



GRADE 7 LOUISIANA SOCIAL STUDIES

William Charles Cole Claiborne



Growth of the New Nation

Student Volume

Battle of New Orleans



Sacagawea, Lewis, and Clark



New Orleans in the 1800s



THIS BOOK IS THE PROPERTY OF:

STATE _____
 PROVINCE _____
 COUNTY _____
 PARISH _____
 SCHOOL DISTRICT _____
 OTHER _____

Book No. _____
 Enter information
 in spaces
 to the left as
 instructed.

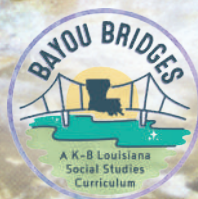
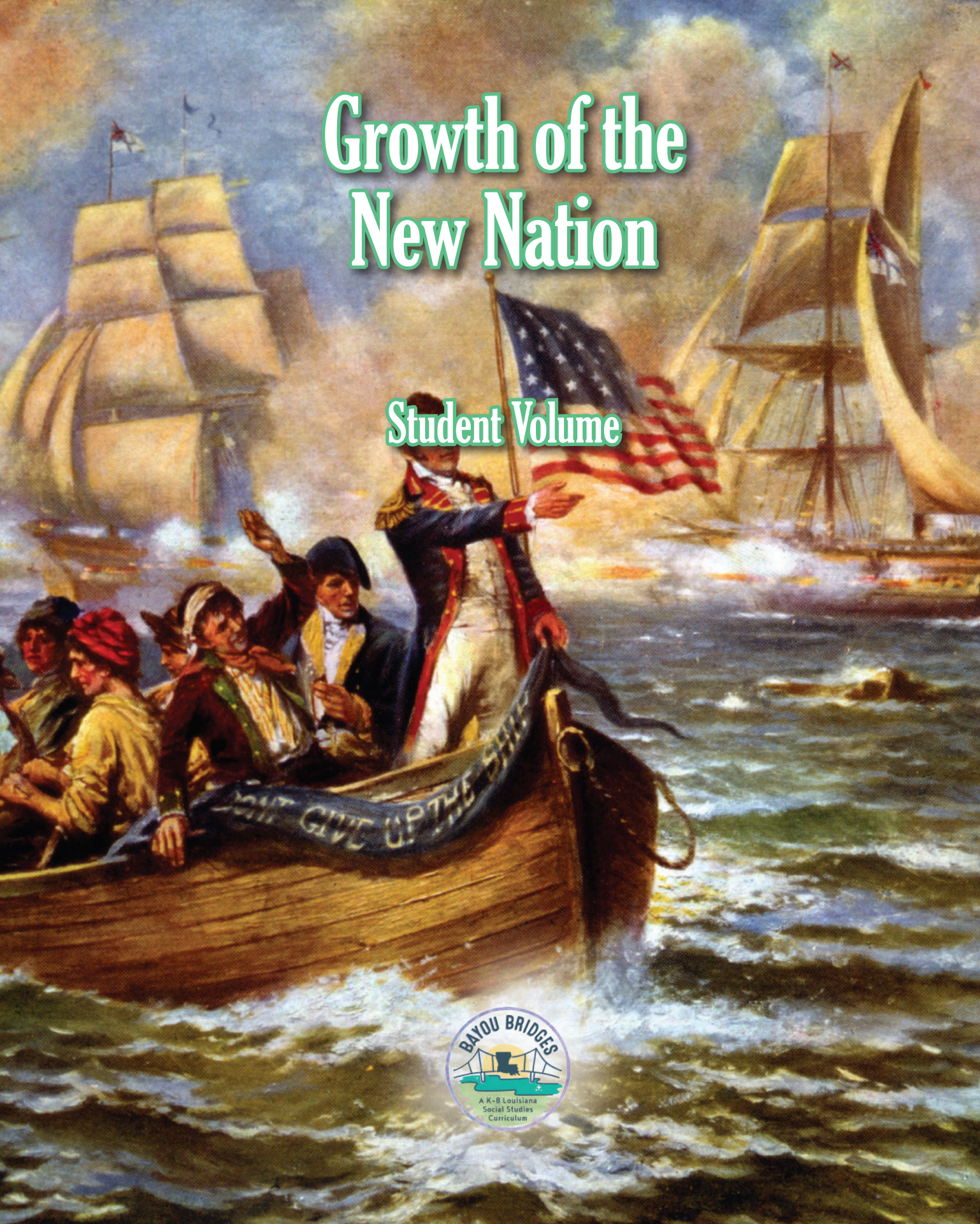
ISSUED TO	Year Used	CONDITION	
		ISSUED	RETURNED
.....		
.....		
.....		
.....		
.....		
.....		
.....		
.....		
.....		

PUPILS to whom this textbook is issued must not write on any page or mark any part of it in any way, consumable textbooks excepted.

1. Teachers should see that the pupil's name is clearly written in ink in the spaces above in every book issued.
2. The following terms should be used in recording the condition of the book: New; Good; Fair; Poor; Bad.

Growth of the New Nation

Student Volume



Creative Commons Licensing

This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License.



You are free:

- to **Share**—to copy, distribute, and transmit the work
- to **Remix**—to adapt the work

Under the following conditions:

Attribution—You must attribute the work in the following manner:

This work is based on an original work of the Core Knowledge® Foundation (www.coreknowledge.org) and the additions from the Louisiana Department of Education, made available through licensing under a Creative Commons Attribution-NonCommercial-ShareAlike4.0 International License.

This does not in any way imply that the Core Knowledge Foundation or the Louisiana Department of Education endorses this work.

Noncommercial—You may not use this work for commercial purposes.

Share Alike—If you alter, transform, or build upon this work, you may distribute the resulting work only under the same or similar license to this one.

With the understanding that:

For any reuse or distribution, you must make clear to others the license terms of this work. The best way to do this is with a link to this web page:

<https://creativecommons.org/licenses/by-nc-sa/4.0/>

Copyright © 2024 the Louisiana Department of Education for the additions to CKHG and the Core Knowledge Foundation for its predecessor work CKHG.

www.coreknowledge.org

All Rights Reserved.

Core Knowledge®, Core Knowledge Curriculum Series™, Core Knowledge History and Geography™, and CKSci™ are trademarks of the Core Knowledge Foundation. Bayou Bridges is a trademark of the Louisiana Department of Education.

Trademarks and trade names are shown in this book strictly for illustrative and educational purposes and are the property of their respective owners. References herein should not be regarded as affecting the validity of said trademarks and trade names.

ISBN: 979-8-88970-046-3



Growth of the New Nation



Table of Contents

01	Chapter 1: Early Growth of the Nation	2
02	Chapter 2: Louisiana's Territorial Period and Statehood	14
03	Chapter 3: The War of 1812 and the Era of Good Feelings	26
	Glossary	42



Chapter 1

Early Growth of the Nation

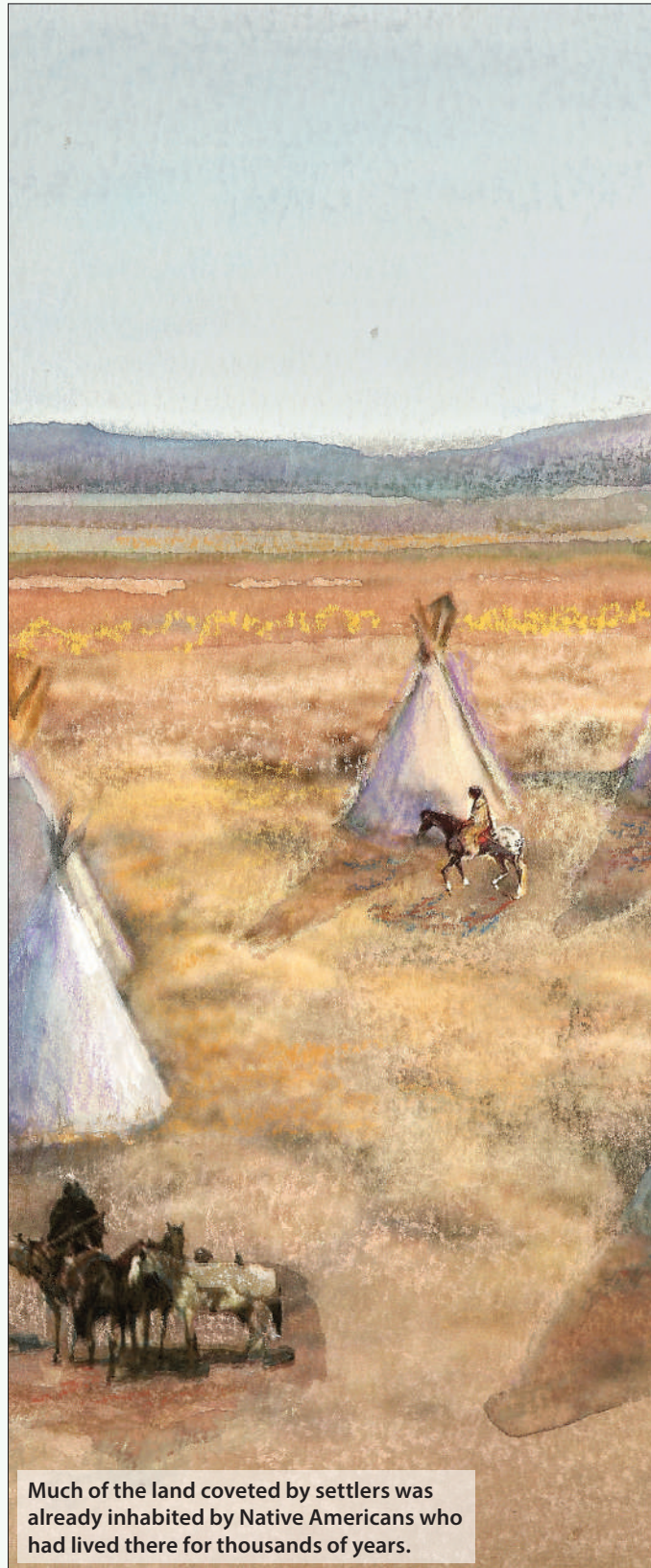
The Framing Question

How did the United States expand in the late 1700s and early 1800s?



Moving West

In the 1700s, the United States was a growing nation in terms of both land and population. Travel was difficult at the time, and most people didn't travel more than a few miles from their farms or villages. Even so, there were some who, despite all the hardships, were willing to search for new beginnings and economic opportunities out west.



Much of the land coveted by settlers was already inhabited by Native Americans who had lived there for thousands of years.



