outraged.

Jefferson Asks for an Embargo The United States lacked a navy large enough to challenge the British fleet. Jefferson balked at the high cost of building a bigger navy, which would undermine his policies of reducing the national debt and keeping taxes low. He also worried that a large military would become a threat to the Republic.

As an alternative to war, in 1807 Jefferson persuaded Congress to declare an **embargo**, suspending trade by ordering American ships to stay in port. He expected the embargo to starve the British and close their factories, creating riots in the streets. Instead, the British found other markets in South America. Meanwhile, the embargo bankrupted American merchants, threw American sailors out of work, and hurt farmers, who could no longer export their crops. Exploiting voter anger, the Federalists gained support in the northern states, especially in New England.

Even Jefferson had to admit failure, lifting the embargo just before he retired from the presidency in 1809. Despite having been easily reelected in 1804, the embargo had caused his popularity to lag. Still, he was succeeded by his friend James Madison, who defeated a Federalist rival in the election of 1808.

 **Checkpoint** Why did Jefferson call for an embargo?



Attacking the *Chesapeake*
This engraving from 1816 shows British sailors taking over the *Chesapeake* and impressing the American sailors on board.

Assess and Reteach

Assess Progress L3

- Have students complete the Section Assessment.
- Administer the Section Quiz. **Teaching Resources**, p. 24
- To further assess student understanding, use **Progress Monitoring Transparencies**, 44.

Reteach

If students need more instruction, have them read the section summary.

Reading and Note Taking Study Guide L3


Adapted Reading and Note Taking Study Guide L1 L2

Spanish Reading and Note Taking Study Guide L2

Extend L4

Have students conduct further research on Jefferson's presidency, and have them create a poster illustrating why his election in 1800 marked a significant turning point in U.S. political history.

Answer

-  to end British impressment of U.S. sailors without going to war

SECTION 3 Assessment

Progress Monitoring *Online*

For: Self-test with vocabulary practice
Web Code: nca-0631

Comprehension

1. **Terms and People** Explain the impact of the following people or terms on the development of the United States in the early 1800s.
 - bureaucracy
 - John Marshall
 - judicial review
 - *Marbury v. Madison*
 - Louisiana Purchase
 - Lewis and Clark Expedition
 - Barbary War
 - impressment
 - embargo

2. **NoteTaking Reading Skill: Identify Main Details** Use your completed chart to answer the Section Focus Question: What were the successes and failures of the Jefferson administrations?

Writing About History

3. **Quick Write: Develop a Thesis Statement** Introduce your topic by summarizing it in a single, clear statement. For example, if your topic for this section is John Marshall's Supreme Court, your thesis statement might be "John Marshall had a profound and lasting impact on the Supreme Court and its role in the federal government."

Critical Thinking

4. **Apply Information** How did Jefferson view the Supreme Court precedent of judicial review?
5. **Identify Central Issues** What was Jefferson's main reason for purchasing the Louisiana Territory from France?
6. **Recognize Cause and Effect** What was the impact of the embargo on the American economy?

Section 3 Assessment

1. Sentences should demonstrate students' understanding of the impact each person or term had on the development of the United States in the early 1800s.
2. Successes: reduction of the nation's debt, the Louisiana Purchase, the Lewis and Clark Expedition, peace treaty with the Barbary States; Failures: the British embargo, refusal to build a bigger navy
3. Each student's thesis statement should be a single sentence, clear, and to the point.
4. Possible response: He probably did not like it because it expanded the Supreme Court's power beyond what was specified in the Constitution, which enlarged the powers of the federal government.
5. He wanted to expand the United States to the Pacific Ocean to gain land for farms as he believed that property ownership ensured freedom from landlords and employers.
6. It severely damaged the U.S. economy.

For additional assessment, have students access **Progress Monitoring *Online*** at Web Code nca-0631.

