



Growth of the New Nation

Student Workbook

Battle of New Orleans



Sacagawea, Lewis, and Clark

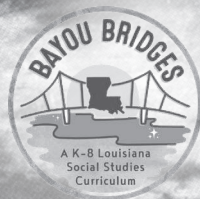
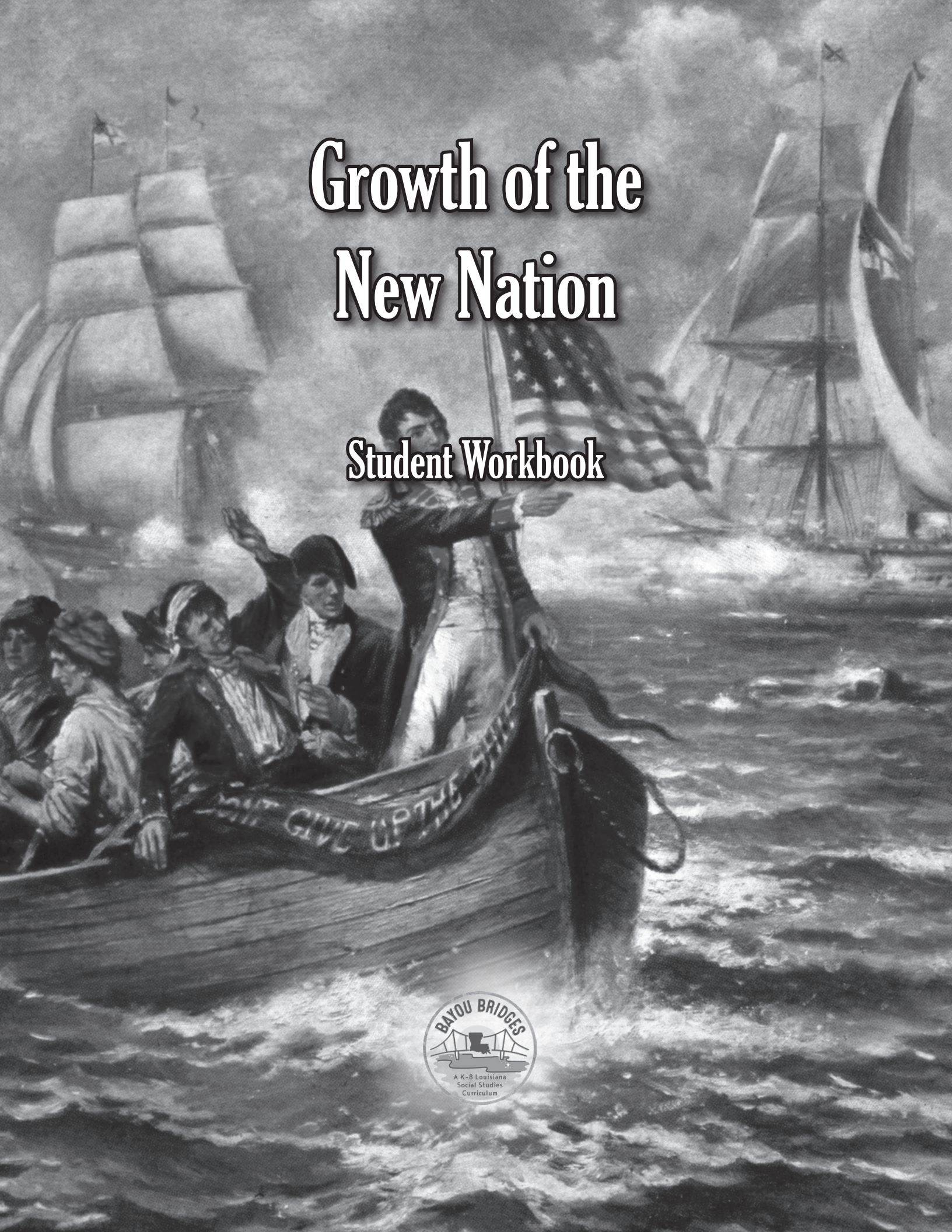


New Orleans in the 1800s



Growth of the New Nation

Student Workbook



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Growth of the New Nation

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Chapter 1: Early Growth of the Nation

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

Student Reading Notes

Use the information in your Student Reader to fill in the chart.