While Indigenous peoples had known the land well for thousands of years, the settlers did not. Hunters and trappers first led the way into areas that had been inhabited only by Indigenous peoples. The western frontier marked the end of the area settled by Americans and the beginning of what most Americans considered wilderness.

In the 1890s, an American historian named Frederick Jackson Turner wrote an essay called “The Significance of the Frontier in American History.” It offered a good explanation of the western frontier and how it figured in the development of the nation’s identity. Turner wrote that the frontier represented freedom and new opportunities. As a result, many Americans would move farther and farther west in pursuit of these two ideals.

By the 1760s, settlement reached the Appalachian Mountains. But there it stopped and the frontier began. The mountains formed a physical barrier to the West. In 1763, the British issued an order that prevented settlers from moving beyond the mountains. They hoped to prevent possible conflicts with Native Americans who inhabited these lands.

Think Twice



According to Frederick Jackson Turner, what did the frontier represent to Americans? Who might have been troubled by these ideas?



The Wilderness Road

In 1769, a hunter and explorer from Pennsylvania named Daniel Boone, along with a group of five companions, found the Warrior's Path, a narrow pass through the mountains that was used by Native Americans. At the other end of the pass, they came upon land that would become the state of Kentucky. This mountain pass came to be called the Cumberland Gap. In 1775, Boone was hired to widen the path so that settlers with wagons and animals could use it. Boone and a crew of forty men chopped down trees and cleared away the underbrush. In just a few months, the new road, now called the Wilderness Road, was ready for use.

Over time, thousands of people moved onto the rich land of the Ohio River valley.

Find Out the Facts



Find out more about the life of Daniel Boone.

Others moving west came by way of the Ohio River. They floated downstream on flatboats until they reached the land they hoped to settle. By 1792, Kentucky had enough people to become a state. Tennessee became a state just four years later. During those same years, pioneers also moved into the land north of the Ohio River and west of Pennsylvania, known as the Northwest Territory. In 1787, Congress passed the Northwest Ordinance, which divided the Northwest Territory into districts. The ordinance provided a



The Wilderness Road helped boost westward expansion.

pathway for the districts to eventually become states, and it prohibited slavery in them. Most of the pioneers settled along the Ohio River or near the streams that emptied into it. The Ohio River, and the Mississippi River too, became a water highway for westerners to transport their farm products to market.



Lewis and Clark Explore the Louisiana Purchase

You have learned that the United States bought the Louisiana Territory from France in 1803. President Thomas Jefferson was eager to explore this vast area of land between the Mississippi River and the Rocky Mountains. He wanted to know if there was a way to cross the Rocky Mountains. He also hoped to discover a way to reach the Pacific Ocean entirely by water—the long-dreamed-of Northwest Passage.

Jefferson decided to send an **expedition** to find the answers to these and many other questions. He chose his twenty-nine-year-old

Vocabulary

expedition, n. a special journey taken by a group that has a clear purpose or goal

private secretary, Meriwether Lewis, to lead the expedition. Lewis had also served as an army captain on the frontier, and he was an experienced explorer. Lewis asked a friend from his army days, William Clark, to lead the expedition with him.

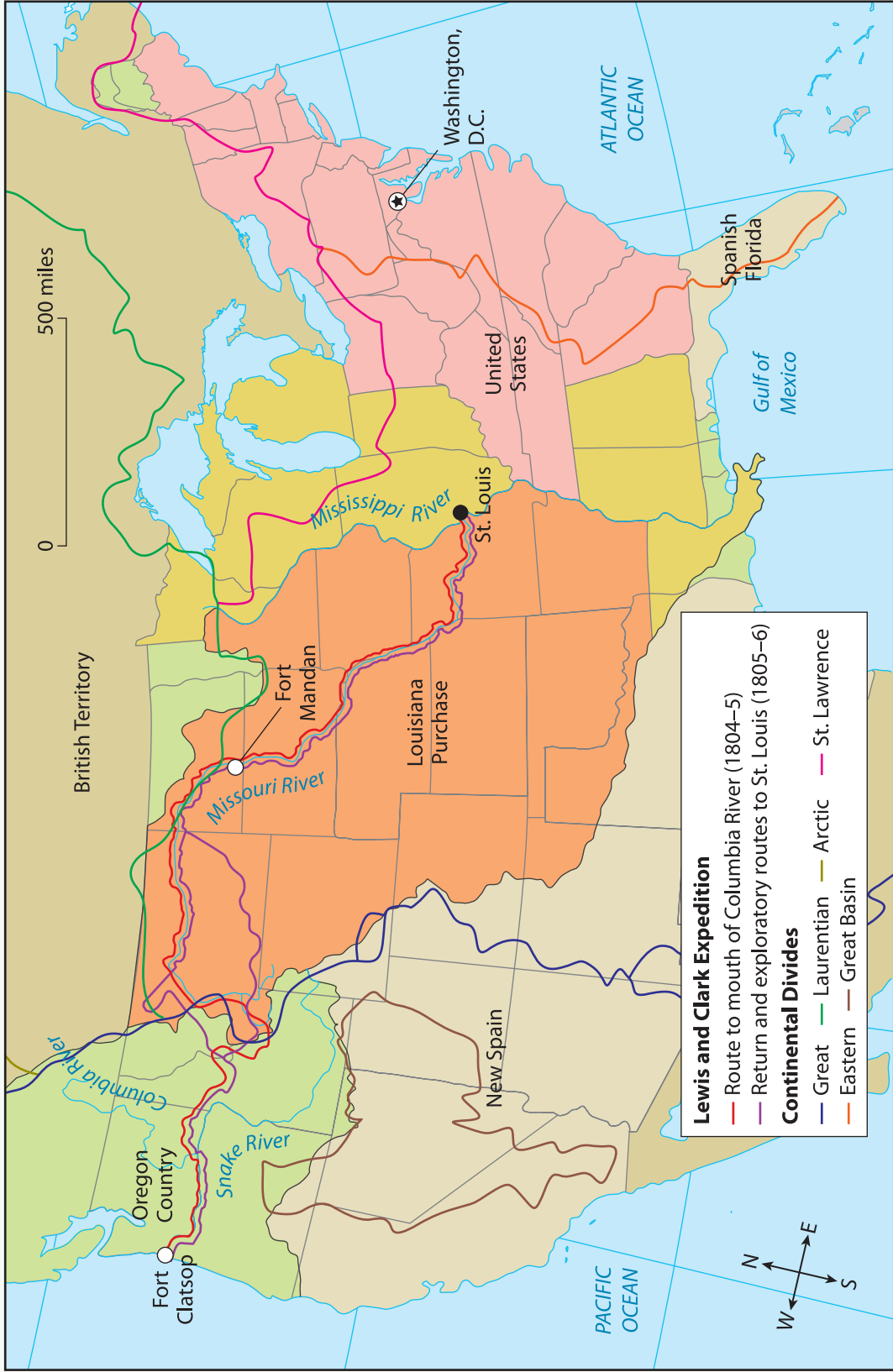
The two expedition leaders prepared for the long journey. They hired a team of more than forty people to accompany them on the expedition. Many were soldiers. York, an enslaved African American owned by William Clark, was also brought along. They bought large amounts of clothing, tools, and medical supplies. They also bought plenty of ammunition. Even though the explorers were bringing a lot of dry food, they would also have to hunt for much of what they would eat. Knowing they would be interacting with many groups of Native Americans, Lewis and Clark also gathered a supply of goods to trade and to give as gifts, including 2,800 fishhooks and 4,600 needles.

Think Twice



Why do you think the Lewis and Clark expedition brought goods to trade and give as gifts?

Finally, on May 14, 1804, the Lewis and Clark expedition was ready to depart from St. Louis, Missouri. The men began



The Louisiana Purchase doubled the size of the United States overnight.

to pole, push, and pull the boats up the Missouri River. Several months later, the group reached what is now North Dakota, where they stopped to spend the winter in a village of the Mandan people. The Mandan lived in settlements along the Missouri River. They raised a variety of crops, including corn and pumpkins, and supplemented their diet with hunting. Mandan villages were frequently visited by European explorers in the nineteenth century.

Realizing they would need more people who understood Native American languages, Lewis and Clark added two new people to their company. One was a French Canadian trapper named Toussaint Charbonneau (/shar*bah*noh/), who had lived among Native Americans for many years. The other was Charbonneau's sixteen-year-old wife, Sacagawea (/sak*uh*juh*wee*uh/), a Shoshone woman, who was expecting a child. Sacagawea would serve as an **interpreter** for the expedition.

Vocabulary

interpreter, n. a person who translates from one language to another

With the arrival of spring, the expedition, which they called the "Corps of Discovery," set out once more. They paddled up the



Sacagawea played a vital role in the success of the Lewis and Clark expedition.

Missouri River in their new canoes. The exploring party was now smaller, for this was as far as the extra men from St. Louis would go. But the expedition had also added a new passenger: Sacagawea's baby boy, Jean Baptiste Charbonneau.

Think Twice

What does the name "Corps of Discovery" tell you about members' views of the expedition?