EXPERIENCE LEWIS AND CLARK

Objectives

- Describe the goals and achievements of the Lewis and Clark Expedition.
- Understand the significance of the Lewis and Clark Expedition.

Background Knowledge L3

Remind students that the Louisiana Territory had briefly belonged to Spain, and then Napoleon forced Spain to cede ownership to France. Explain that neither country had extensively settled the land nor had they explored it fully. Ask students why this might be so.

Instruct L3

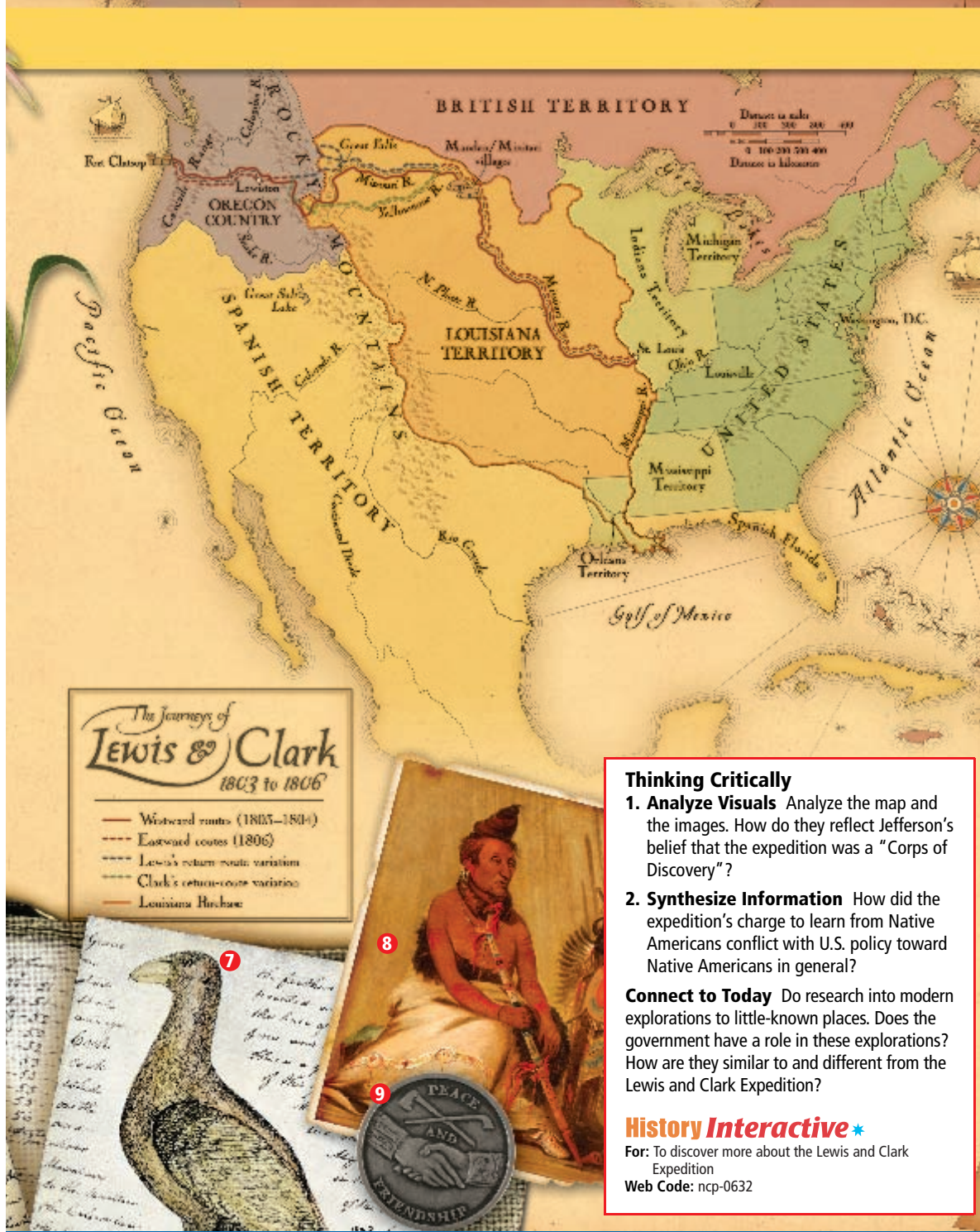
- Point out to students that although there were political aspects to the Expedition, it was also a scientific journey of discovery. Direct students' attention to the images on these two pages. Invite volunteers to read aloud each numbered caption as classmates locate each item. As each item is identified, ask students to explain how it represents the goals of the Expedition.
- Refer students to the map on the next page. Ask **Where did Lewis and Clark begin their journey? (St. Louis) What was the westernmost point that the Expedition reached? (Fort Clatsop near the Pacific Ocean) What do you think might have been the greatest challenge of the journey? (Possible responses: being far from home; hunger, cold, heat; crossing the mountains; getting along with one another on such a long, difficult journey; dealing with Native Americans who may not have been friendly)**