Section	Notes
Moving West	
The Wilderness Road	

Lewis and Clark Explore the Louisiana Purchase	
Other Explorations	
A Growing Country	

Primary Sources

PRIMARY SOURCE A: 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

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Activity Page 1.2

Use with Chapters 1–3

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CONCLUSION Draw a conclusion about the source. How does it help answer the Framing Question? How does it contribute to your understanding of history?	

Primary Sources

PRIMARY SOURCE B: 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.

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Chapter 1 Check for Understanding: How did the United States expand in the late 1700s and early 1800s?

[illegible]

Chapter 2: Louisiana’s Territorial Period and Statehood

Framing Question: What were the characteristics of Louisiana’s territorial period?

Student Reading Notes

Use the information in your Student Reader to fill in the chart.

Section	Notes
Opportunities and Challenges	
Territorial Government in Louisiana	

Louisiana’s Path to Statehood	
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Primary Sources

PRIMARY SOURCE C: 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.

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CONCLUSION Draw a conclusion about the source. How does it help answer the Framing Question? How does it contribute to your understanding of history?	

PRIMARY SOURCE D: 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.

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PRIMARY SOURCE E: LOUISIANA JOINS THE UNITED STATES

Governor Claiborne's Letter to James Madison

New Orleans Dec. 20th 1803.

Sir

The letter from the American Commissioners will inform you that we are now in possession of this City; and I hasten to inform you of the measures which I have taken as Governor of Louisiana. A proclamation of which the enclosed is a copy was issued by me immediately after the surrender of the province. You will observe that it is silent concerning the Militia (a subject deeply interesting to the feelings of many here); as, for many reasons I am induced to await a further acquaintance with the nature of the present establishment, before I attempt an organization of that force.

I also enclose for your perusal a copy of a short address from myself to the citizens of Louisiana: and I persuade myself that the sentiments I have conveyed will meet the President's approbation.

The standard of my Country was this day unfurled here, amidst the reiterated acclamations of thousands. And if I may judge from professions and appearances the government of the United States is received with joy and gratitude by the people. I shall write to you more fully by the next mail. At present let it suffice to say, that the surrender of the province to us, has been happily accomplished under as favourable omens as we could wish. Accept assurances of my sincere esteem And high Consideration.

William C. C. Claiborne

Source: Claiborne, William C. C. "To James Madison from William C. C. Claiborne, 20 December 1803." Founders Online. National Archives.

Governor Claiborne's Address to the Citizens of New Orleans

New Orleans. Sept. 20, 1803

Fellow-citizens of Louisiana: On the great and interesting event now finally [concluded]—an event so advantageous to yourselves, and so glorious to United America—I cannot forbear offering you my warmest congratulations. . . . The American people receive you as brothers, and will hasten to extend to you a participation in those inestimable rights which have formed the basis of their own unexampled prosperity. Under the auspices of the American Government, you may confidently rely upon the security of your liberty, your property, and the religion of your choice. You may with equal certainty rest assured that your commerce will be promoted and your agriculture cherished. . . . In return for these benefits, the United States will be amply remunerated if your growing attachment to the Constitution of our country, and your veneration for the principles on which it is founded, be duly proportioned to the blessings which they will confer. Among your first duties, therefore, you should cultivate with assiduity among yourselves the advancement of political information. You should guide the rising generation in the paths of republican economy and virtue. You should encourage literature; for without the advantages of education, your descendants will be unable to appreciate the intrinsic worth of the Government transmitted to them. . . .

Source: Claiborne, William C. C. "The Governor's Address to the Citizens of Louisiana." *In The Debates and Proceedings in the Congress of the United States: With an Appendix, Containing Important State Papers and Public Documents, and All the Laws of a Public Nature; With a Copious Index*, 8th Cong., 2nd sess. Washington, D.C.: Gales and Seaton, 1852, col. 1233

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CONCLUSION Draw a conclusion about the source. How does it help answer the Framing Question? How does it contribute to your understanding of history?	