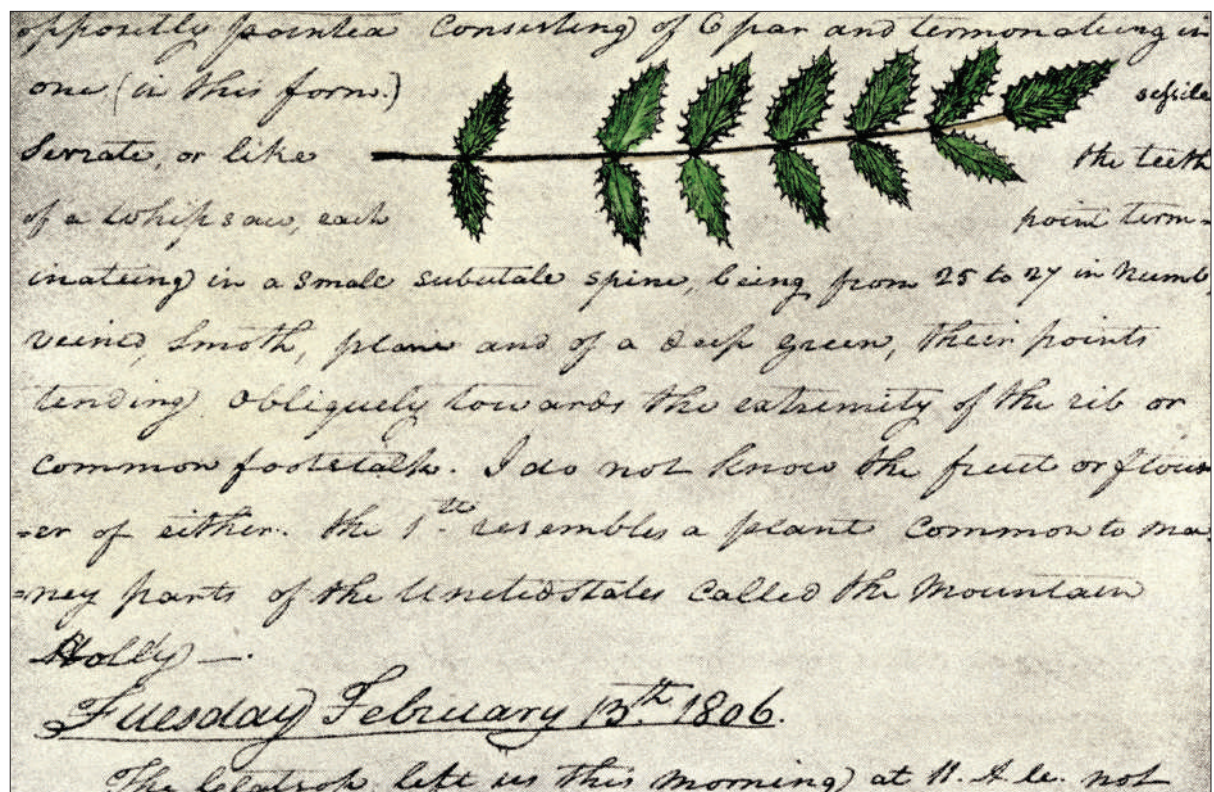
The explorers set out on boats, navigating rivers that were unfamiliar to them.

In the summer of 1805, the explorers reached the source, or starting point, of the Missouri River, in present-day Montana. They were entering the country of the Shoshones—Sacagawea’s people. By mid-August, the Lewis and Clark party had made it to the **Continental Divide**. This is the line high in the Rockies from which all the rivers flow to the east on one side and to the west on the other. It was an exciting moment for the group, but dangerous rocky trails lay ahead as they began their climb down the western slopes.

Vocabulary

Continental Divide, n. the high line in the Rockies from which water flows east on one side and west on the other

In October, the men lowered their canoes into the waters of the Snake River. They paddled down the Snake River into the Columbia River until, in November 1805, they sighted the Pacific Ocean. William Clark wrote in his journal entry for November 7, 1805, “Ocean in view! O! the joy.”



William Clark sketched this branch from an evergreen shrub in his journal.

Some of the explorers returned to St. Louis in September 1806. From there, Meriwether Lewis continued to Washington, D.C., to report to President Jefferson about the newest U.S. territory. Both Lewis and Clark had kept detailed accounts of the expedition and their findings. This information greatly helped the U.S. government. The maps made by the expedition were published, showing the geography of the West and routes that could be taken through it. The expedition also identified numerous plants, strengthened the United States' claims to territory in the West, and established contact with Native American inhabitants of these lands. The American settlers who later moved west to settle and exploit the land followed in the footsteps of the Corps of Discovery.

The Corps of Discovery had traveled more than seven thousand miles (11,000 km) in just under two and a half years. They had crossed the North American continent from one side to the other. For the first time, Americans began to think of themselves as having a genuinely continental presence—one that would stretch from one ocean to another.

Find Out the Facts



Find out more about the Lewis and Clark expedition, including the role Sacagawea played.

Writers' Corner

Using your research, write a report about Sacagawea's role in the Lewis and Clark expedition.



Other Explorations

Lewis and Clark were not the only ones commissioned by President Jefferson to explore the Louisiana Territory. A few months after the Corps of Discovery left St. Louis, another expedition set out to explore and chart the lower part of the Louisiana Territory. The Dunbar-Hunter expedition was led by two Scottish immigrants. William Dunbar was a chemist, trader, and farmer who owned a couple of large plantations in the Louisiana Territory. Dunbar had also spent some time surveying land for Spain's government. George Hunter, like Dunbar, was a scientist. He fought for the Patriot

cause during the American Revolution before working as a surgeon, chemist, and explorer.

The Dunbar-Hunter expedition was initially tasked with charting the Red River and the Arkansas River. As the two men worked to assemble supplies and a crew, reports reached President Jefferson of Native American attacks in the region. As a result, Dunbar and Hunter changed the focus of the expedition, setting their sights on the Ouachita River and the natural hot

springs that the explorers identified as a point of interest.

Nineteen men began their journey on October 16, 1804, from Natchez, on the Mississippi River. They first traveled downriver before traveling up the Red River to the Black River. The crew quickly discovered that their boat was too large for the Black River's shallow waters. They encountered similar issues when they reached the Ouachita River, forcing the crew to frequently unload the boat and carry supplies on land.

In early November, the expedition hired a guide named Samuel Blazier to take them to the hot springs. The expedition made note of the impressive hot springs, and Dunbar and Hunter spent a month studying both the chemistry of the hot springs and the area's unique geography. The crew began their return trip on January 8, 1805, and returned to their starting point by the end of the month.

Like Lewis and Clark, Dunbar and Hunter recorded detailed scientific accounts of parts of present-day Louisiana and Arkansas. They also described the peoples they encountered, including Indigenous groups and settlers, traders, and trappers of European descent



The Dunbar-Hunter expedition was tasked with exploring the Ouachita River, while the Red River expedition pushed into Spanish territory.

who inhabited the area. Knowledge of the area helped make the region a destination for future settlement and economic development.

In May 1806, a year after the Dunbar-Hunter expedition and shortly before the Corps of Discovery's return, the Red River expedition set out. The expedition had three main goals. First, it was to survey the river and document the plants and wildlife of the region. Second, it was to define the southwestern border of the Louisiana Territory. Third, it was to meet with Native American leaders to form alliances on behalf of the federal government.

The party was led by Thomas Freeman, a surveyor, and Dr. Peter Custis, a naturalist. They relied on the help of French and Indigenous guides on their journey. The group spent time staying with Caddo and Alabama-Coushatta people. On July 28, less than three months after embarking on the Red River and less than halfway to its source, the expedition was stopped by Spanish troops and forced to return home. Although the Red River expedition was short-lived, its leaders learned more about the Red River and documented more than two hundred plant and animal species.

Think Twice



Why did Thomas Jefferson commission multiple expeditions into the Louisiana Territory?



A Growing Country

The United States grew rapidly through the end of the 1700s and into the early 1800s. During Jefferson's presidency, the population of the United States increased by more than 30 percent. As coastal areas became more crowded, more and more people sought their fortunes west of the Appalachian Mountains. Settlers cleared land for farms and ranches. They built towns and cities that became centers for manufacturing, shipping, and trade. This economic growth was not without its challenges, especially from other foreign powers, like the Spanish mentioned previously. It should also be noted that westward expansion was often at the expense of Indigenous peoples.

Find Out the Facts



Research the U.S. Census records for 1790, 1800, and 1810 to see how the population of the United States changed in its first few decades as a country.

PRIMARY SOURCE: MERIWETHER LEWIS'S REPORT TO THOMAS JEFFERSON (1806)

In 1806, Meriwether Lewis submitted a report to President Jefferson summarizing the Corps of Discovery's expedition. In this report, you will find many unusual spellings, including several words spelled phonetically, or based on how they sound.

If the government will only aid, even in a very limited manner, the enterprize of her Citizens I am fully convinced that we shal shortly derive the benifits of a most lucrative trade from [the Columbia River], and that in the course of ten or twelve years a tour across the Continent by the rout mentioned will be undetaken by individuals with as little concern as a voyage across the Atlantic is at present. . . .

I have brought with me several skins of the Sea Otter, two skins of the native sheep of America, five skins and skelitons complete of the Bighorn or mountain ram, and a skin of the Mule deer beside the skins of several other quadrupeds and birds natives of the countries through which we have passed. I have also preserved a pretty extensive collection of plants, and collected nine other vocabularies.

I have prevailed on the great Cheif of the Mandan nation to accompany me to Washington; he is now with my frind and colligue Capt. Clark at this place, in good health and sperits, and very anxious to procede.

With respect to the exertions and services rendered by that esteemable man Capt. William Clark in the course of late voyage I cannot say too much; if sir any credit be due for the success of that arduous enterprize in which we have been mutually engaged, he is equally with myself entitled to your consideration and that of our common country.

Source: "Meriwether Lewis to Thomas Jefferson, September 23, 1806." From *Thomas Jefferson and Early Western Explorers*, transcribed and edited by Gerard W. Gawalt. Manuscript Division, Library of Congress.

PRIMARY SOURCE: TO THOMAS JEFFERSON FROM GEORGE HUNTER, AUGUST 2, 1803

In 1803, George Hunter wrote to President Thomas Jefferson, promoting the idea of an expedition to explore the Louisiana Territory and recommending himself for the task. Hunter was originally from Scotland but had settled in the United States. He fought in the Revolutionary War before making a career as a chemist, surgeon, and explorer.

Sir,

If the Government of the United States has a desire to explore the new acquisition of Territory called Louisiana, In order to procure general & necessary information preveous to a Treaty to fix Boundaries between us & the Dominions of Spain.

To ascertain the situation of, & circumstances relative to, those large bodies of good Land which shall appear best calculated to reimburse the purchase money of the Province, if not to discharge the Whole National Debt.

To have an accurate account of such of those natural Treasures, of Nitre, Sea Salt, Sulphur, Coal & other Minerals, Iron, Copper, Lead & other Metals as are already discovered & unapropriated, in order to their being disposed of to the best advantage for the general good.

And is inclined to accept my services to accomplish those & other objects the Government may have in veiw in that Country.

I will with pleasure make a tender of my best endeavours to execute such orders as I may receive, which from having some knowlege of the Customs & Languages of the French & Spaniards, of Chemistry & Mineralogy, & not unused to travelling by Land & Sea, particularly in the Western Country, I flatter myself I can perform to the satisfaction of the Government.

I am with great respect & esteem, your Excellys. most obt. Servt.

George Hunter

Source: "To Thomas Jefferson from George Hunter, 2 August 1803," *The Papers of Thomas Jefferson*, vol. 41, 11 July–15 November 1803, edited by Barbara B. Oberg. Princeton, NJ: Princeton University Press, 2014, pp. 136–137.