Lewis and Clark discovered ► many species new to science, including 15 mammals, 16 birds, 7 fish, 7 reptiles, and dozens of plants.

In 1800, the lands west of the Appalachians were as foreign to Americans as the moon is to many people today. Therefore, when Thomas Jefferson sent Meriwether Lewis and William Clark on their expedition, he handed them a set of remarkable instructions. The President had spent years crafting them, and they reflected his own impressive range of scientific knowledge. Jefferson called for specific data such as local temperatures, when native plants flowered, and what Native Americans wore and ate. Jefferson named the group the "Corps of Discovery," and meant it literally. He saw the expedition as an unprecedented chance to combine scientific discovery with commercial knowledge that would stimulate the nation's growth. Jefferson spent two years as Lewis's mentor, hiring experts to train the expedition leader in botany, taxidermy, paleontology, and other related fields.

1 Meriwether Lewis 2 William Clark 3 The compass Clark carried on the expedition. 4 A woodpecker species preserved by Lewis and named for him. 5 Clark's detailed diary of the expedition, including hundreds of sketches. 6 A sketch of a trout from Clark's diary. 7 A drawing of a prairie bird. 8 Black Moccasin, a Minitari chief who met Lewis and Clark and was painted by George Catlin three decades later. 9 A peace medal that the expedition gave to Native American chiefs; Jefferson's likeness appears on the other side.





Independent Practice 13

To enrich and extend the lesson, have students access the **History Interactive** at **Web Code ncp-0632**. After students experience the History Interactive, ask them to share their reactions by posing questions such as these: **Why do you think Lewis and Clark agreed to lead the expedition? What do you think the Native Americans they encountered thought of them? What was the most unusual discovery they made?**

Monitor Progress

Have students complete the Thinking Critically questions on a separate sheet of paper and share their answers with the class.

Thinking Critically

1. Analyze Visuals Analyze the map and the images. How do they reflect Jefferson's belief that the expedition was a "Corps of Discovery"?

2. Synthesize Information How did the expedition's charge to learn from Native Americans conflict with U.S. policy toward Native Americans in general?

Connect to Today Do research into modern explorations to little-known places. Does the government have a role in these explorations? How are they similar to and different from the Lewis and Clark Expedition?

History Interactive*

For: To discover more about the Lewis and Clark Expedition
Web Code: ncp-0632

Answers

Thinking Critically

- Although the Expedition was partly about claiming the new Louisiana Territory, it was also a scientific survey of lands, plants, and animals that Americans had never seen before.
- The U.S. policy seemed to be to control and limit their power, not to learn from them.

Connect to Today Answers will vary, depending on the place examined. Possible response: NASA has projects to explore Mars; they are the same as the Lewis and Clark Expedition in that they were government-sponsored journeys of discovery, but different in that modern communication allows machines to explore places, instead of sending humans to do the exploring.