PRIMARY SOURCE F: THE GERMAN COAST UPRISING OF 1811

Source 1: Governor Claiborne, January 9, 1811

The [African Americans] in the County of German Coast in this Territory are in a state of Insurrection; their numbers are variously stated from 180 to 500. . . . Intelligence thereof reached me at 10 O'clock, and the most prompt and effectual measures, have been taken for the protection of the persons and property of the Citizens.

A detachment of U.S. Troops and two Companies of volunteer Militia have this morning marched against the Insurgents. The whole militia of the City are ordered under arms, and you may be assured of its safety.

Source: Claiborne, William C. C. *Official Letter Books of W. C. C. Claiborne, 1801–1816*. Edited by Dunbar Rowland. Vol. 5. Jackson, MS: Printed for the State Department of Archives and History, 1917. Reprint, New York: AMS Press, 1972, pp. 95–96.

Source 2: Governor Claiborne, January 11, 1811

The Insurgents were attacked on Yesterday by a party of armed Citizens, under the command of Col: Andre; several were killed, and 18 or 20 taken, but no official information has yet been received. The Insurrection is by no means general and will I trust be very soon put down.

Source: Claiborne, William C. C. *Official Letter Books of W. C. C. Claiborne, 1801–1816*. Edited by Dunbar Rowland. Vol. 5. Jackson, MS: Printed for the State Department of Archives and History, 1917. Reprint, New York: AMS Press, 1972, p. 96.

Source 3: Manuel Andry to Governor Claiborne, January 11, 1811

I have only time to inform you in the shortest way, of the unfortunate events which have lately happened, and of which I am one of the principal sufferers. An attempt was made to assassinate me by the stroke of an axe, and my poor son has been ferociously murdered by a hord of brigands who from my plantation to that of Mr. Fortier have committed every kind of mischief and excesses, which can be expected from a gang of atrocious bandittis of that nature. But at last notwithstanding all their nefarious deeds, their plot has been completely frustrated, and seeing that they were unable to perform it, they have come up to pursue their criminal course. With unremitting exertions and exhortations, I have been able to collect a detachment of about eighty men, and although wounded, I have taken the command of my brave fellow planters.

Source: Andry, Manuel. "Manuel Andry to Governor Claiborne." In *The Territorial Papers of the United States*, compiled and edited by Clarence Edwin Carter. Vol. 9, *The Territory of Orleans, 1803–1812*. Washington, D.C.: U.S. Government Printing Office, 1940, pp. 915–916.

Source 4: Governor Claiborne, January 20, 1811

The late Insurrection has been effectually crushed. It does not appear to have been of extensive combination, and the mischief done is by no means as great as was at first apprehended. Two Citizens only were murdered, three dwelling houses burned and several pillaged. But the planters have sustained a serious loss by the number of Slaves killed and executed.

Source: Claiborne, William C. C. *Official Letter Books of W. C. C. Claiborne, 1801–1816*. Edited by Dunbar Rowland. Vol. 5. Jackson, MS: Printed for the State Department of Archives and History, 1917. Reprint, New York: AMS Press, 1972, p. 113.

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Chapter 2 Check for Understanding: What were the characteristics of Louisiana’s territorial period?

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Chapter 3: The War of 1812 and the Era of Good Feelings

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

Student Reading Notes

Use the information in your Student Reader to fill in the chart.

Section	Notes
Jefferson’s Second Term	
James Madison and the War of 1812	

The Summer of 1814	
The Battle of New Orleans and the Treaty of Ghent	
Henry Clay and the American System	

James Monroe and the Era of Good Feelings	
Affirming the Power of the Federal Government	
John Quincy Adams	

Primary Sources

PRIMARY SOURCE G: "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

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CONCLUSION Draw a conclusion about the source. How does it help answer the Framing Question? How does it contribute to your understanding of history?	

PRIMARY SOURCE H: 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.

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Primary Sources

PRIMARY SOURCE I: FROM *MCCULLOCH V. MARYLAND* (1819)

We admit, as all must admit, that the powers of the government are limited, and that its limits are not to be transcended. But we think the sound construction of the constitution must allow to the national legislature that discretion, with respect to the means by which the powers it confers are to be carried into execution, which will enable that body to perform the high duties assigned to it, in the manner most beneficial to the people. Let the end be legitimate, let it be within the scope of the constitution, and all means which are appropriate, which are plainly adapted to that end, which are not prohibited, but consist with the letter and spirit of the constitution, are constitutional. . . .