Chapter 2

Louisiana's Territorial Period and Statehood

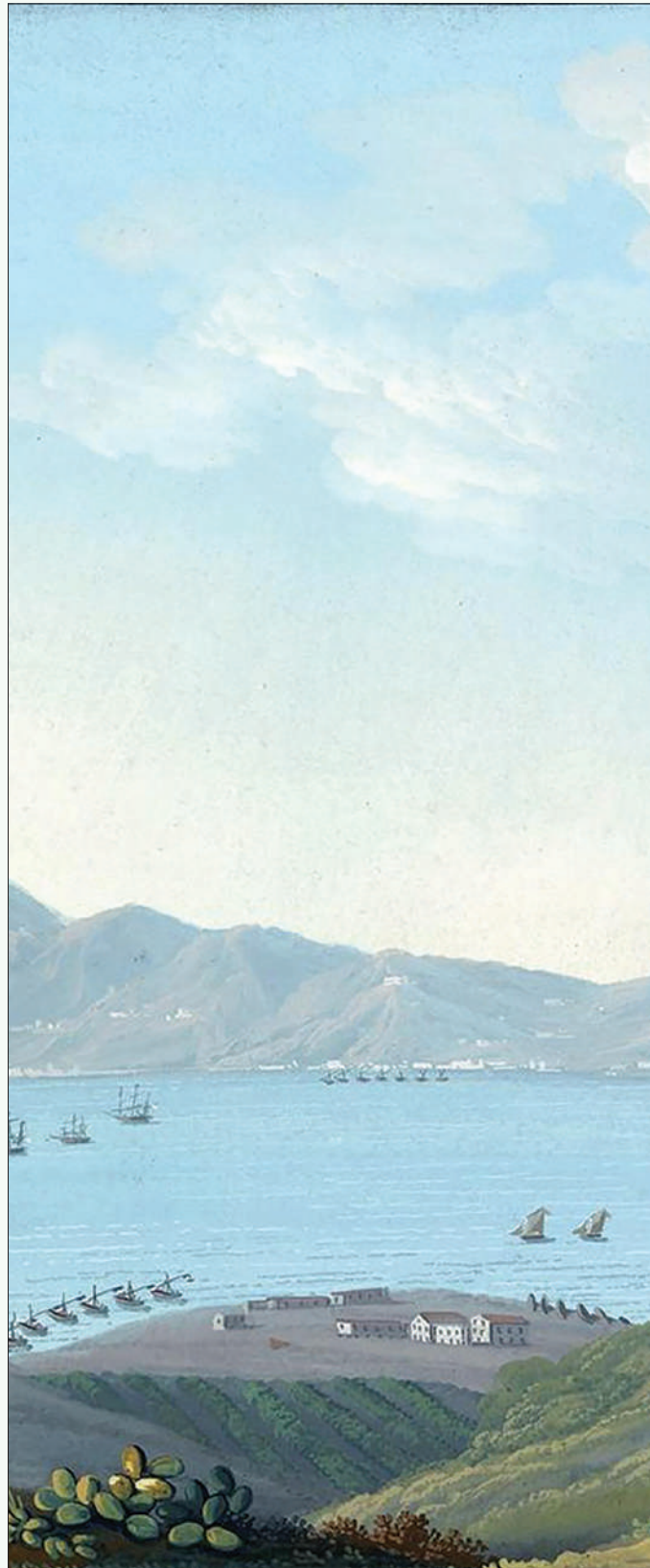
The Framing Question

What were the characteristics of Louisiana's territorial period?

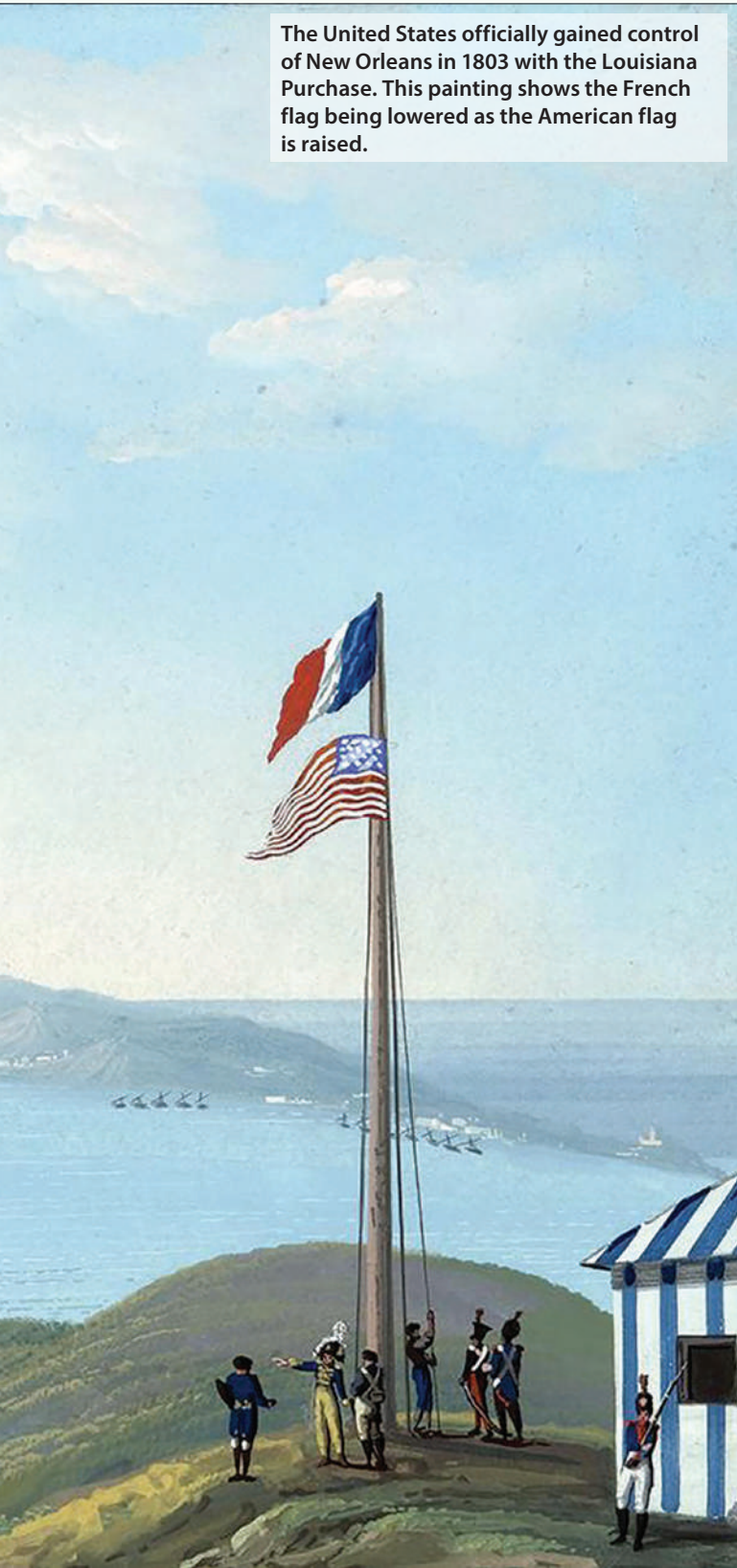


Opportunities and Challenges

The Louisiana Purchase was one of the defining acts of Thomas Jefferson's presidency. It offered seemingly endless opportunities for the young United States. More land meant more room for the growing population. Control of the Mississippi River and the Port of New Orleans meant more economic opportunity and security. But managing such a massive territory and its peoples, who had different histories and worldviews, would not be easy.



The United States officially gained control of New Orleans in 1803 with the Louisiana Purchase. This painting shows the French flag being lowered as the American flag is raised.



Another challenge would be dealing with Spain. In the first decade of the 1800s, Spain was losing power in its colonies and encountering troubles at home. Spain was caught up in Napoleon's wars in Europe and was even invaded by France in 1808. As a consequence, the Spanish had trouble keeping control of their colonies. In 1810, most of Spanish America declared independence from Spain. At the time of the Louisiana Purchase in 1803, the Spanish had only quite recently ceded control of Louisiana back to France. Now, they suddenly shared a border with the United States. Worse, that border was not well defined.

Among the border issues, there were serious disagreements about who owned which territory, or where one piece of land ended and another territorial claim began. When Great Britain won the French and Indian War in 1763, it had gained control of the fort at Baton Rouge, in what is today Louisiana, and merged it into its colony of West Florida. Great Britain went to war with Spain in 1779. In September of that year, Spanish forces won the Battle of Baton Rouge and took control of West Florida from Great Britain. After the Louisiana Purchase, the small Spanish colony was almost completely surrounded by U.S. territory. Fort San Carlos,

in Baton Rouge, was the only military post on the Mississippi River not controlled by the United States. In September 1810, American settlers in Baton Rouge revolted against Spanish rule. They captured Fort San Carlos and claimed their independence as the West Florida Republic. The U.S. government **annexed** West Florida a few months later, although Spain still maintained its claim to

the region. The West Florida Controversy was not officially resolved until 1819.

Vocabulary

annex, v. to take over territory

The border between Spanish Texas and the Louisiana Purchase was also a matter of debate. To avoid armed conflict, in 1806, Spanish and American military leaders

The Neutral Ground, 1806



The Neutral Ground served as a buffer between U.S. and Spanish territories.

created the Neutral Ground, an area that neither country would try to rule or settle. The Neutral Ground was bounded to the west by the Sabine River and to the east by the Arroyo Hondo. It was supposed to be unoccupied. However, the fact that it had no government made it an appealing destination for people who wished to live in a place where there were no formal authorities. Spanish and American settlers, as well as escaped enslaved people, criminals, revolutionaries, and others, found their way there.



Think Twice

Why would certain groups have found the Neutral Ground an appealing place to settle?



Territorial Government in Louisiana

One of the U.S. government's greatest concerns after the Louisiana Purchase was how to govern the new territory. In 1804, Congress divided the newly acquired land into two territories. The huge area north of thirty-three degrees latitude became the District of Louisiana. The area south of thirty-three degrees, much of which

would become the present-day state of Louisiana, was named the Territory of Orleans. President Jefferson appointed William Charles Cole Claiborne, the former governor of the Mississippi Territory, as Orleans's first territorial governor.

The diverse population in Orleans posed political and cultural challenges. Orleans was home to many people known as Creoles, who had been born in the colony. Creoles could be of European, African, Indigenous, or mixed descent. The people of Orleans had their own political systems, languages, religions, and cultures.

The Term *Creole*

The meaning of the term *Creole* varies, both across regions and over time. Generally, in parts of the Americas claimed by France and Spain, a *Créole* (in Spanish, *Criollo*) was a person of European or African descent born in a French or Spanish colony in the Americas or West Indies. In Louisiana, the term is also used in two other ways. It can be used to mean the descendants of white French or Spanish settlers who continued to speak French and to preserve other elements of French culture. It can also refer to people of mixed African and French or Spanish ancestry speaking a dialect of French or Spanish.

Such differences often put them at odds with the U.S. government and the English-speaking settlers who moved to the territory. At times, French and Spanish people in the region actively resisted U.S. governance.

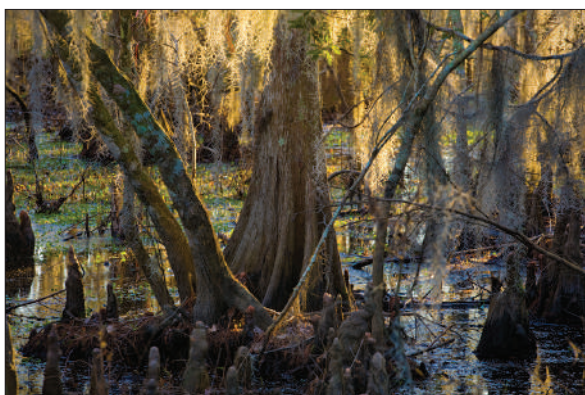


Find Out the Facts

Research the different groups that lived in the Louisiana Territory, including the languages they spoke and the religions they practiced.

Writers' Corner

Write a short essay summarizing your research about different groups living in the Louisiana Territory. Explain how these groups influenced the territory's culture.



Louisiana's swamps and bayous made it easy for pirates, smugglers, fugitives, and runaways to hide from law enforcement.

The geography of the Territory of Orleans also made it difficult for the federal government to enforce the law. As in many port cities of that time, piracy and smuggling were common. Pirates used the region's many waterways to smuggle goods and people in and out of the area. Escaped slaves and others hiding from the law took refuge in the **bayous** and swamps.

Vocabulary

bayou, n. a marshy body of water that connects to a lake or river

As governor of a new territory, Claiborne had to develop policies to manage cultural differences and integrate Orleans into the existing framework of the United States. He appointed a legislative council with Julien de Lallande Poydras, a wealthy French-born landowner, as president. Later, Poydras would represent the Territory of Orleans as a delegate to the U.S. House of Representatives. Under Claiborne's leadership, the territory adopted the parish system. Previously, under French and Spanish rule, Louisiana had been divided into *parishes*, or small districts, each having its own church. The territorial government used the existing

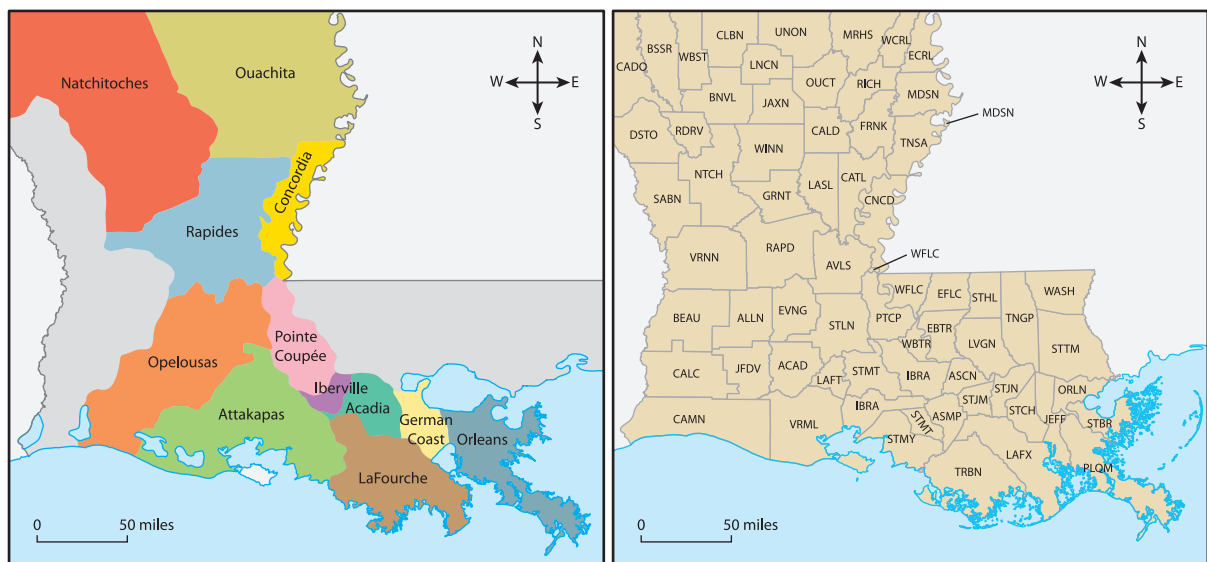
parish concept to create local units of government also called parishes. Each parish was administered by a body of twelve citizens called the *police jury*. A parish judge and justices of the peace also helped run the parish.

Orleans's territorial government worked to blend two different systems of law. These different systems reflected the diversity of cultures and legal systems used by the different European powers that had ruled the region. Since colonial times, the United States had been governed by the *common law* system that developed in England. Under this system, legal principles are developed by judges. Judges make decisions based on their interpretations of the laws

and of *case law*, or records of previous legal decisions.

In contrast, the French and the Spanish practiced *civil law*, which is based on the ancient Roman legal system. In the civil law system, a judge's decision only applies to a particular case, and only laws created by the legislature are binding on all. The Napoleonic Code was the civil law system imposed on French Louisiana. The law code adopted by Orleans, the Civil Code of 1808, is an example of cooperation between Creole and English-speaking peoples. It includes elements of both civil law and common law. Today, Louisiana is the only state in the nation that has a mixture of civil law and common law.

Louisiana Parishes



The Orleans Territory was initially divided into twelve parishes. Today, Louisiana has sixty-four parishes.



Think Twice

Why did the territorial government incorporate elements of existing systems of government in the Orleans Territory?

The territorial period had mixed effects on the people living in what was to become Louisiana. White Louisianans became U.S. citizens after the Louisiana Purchase was complete. They now had the full protection of the Constitution. Free Black people, however, saw many of their rights disappear. Yet despite race-based unfairness, many still thrived in the Orleans Territory, especially in New Orleans.

Restrictions on enslaved people intensified. This led to resistance from enslaved people themselves. On January 8, 1811, enslaved people, led by Charles Deslondes, launched a revolt called the German Coast Uprising. Hundreds of enslaved people rose up against slaveholders in the German Coast region. The rebels destroyed plantations and attacked slaveholders before moving toward New Orleans. The rebellion was defeated by a militia formed by planters on January 10, and many rebels were killed. Despite the failure of the uprising,

it was the largest rebellion by enslaved people in U.S. history.

Native Americans were also mistreated during this time. The federal government displaced Indigenous peoples from their land, opening it up to settlers. Eventually, most Native Americans were forced from the territory.



Louisiana's Path to Statehood

As soon as the Territory of Orleans was created, some of its residents objected to military control. They wanted representative government and to bypass the existing statehood process established by the Northwest Ordinance of 1787. In the "Louisiana Remonstrance," wealthy planters demanded to be admitted to the United States as a state with slavery. Congress did not approve Louisiana's statehood at this time, but it did allow Orleans to have an elected legislature.

Under U.S. control, the economy of the territory grew dramatically. Much of this growth centered on the Port of New Orleans. The Mississippi River was the major shipping route for goods produced west of the Appalachian

Mountains, and they all went through New Orleans. This made the territory a major center of U.S. trade. Its population also grew quickly. New Orleans's population was around ten thousand people by 1810, making it the fifth-largest city in the country. That same year, the U.S. Census counted more than seventy-six thousand people living in the Territory of Orleans—more than the minimum population required for statehood. About half of the population was white, and the other half was made up of free and enslaved African Americans.

Congress passed the Enabling Act of 1811 in February of that year to permit Orleans to write a constitution and apply to become a state. An *enabling act* is a law that creates new powers or allows new actions to be taken. Forty-three delegates, representing people of English and French heritage, met at the constitutional convention in New Orleans later that year. Julien de Lallande Poydras led the convention, which was held in French, the main European language of the region. While the final version of the constitution was written in English, it was also published in French. The bilingual constitution was



William Charles Cole Claiborne served as Louisiana's territorial governor before becoming the state's first elected governor in 1812.

important because so many people in Louisiana spoke French. The state's first constitution was adopted on January 22, 1812, before being sent to Congress for approval. Louisiana became the eighteenth state on April 30, 1812. Governor Claiborne was elected the state's first governor a few months later.

Louisiana's 1812 constitution gave the state a bicameral legislature and limited suffrage to adult, white, taxpaying men. Other white men along with all women

and nonwhite men were denied voting rights. The constitution also reflected Louisiana's colonial past by giving exceptional power to the state's governor. The 1812 constitution remained in effect until it was replaced in 1845.

Think Twice



What made Louisiana's first constitution unique?



The Port of New Orleans in the 1800s was a thriving center of trade. This image shows steamboats being loaded and unloaded in the port.

PRIMARY SOURCE: EXCERPT FROM GOVERNOR CLAIBORNE'S PROCLAMATION (1803)

In 1803, the Louisiana Purchase was officially completed by the United States. W. C. C. Claiborne was appointed territorial governor. In this proclamation, he explains to the territory's inhabitants the obligations to and of the U.S. government.

I have therefore thought fit to . . . declare that the government heretofore exercised over the said Province of Louisiana, as well under the authority of Spain as of the French republic, has ceased, and that of the United States of America is established over the same . . . the inhabitants thereof will be incorporated in the union of the United States, and admitted as soon as possible, according to the principles of the Federal Constitution, to the enjoyment of all the rights, advantages and immunities of citizens of the United States; that in the mean time they shall be maintained and protected in the free enjoyment of their liberty, property, and the religion which they profess . . . all laws and municipal regulations which were in existence at the cessation of the late government, remain in full force, and all civil officers charged with their execution, except those whose powers have been specially vested in me, and except also such officers as have been entrusted with the collection of the revenue are continued in their functions during the pleasure of the governor for the time being, or until provision shall otherwise be made.

And I do hereby exhort and enjoin all the inhabitants and other persons within the said Province, to be faithful and true in their allegiance to the United States, and obedient to the laws and authorities of the same, under full assurance that their just rights will be under the guardianship of the United States, and will be maintained from all force or violence from without or within.

Source: Claiborne, Gov. William Charles Cole. Proclamation to the People of New Orleans, December 20, 1803. Records of the U.S. House of Representatives, RG 233. U.S. National Archives.