The Court has bestowed on this subject its most deliberate consideration. The result is a conviction that the States have no power, by taxation or otherwise, to retard, impede, burden, or in any manner control, the operations of the constitutional laws enacted by Congress to carry into execution the powers vested in the general government. This is, we think, the unavoidable consequence of that supremacy which the constitution has declared.

We are unanimously of opinion, that the law passed by the legislature of Maryland, imposing a tax on the Bank of the United States, is unconstitutional and void.

This opinion does not deprive the States of any resources which they originally possessed. It does not extend to a tax paid by the real property of the bank, in common with the other real property within the State, nor to a tax imposed on the interest which the citizens of Maryland may hold in this institution, in common with other property of the same description throughout the State. But this is a tax on the operations of the bank, and is, consequently, a tax on the operation of an instrument employed by the government of the Union to carry its powers into execution. Such a tax must be unconstitutional.

Source: *McCulloch v. Maryland* decision, March 6, 1819. Engrossed Minutes, 2/1790–6/7/1954. Records of the Supreme Court of the United States, Record Group 267. National Archives Building, Washington, D.C.

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PRIMARY SOURCE J: PROCLAMATION BY ANDREW JACKSON, DECEMBER 1814

To the Citizens of New Orleans:

The Major General commanding has, with astonishment and regret, learned that great consternation and alarm pervade your city. It is true the enemy is on our coast, and threatens an invasion of our territory; but it is equally true, with union, energy, and the approbation of heaven, we will beat him at every point his temerity may induce him to set foot upon our soil. The General, with still greater astonishment, has heard that British emissaries have been permitted to propagate seditious reports among you, that the threatened invasion is with a view of restoring the country to Spain, from a supposition that some of you would be willing to return to your ancient government. Believe not such incredible tales—your government is at peace with Spain—it is the vital enemy of your country, the common enemy of mankind, the highway robber of the world that threatens you, and has sent his hirelings among you with this false report to put you off your guard, that you may fall an easy prey to him; . . . take a retrospect of the conduct of the British army at Hampton and other places, where it has entered our country, and every bosom which glows with patriotism and virtue will be inspired with indignation, and pant for the arrival of the hour when we shall meet and revenge those outrages against the laws of civilization and humanity.

The General calls upon the inhabitants of the city to trace this unfounded report to its source, and bring the propagator to condign punishment. The rules and articles of war annex the punishment of death to any person holding secret correspondence with the enemy, creating false alarms, or supplying him with provisions; and the General announces his unalterable determination rigidly to execute the martial law in all cases which may come within his province.

The safety of the district intrusted to the protection of the General, must and will be maintained with the best blood of the country; and he is confident that all good citizens will be found at their posts, with their arms in their hands, determined to dispute every inch of ground with the enemy; that unanimity will pervade the country generally; but should the General be disappointed in this expectation, he will separate our enemies from our friends—those who are not for us are against us, and will be dealt with accordingly.

Source: Parton, James. *Life of Andrew Jackson*. Vol. 2. New York: Mason Brothers, 1860, pp. 57–58.

Name _____

Date _____

Activity Page 1.2

Use with Chapters 1–3

Primary Source Analysis

SOURCE:	
CONTENT What type of document is it? What does it say? Briefly summarize it.	
CREATION Who created this source? When?	
COMMUNICATION What is the purpose of the source? Who is the intended audience?	
CONTEXT What was going on where and when this was created?	
CONNECTION How does this source relate to the context? How does it relate to what you already know?	
CONSIDERATION What point of view is being expressed? What examples of bias or judgment does it include, if any?	
CONCLUSION Draw a conclusion about the source. How does it help answer the Framing Question? How does it contribute to your understanding of history?	