PRIMARY SOURCE: EXCERPT FROM THE CONSTITUTION OF THE STATE OF LOUISIANA (1812)

We, the Representatives of the People of all that part of the Territory or country ceded under the name of Louisiana, by the treaty made at Paris, on the 30th day of April 1803, between the United States and France, contained in the following limits, to wit; beginning at the mouth of the river Sabine, thence by a line to be drawn along the middle of said river, including all its islands, to the thirty second degree of latitude—thence due north to the Northernmost part of the thirty third degree of north latitude—thence along the said parallel of latitude to the river Mississippi—thence down the said river to the river Iberville, and from thence along the middle of the said river and lakes Maurepas and Pontchartrain to the Gulf of Mexico—thence bounded by the said Gulf to the place of beginning, including all Islands within three leagues of the coast—in Convention Assembled by virtue of an act of Congress, entitled “an act to enable the people of the Territory of Orleans to form a constitution and State government and for the admission of said State into the Union on an equal footing with the original States, and for other purposes;” In order to secure to all the citizens thereof the enjoyment of the right of life, liberty and property, do ordain and establish the following constitution or form of government, and do mutually agree with each other to form ourselves into a free and independent State, by the name of the State of Louisiana. . . .

Article II . . .

Sect. 8th. In all elections for Representatives every free white male citizen of the United States, who at the time being, hath attained to the age of twenty one years and resided in the county in which he offers to vote one year not preceding the election, and who in the last six months prior to the said election, shall have paid a state tax, shall enjoy the right of an elector: provided however that every free white male citizen of the United States who shall have purchased land from the United States, shall have the right of voting whenever he shall have the other qualifications

of age and residence above prescribed—Electors shall in all cases, except treason, felony, breach of surety of peace, be privileged from arrest during their attendance at, going to or returning from elections.

Source: *Constitution or Form of Government of the State of Louisiana*. New Orleans: Printed by Jo. Bar. Baird, 1812, pp. 3–6.

Chapter 3

The War of 1812 and the Era of Good Feelings

Jefferson's Second Term

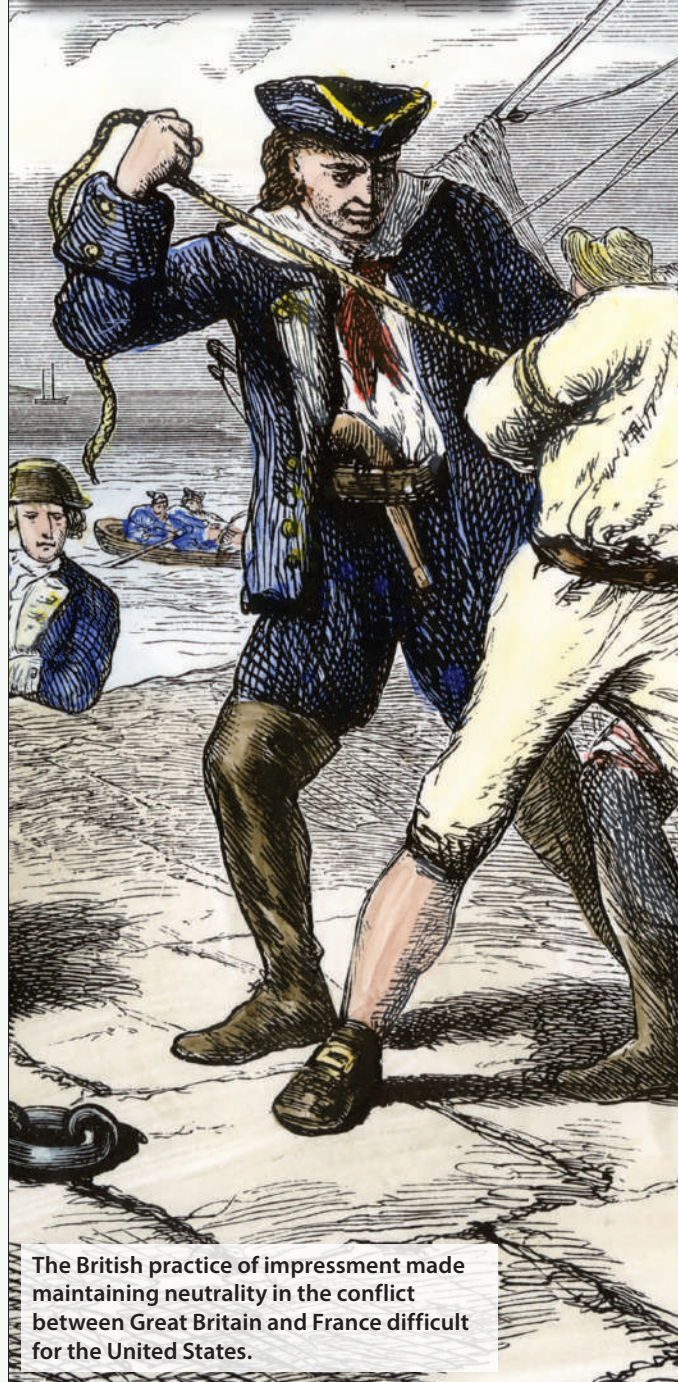
*By the end of Thomas Jefferson's second term, the United States had become an important trading nation. Britain and France were at war, and Jefferson was determined to keep America out of the conflict. However, America's trading interests with both Britain and France would make this an increasingly difficult thing to do. One of the issues was that Britain used its navy to prevent neutral countries from trading with France. This was called a **blockade**. The United States viewed this blockade as illegal.*

Vocabulary

blockade, n. a military strategy aimed at preventing people and goods from entering or leaving an area

The Framing Question

How did the United States grow and change during the Era of Good Feelings?



The British practice of impressment made maintaining neutrality in the conflict between Great Britain and France difficult for the United States.



To enforce the blockade, the British used their navy to seize American ships and their cargoes. They even took American sailors off American merchant ships, claiming they were British subjects, and forced them to serve in the British navy. This practice was known as *impressment*.

Even in the face of impressment, Congress took steps to avoid war. It passed the Embargo Act of 1807, which prohibited trade with both Britain and France. This move made Jefferson extremely unpopular, especially among New England merchants, who were hurt financially by this policy.

Think Twice



Why would the American public find the practice of impressment particularly offensive?



James Madison and the War of 1812

In 1809, James Madison became the fourth president of the United States. Like Thomas Jefferson, James Madison was from Virginia and a leader of the Democratic-Republican Party. The Democratic-Republicans were supporters of individual rights, free trade, and limited power for the federal government. Madison brought a lot of

experience in government with him to the presidency; in fact, he created the office through the work he did in framing the Constitution. Known as the “Father of the Constitution,” Madison had served as Jefferson’s secretary of state. He believed that the United States should work hard to find a peaceful way of dealing with the conflict between Britain and France—a feat that was becoming harder and harder to do.

The issue of impressment angered Americans. They also resented that the British sold weapons to Native Americans, who then used them to attack American settlements and defend their tribal lands in the Northwest Territory.

Some leaders in Congress called for armed action against Britain. Known as “war hawks,” most were younger men who had not fought in the American Revolution. These men did not know how terrible war could be. In the end, the pressure from his own party was too much for President Madison. In 1812, he asked Congress to declare war against Great Britain.



Think Twice

How did age and experience influence Americans’ views on going to war with Great Britain in 1812?

The country’s great desire to go to war outweighed its preparedness to confront the British. American leaders talked confidently about taking on the British navy’s six hundred ships, but the U.S. Navy had only sixteen. They talked about driving the British out of Canada, but the U.S. Army had only seven thousand soldiers.

The challenge for the Americans was not only fighting a superior British army. Many Native American tribes sided with the British during the conflict in the hopes of stopping the United States’ westward expansion. Before the war, Tecumseh, a Shawnee leader, had traveled widely, attempting to assemble a confederation of Native Americans to resist American settlers. Tecumseh’s activities made U.S. authorities nervous, as they saw him as a threat to settlers. In 1811, the governor of the Indiana Territory, William Henry Harrison, decided to launch an attack against Tecumseh’s base at Prophetstown. Harrison’s forces and the followers of Tecumseh clashed at the Battle of Tippecanoe on November 7, 1811. The Americans were successful in the battle, and they burned Prophetstown. Defeat at Tippecanoe ended Tecumseh’s dream of a strong Native American confederation.

Instead, he aimed to ally himself and his followers with the United States' powerful rivals. In 1812, he assembled his followers and joined forces with the British. He was put in command of Britain's Native American allies. The British promised to grant Native Americans their own independent nation, protected by Britain, if they won the war. Tecumseh and his

followers helped capture Fort Detroit in August 1812. But by October 1813, the Americans had retaken the fort, and Tecumseh was killed.

Think Twice

Why did many Native Americans side with Great Britain during the War of 1812?



Commander Perry's victory in the Battle of Lake Erie was one of the few things that went the Americans' way in the early stages of the war.

At first, things did not go well for the Americans. American troops not only failed to take Canada but were also forced to surrender some U.S. territory.

Then came a big surprise: America's first victory was won on water. In September 1813, Commander Oliver Hazard Perry and a small American fleet defeated a British naval force on Lake Erie, one of the Great Lakes.



Find Out the Facts

Research the events on Lake Erie in 1813 that led to a U.S. naval victory.



The Summer of 1814

In August of 1814, the British went on the attack, sailing a fleet into the Chesapeake Bay in Maryland with several thousand troops. In addition to attacking coastal towns, they also blockaded the U.S. Navy's Chesapeake Flotilla. The British Royal Navy's blockade seriously harmed the American economy and prevented the U.S. Navy from operating effectively. But this was not Britain's main objective. Its mission was to destroy the American capital city, Washington, D.C. The capital

was an important symbol of American power, and the British thought it would be difficult for the Americans to defend.

Residents of Washington fled into the countryside, but First Lady Dolley Madison refused to leave the White House before ensuring that important government records and a portrait of George Washington were brought to safety. She enlisted the help of enslaved workers and servants and left just hours before the British soldiers arrived. When the soldiers burst into the empty White House, they went through the rooms, destroying everything in their path. They set fire to not only the White House but also the Capitol and many other government buildings. The next day, a hurricane hit Washington, adding to the damage. Luckily, the heavy rainstorm that followed put out most of the fires.

From Washington, the British marched to Baltimore. At the same time, the British fleet bombarded Fort McHenry, at the entrance to Baltimore's harbor. The attack lasted all day and all night, but the Americans held out. That attack inspired Francis Scott Key to write "The Star-Spangled Banner," which later became the U.S. national anthem.

While conflict raged to the south, another confrontation was unfolding



During their 1814 summer campaign, British troops destroyed much of the nation's capital, including the White House and the Capitol building.

in upstate New York. The Battle of Lake Champlain, also known as the Battle of Plattsburgh, began on September 6. Fourteen thousand British forces were thwarted by four thousand American troops led by General Alexander Macomb and a fourteen-ship fleet led by Commodore Thomas Macdonough. The American fleet defeated the British fleet on Lake Champlain on September 11, forcing the British troops on land to retreat.



Find Out the Facts

Research the events that occurred at Fort McHenry that led to the writing of "The Star-Spangled Banner" by Francis Scott Key.



First Lady Dolley Madison risked her life to save important government documents and artworks as British invaders approached the White House.

Writers' Corner

Using your research, write a report on the battle that took place at and around Fort McHenry.



The Battle of New Orleans and the Treaty of Ghent

Near the end of 1814, the British tried to capture the city of New Orleans, at the mouth of the Mississippi River. The city's economic importance and connection to the Caribbean made it a major goal for British soldiers. A British fleet landed 7,500

soldiers near the city. General Andrew Jackson, commanding a tough band of five thousand militia and frontiersmen, was waiting to meet them. Fighting alongside Jackson's troops were pirates under the leadership of Jean Lafitte. Jackson used both the pirates and their cannons to assist him in his fight against the British in New Orleans. In early January, the British launched their attack on the city. They hoped that heavy fog in the morning would protect them as they marched toward the city's defenses. But when the fog lifted, the British forces found themselves in the sights of the Americans' guns. The British were soundly defeated, with more than two thousand soldiers killed or wounded. Jackson and his forces had saved New Orleans from British capture.

The Battle of New Orleans was fought on January 8, 1815. General Jackson did not know that on December 24, 1814, American and British negotiators had signed the Treaty of Ghent to end the war. The peace treaty would not be final until it was approved by President Madison and ratified by the Senate, which occurred on February 16, 1815.

The war ended as a sort of American victory, but not a clear one. Americans did get the British to agree to halt their arms sales to Native Americans in the West.

Jean and Pierre Lafitte

Brothers Jean and Pierre Lafitte were two of Louisiana's most notorious pirates. They were active in the Americas in the early 1800s, illegally smuggling enslaved people into the area around New Orleans. At the time, Louisiana was closely connected to locations and activities in the Caribbean—including piracy. In 1807, during the Napoleonic Wars in Europe, the United States banned trade with all foreign countries. The United States was trying to avoid getting involved in the wars in Europe. Smugglers like the Lafittes were already acting illegally, so they ignored the ban and continued to smuggle goods into the country. Although the U.S. government was generally opposed to piracy, it turned a blind eye when it helped the country. The Lafitte brothers also attacked British vessels and stole their cargoes during the War of 1812. Jean Lafitte and his followers even aided Jackson's forces in the Battle of New Orleans. The U.S. government pressured the Lafittes to stop smuggling after the war, leading Jean and Pierre to seek their fortunes as privateers in Latin America and the Caribbean.



Andrew Jackson led U.S. forces to a victory at the Battle of New Orleans in January 1815.

This had been one of the Americans' goals all along, so in that respect, they were successful. However, this halt would hurt Native American attempts to protect their lands from encroaching settlers. British harassment of American ships ended as well, stopping the threat of impressment and leaving the United States free to pursue trade on the open seas.

The War of 1812 had another important effect. It unified the young nation and served as proof that the United States could hold its own against other global powers. A growing sense of nationalism emerged as a result.



Think Twice

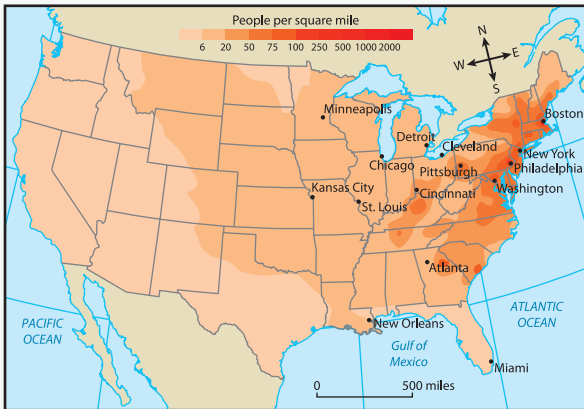
Was the Battle of New Orleans important to the War of 1812? Explain your answer.



Henry Clay and the American System

Henry Clay was a politician from Kentucky who served in the U.S. Senate and House of Representatives and as secretary of state for President John Quincy Adams. Clay saw an opportunity for the United States to further develop its economy after the War of 1812. His plan for what became known as the "American System" had three parts. First, Congress would establish a new national bank to improve the federal government's ability to regulate commerce and encourage business development. Second, Congress would pass protective tariffs to shield U.S. manufacturing from foreign competition. *Tariffs* are taxes imposed on goods that come from another country. They are often used to favor goods produced domestically and to discourage imports. This would benefit the industrializing Northeast, but it would be expensive for the South and the West. The third part of the American System would mainly benefit the South and the West. Income from the tariffs would fund internal improvements like

Population Density of the United States, 1810



By 1810, the population of the United States was still concentrated mostly in the North and East. Henry Clay's plans aimed to help develop the South and West.

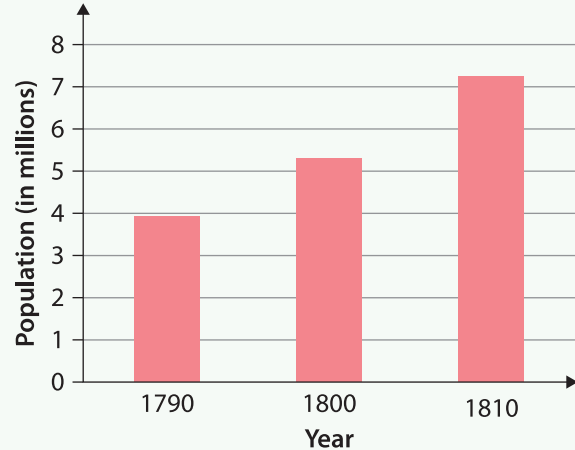
infrastructure that would make it faster and easier to move people and goods.

Vocabulary

infrastructure, n. the public works system that includes roads, bridges, irrigation, public transportation, etc.

Congress did pass aspects of Clay's American System. In 1816, it chartered the Second Bank of the United States and passed the Tariff of 1816, which placed an import tax on a variety of goods. And it funded a major infrastructure project—the National Road, the country's first federally funded highway. The National Road would begin at Cumberland, Maryland, and end at Vandalia, Illinois. As you'll learn later, American System projects like the National Road increased the pace of westward expansion.

Population of the United States, 1790–1810



This chart shows population data captured during the U.S. Census.

Think Twice



Why was infrastructure important to the young United States?

James Monroe and the Era of Good Feelings

James Monroe was the last president of the Founders generation. He was the fourth of the first five presidents to hail from Virginia. He is also the only president in American history after George Washington to seek reelection unopposed. This is because by the time his first term as president ended in 1820, the country had entered a calm and prosperous period known as the Era of

Good Feelings. This was partly because American success in the War of 1812 had promoted patriotism and confidence among Americans. The country had shown its strength on the world stage. Now it was ready to grow and prosper.

Of course, things were not wonderful for all Americans. Most African Americans were still enslaved, and Native Americans were still losing vast amounts of their lands. For others, however, the decade between the years 1815 and 1825 seemed a welcome relief from **partisanship** and war.

Vocabulary

partisanship, n. the state of choosing one political party, cause, or person over others due to personal affiliation, regardless of other factors

Some important national boundary issues were resolved during the Era of Good Feelings. When the Territory of Orleans became the state of Louisiana in 1812, the District of Louisiana, to the north, was renamed the Missouri Territory. This territory was the remainder of the Louisiana Purchase, which had never had perfectly definite boundaries. The Treaty of 1818 established the forty-ninth parallel as the northern boundary of the Missouri Territory and

the national border between the United States and British North America, which is today the country of Canada. Although the United States gave up its claims to land farther north, the agreement began a new chapter in U.S.-British relations.

In 1819, during Monroe's first term, his secretary of state, John Quincy Adams, negotiated the Transcontinental Treaty with Spain, also called the Adams-Onís Treaty. After Monroe won reelection, the Senate approved the treaty in 1821. The Adams-Onís Treaty settled two ongoing causes of conflict with Spain. For one, it settled the Florida ownership debate by having Spain agree to grant Florida to the United States. Second, the treaty made the western edge of the Missouri Territory the border between the United States and Spain's North American colony.

Think Twice

What does the author mean by "the [Treaty of 1818] began a new chapter in U.S.-British relations"?



Events in the United States during this time had an impact on Latin America. As Latin American colonies began to gain their independence from Spain, they looked to the United States as an example. The South American

Boundaries of the United States After the War of 1812



After the War of 1812, the United States redefined and expanded some of its boundaries.

independence leader Simon Bolívar had a vision of a United States of South America, which did not come to pass. Eventually, some of the independent South American countries, such as Bolivia and Argentina, even used language from the Declaration of Independence and the U.S. Constitution to write constitutions of their own. The respect that many of these South American countries had for the United States alarmed European countries. They did not want their own

colonies to get ambitious ideas about independence. As far as Britain and France were concerned, the best way to prevent this was to help Spain regain its colonies.

But as far as the United States was concerned, more British, French, and especially Spanish intervention in the Americas was entirely unwelcome. The United States was wary of Spain trying to take back control of colonies

that had declared and fought wars of independence between 1810 and the 1820s. To take control of the situation, President Monroe's secretary of state, John Quincy Adams, issued a document known as the Monroe Doctrine in 1823. In it, the United States promised not to **intervene** in any European colony that remained in the Western Hemisphere. But it also warned Europe to adopt a "hands-off" policy when it came to the affairs of countries in the Western Hemisphere. It threatened that the U.S. government would view any European attempt to form new colonies or influence other countries in the Western Hemisphere as an act of aggression. The Monroe Doctrine served as a stern warning to European countries that the United States intended to be the dominant power in the Western Hemisphere.

Vocabulary

intervene, v. to take action to change the course of an event



Find Out the Facts

What continents make up the Western Hemisphere?



Affirming the Power of the Federal Government

When Monroe took office in 1817, the United States was still a young country. As such, many aspects of the Constitution had yet to be tested. The debate over federalism and states' rights had cooled, but it had not disappeared. Two Supreme Court cases during James Monroe's presidency helped answer the question of whether the federal government was supreme.