Primary Sources

PRIMARY SOURCE K: FROM ANDREW JACKSON TO JAMES MONROE ON THE BATTLE OF NEW ORLEANS, 1815

January 9, 1815

In *my* encampment everything was ready for action, when, early on the morning of the 8th, the enemy after throwing a heavy shower of bombs and Congreve rockets, advanced their columns on my right and left, to storm my entrenchments. I cannot speak sufficiently in praise of the firmness and deliberation with which my whole line received their approach—more could not have been expected from veterans inured to war. For an hour the fire of the small arms was an incessant and severe as can be imagined. The artillery, too, directed by officers who displayed equal skill and courage, did great execution. Yet the columns of the enemy continued to advance. . . . Twice the column which approached me on my left was repulsed . . . and twice they formed again and renewed the assault. At length, however, cut to pieces, they fled in confusion from the field. . . .

The entire destruction of the enemy's army was now inevitable, had it not been for an unfortunate occurrence which at this moment took place on the other side of the river. Simultaneously with his advance, upon my lines, he had thrown over in his boats a considerable force to the other side of the river. . . . The Kentucky reinforcements, ingloriously fled, drawing after them, by their example, the remainder of the forces; and thus yielding to the enemy that most fortunate position. The batteries which had rendered me, for many days, the most important service, though bravely defended, were of course now abandoned. . . .

This unfortunate route had totally changed the aspect of affairs. The enemy now occupied a position from which they might annoy us without hazard, and by means of which they might have been enabled to defeat, in a great measure, the effects of our success on this side the river. . . .

The enemy having concentrated his forces, may again attempt to drive me from my position by storm. Whenever he does, I have no doubt my men will act with their usual firmness, and sustain a character now become dear to them.

Source: Jackson, Andrew. "To Secretary Monroe." In *Correspondence of Andrew Jackson*, edited by John Spencer Bassett. Vol. 2. Washington, D.C.: Carnegie Institution of Washington, 1927, pp. 136–138.

Name _____

Date _____

Activity Page 1.2

Use with Chapters 1–3

Primary Source Analysis

SOURCE:	
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CREATION Who created this source? When?	
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Chapter 3 Check for Understanding: How did the United States grow and change during the Era of Good Feelings?

[illegible]

Activity Page 3.1

Use with Chapter 3

Major Battles and Events of the War of 1812



1. For each battle on the map, add the date of the battle to its label.
2. How far did the British troops march from the battle at Washington, D.C., to the battle at Baltimore? _____
3. Which battle was farthest north? _____
4. Which battle was farthest south? _____
5. What major river would the British gain control of if they won the Battle of New Orleans? _____

Name _____

Date _____

Activity Page 3.2

Use with Chapter 3

Domain Vocabulary: Chapters 1–3

Use the words in the word bank to complete each sentence.

expedition

interpreter

Continental Divide

annex

bayou

blockade

infrastructure

partisanship

intervene

1. The British _____ stopped trading ships from reaching ports.
2. The Era of Good Feelings included a break from angry _____.
3. Lewis and Clark needed a(n) _____ to speak with Native American groups.
4. The Monroe Doctrine promised that the United States would not _____ in European wars.
5. The United States government decided to _____ West Florida.
6. President Jefferson sent people on a(n) _____ to explore the Louisiana Territory.
7. It was relatively easy for escaped enslaved people to hide in a(n) _____.
8. Improved _____ for transportation made it easier for people to travel and relocate.
9. The _____ separates rivers that flow east and rivers that flow west.

Performance Task Activity: *Growth of the New Nation*

Which had a bigger impact on the development of the United States: the Lewis and Clark expedition or the War of 1812? Give specific examples.

Use the Claims and Evidence Activity Page (AP 1.3) and the lines below to take notes and organize your thoughts. Remember to include details from the chapters and primary sources in *Growth of the New Nation*, as well as from the sources and resources in the unit activities.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Name _____

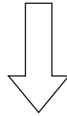
Date _____

Activity Page 1.3

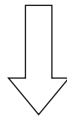
Use with Performance Task

Claims and Evidence

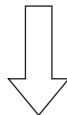
STATE THE CLAIM *What opinion or position are you defending?*



STATE THE REASON *Why should someone agree with this claim?*



IDENTIFY THE EVIDENCE *What details from the text and sources support the reason?*



RECOGNIZE A COUNTERCLAIM *What different opinion or position might someone have?
What argument might be used against you?*

ANSWER THE COUNTERCLAIM *How will you disprove the counterclaim?*

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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

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

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

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A New Spirit of Change

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