As you have read, Congress chartered a new national bank in 1816, an act that angered many of the states. Maryland's legislature passed a law in 1818 permitting the state to tax the bank. When James W. McCulloch, a cashier at the bank, refused to pay the tax, Maryland sued. This led to the Supreme Court case *McCulloch v. Maryland*. In its decision, the Supreme Court denied Maryland's claim that Congress has no power to charter a bank. The power to create a national bank is not listed in the Constitution. However, the Constitution does empower Congress "to make all Laws which shall be necessary and proper for carrying into Execution" its listed powers (Art. I, Sec. 8, para. 18).

The Supreme Court ruled that this clause, known as the necessary and proper clause, permitted congress to charter the bank. In the future, this reasoning would be used again and again to extend Congress's powers.

Second, the Supreme Court referred to the supremacy clause, which states that the Constitution is "the supreme law of the land." It ruled that if the Constitution permits Congress to act, no state may interfere. Therefore, Maryland had no right to tax the bank, and more generally, no state may tax or otherwise interfere with the federal government when it carries out its legal functions.



Find Out the Facts

Find out what other decisions the Marshall Court ruled on during the Era of Good Feelings.

The second case, *Gibbons v. Ogden* (1824), involved steamboats, an increasingly popular mode of transportation. Aaron Ogden was a steamboat operator who received a license from New York to ferry passengers between New York City and New Jersey. Meanwhile, Thomas Gibbons, another steamboat operator, had a federal license. Despite this fact,

New York prevented Gibbons from sailing into New York Bay. Gibbons responded by suing Ogden, and the case made its way to the Supreme Court. As in *McCulloch v. Maryland*, the Supreme Court ruled in favor of the federal government. It held that only the federal government had the power to regulate interstate commerce, including navigation.

Think Twice



How were *McCulloch v. Maryland* and *Gibbons v. Ogden* similar?

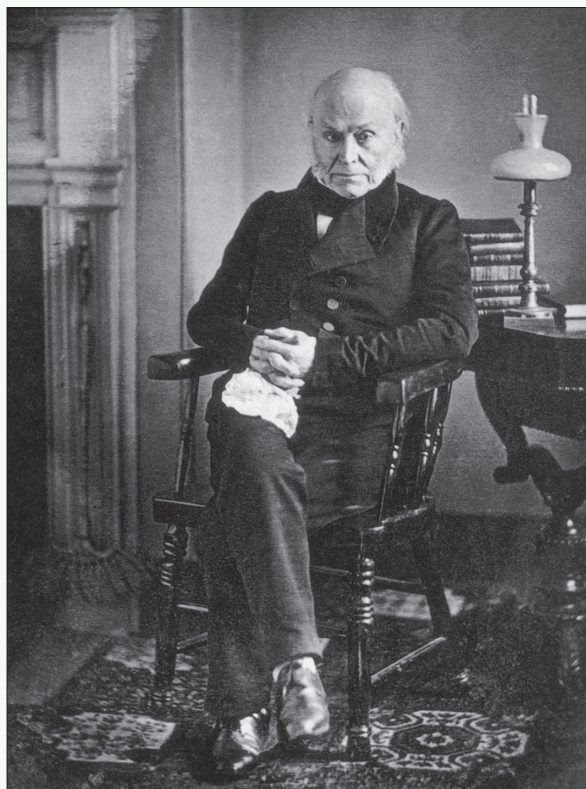


John Quincy Adams

By the early 1820s, the Federalist Party had declined so badly that it no longer existed. The Democratic-Republican Party was the only formally recognized party in the United States. Most people referred to the party simply as the Republican Party. In the election of 1824, the party split in two. One group would eventually become the modern Democratic Party. The other group later became the Whig (/wig/) Party. In that election, four candidates competed for the presidency, including John Quincy Adams and Andrew Jackson.

The election was very close, but Adams won. Many of Jackson's supporters charged—wrongly—that Adams had won unfairly because Jackson secured large numbers of the popular and Electoral College votes.

John Quincy Adams had a hard time politically. He was a skilled diplomat who had been involved in important negotiations and served as secretary of state. He had many ambitious plans,



Despite his qualifications, John Quincy Adams was an unpopular president. He was, however, the first U.S. president to be photographed, in 1843.

such as for a national university and a major expansion of the nation's roads to encourage trade and transport. But, like his father John Adams, he was not well liked as president, and many members of Congress supported Andrew Jackson. Finally, Adams's presidency was doomed because he did not believe the president should try to persuade members of Congress to follow him. He believed the role of the president was to simply present ideas, and then it was up to Congress to consider them. Instead, Congress ignored many of Adams's proposals. In the end, like his father, Adams was unable to win reelection. When he ran for a second term, he was defeated by Andrew Jackson. After losing the presidency, John Quincy Adams took the unusual step of running for office as a member of the House of Representatives. He served in Congress from 1831 until his death in 1848. In Congress, he was a strong opponent of slavery.

Think Twice



How did John Quincy Adams differ from his predecessors? Did these differences help or hinder his presidency?

**PRIMARY SOURCE: "DEFENCE OF FORT M'HENRY"
("THE STAR-SPANGLED BANNER") BY FRANCIS SCOTT KEY**

O! say can you see, by the dawn's early light,
What so proudly we hail'd at the twilight's last gleaming,
Whose broad stripes and bright stars through the perilous fight,
O'er the ramparts we watch'd, were so gallantly streaming?
And the rockets' red glare, the bombs bursting in air,
Gave proof through the night that our flag was still there—
O! say, does that star-spangled banner yet wave
O'er the land of the free, and the home of the brave?

On the shore, dimly seen through the mists of the deep,
Where the foe's haughty host in dread silence reposes,
What is that which the breeze o'er the towering steep,
As it fitfully blows, half conceals, half discloses?
Now it catches the gleam of the morning's first beam,
In full glory reflected now shines on the stream—
'Tis the star-spangled banner, O! long may it wave
O'er the land of the free, and the home of the brave.

Source: Key, Francis Scott. "Defence of Fort M'Henry." *Analectic Magazine*. Vol. 4. Philadelphia: Moses Thomas, 1815, p. 55.

PRIMARY SOURCE: THE MONROE DOCTRINE (1823)

In the wars of the European powers in matters relating to themselves we have never taken any part, nor does it comport with our policy to do so. It is only when our rights are invaded or seriously menaced that we resent injuries or make preparation for our defense. With the movements in this hemisphere we are of necessity more immediately connected, and by causes which must be obvious to all enlightened and impartial observers. . . . We owe it, therefore, to candor and to the amicable relations existing between the United States and those powers to declare that we should consider any attempt on their part to extend their system to any portion of this hemisphere as dangerous to our peace and safety. With the existing colonies or dependencies of any European power we have not interfered and shall not interfere. But with the Governments who have declared their independence and maintain it, and whose independence we have, on great consideration and on just principles, acknowledged, we could not view any interposition for the purpose of oppressing them, or controlling in any other manner their destiny, by any European power in any other light than as the manifestation of an unfriendly disposition toward the United States. . . .

Our policy in regard to Europe, which was adopted at an early stage of the wars which have so long agitated that quarter of the globe, nevertheless remains the same, which is, not to interfere in the internal concerns of any of its powers; to consider the government de facto as the legitimate government for us; to cultivate friendly relations with it, and to preserve those relations by a frank, firm, and manly policy, meeting in all instances the just claims of every power, submitting to injuries from none.

Source: Monroe, James. Seventh Annual Message to Congress. December 2, 1823. U.S. National Archives.

Glossary

A

annex, v. to take over territory (16)

B

bayou, n. a marshy body of water that connects to a lake or river (18)

blockade, n. a military strategy aimed at preventing people and goods from entering or leaving an area (26)

C

Continental Divide, n. the high line in the Rockies from which water flows east on one side and west on the other (8)

E

expedition, n. a special journey taken by a group that has a clear purpose or goal (5)

I

infrastructure, n. the public works system that includes roads, bridges, irrigation, public transportation, etc. (34)

interpreter, n. a person who translates from one language to another (7)

intervene, v. to take action to change the course of an event (37)

P

partisanship, n. the state of choosing one political party, cause, or person over others due to personal affiliation, regardless of other factors (35)

Subject Matter Expert

Dr. Kristen McCleary, PhD, Professor of History, James Madison University

Illustration and Photo Credits

bilwisedition Ltd. & Co. KG / Alamy Stock Photo: Cover A, 21

Gateway to the West, Wright, David H / Bridgeman Images: 4

Historic Collection / Alamy Stock Photo: 14–15

Lewis and Clark Expedition (1803–1806). Pass the first stream. Engraving. Colored./Private Collection/Tarker / Bridgeman Images: 7b

North Wind Picture Archives / Alamy Stock Photo: 26–27, 31a

Philip Scalia / Alamy Stock Photo: 18

Portrait of Dolley Madison, 1817 (oil on canvas)/Wood, Joseph (1778–1830) / American/Virginia Historical Society, Richmond, Virginia, USA/© Virginia Historical Society / Bridgeman Images: 31b

Sacagawea with Lewis and Clark during their expedition of 1804–06 (colour litho)/Wyeth, Newell Convers (1882–1945) / American/Private Collection/Peter Newark American Pictures / Bridgeman Images: Cover C, 7a

Science History Images / Alamy Stock Photo: 39

Shari Darley Griffiths: 2–3

Steamboats lined up for freight at the levee, New Orleans, late 1800s - Hand-colored woodcut of a 19th-century illustration/Photo © North Wind Pictures / Bridgeman Images: Cover D, 22

The Battle of New Orleans, 1910/Moran, Percy (1862–1935) / American/Universal History Archive/UIG / Bridgeman Images: Cover B, 33

William Clark's sketch of an evergreen shrub branch from the expedition diary of Captain Meriwether Lewis (1774–1809) and Lieutenant William Clark (1770–1838), 1806. Reproduction of the journal./Photo © North Wind Pictures / Bridgeman Images: 8

World History Archive / Alamy Stock Photo: i, iii, 29



Core Knowledge®

CKHG™

Core Knowledge **HISTORY AND GEOGRAPHY™**

Editorial Directors

Rosie McCormick

Ilene Goldman

in partnership with





Bayou Bridges: A K–8 Louisiana Social Studies Curriculum

A comprehensive program in world and U.S. history, integrating topics in geography, civics, economics, and the arts, exploring civilizations, cultures, concepts, and skills specified in the 2022 Louisiana Student Standards for Social Studies

BAYOU BRIDGES

units at this level include:

Governing the New Nation

Growth of the New Nation

The Developing and Expanding Nation

A New Spirit of Change

A Nation at War

Reconstructing the Nation

www.coreknowledge.org