

**A
NEW
NATION**

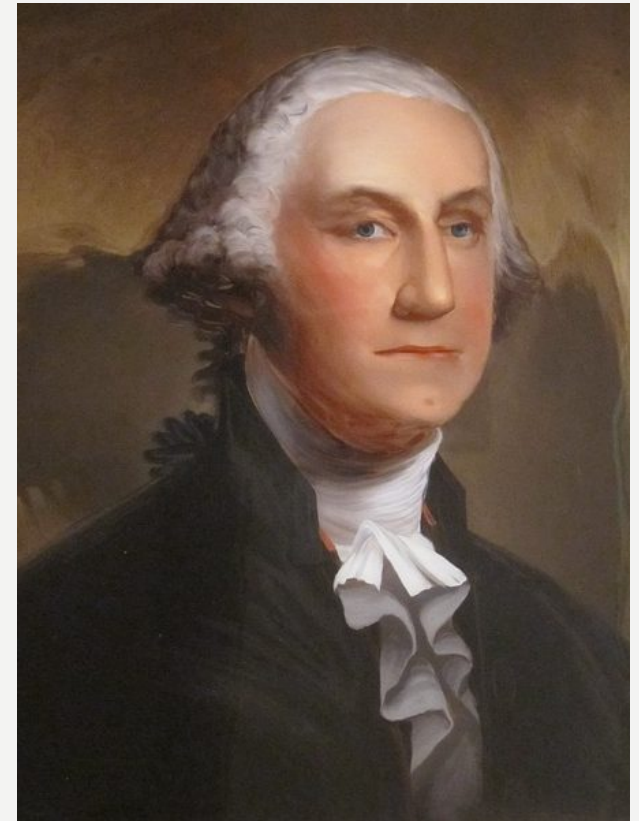
MRS. FUSARO

DO NOW:

- What qualities do you think make for a good leader? Brainstorm a list.

A NEW NATION

- On April 30, 1789 the first president of the United States was **inaugurated** (admitted) into office. **George Washington** and his Vice President, **John Adams**, were unanimously elected. They were about to take on many firsts during their terms in office. On the steps of City Hall in New York City, the temporary capital of the nation, Washington was sworn in by taking the oath of office.



A PRESIDENT OF MANY PRECEDENTS

- Everything Washington did was carefully looked at. No one had ever been the president before him, so all of Washington's actions became **precedents** for future leaders- examples set for others to follow. He said, *“The first of everything in our situation will serve to establish a precedent.”*

- Some examples that Washington set included:
 - Being addressed as “Mr. President”
 - Serving two terms as President
 - Making an inaugural speech, a farewell address
 - Establishing a Cabinet of advisors

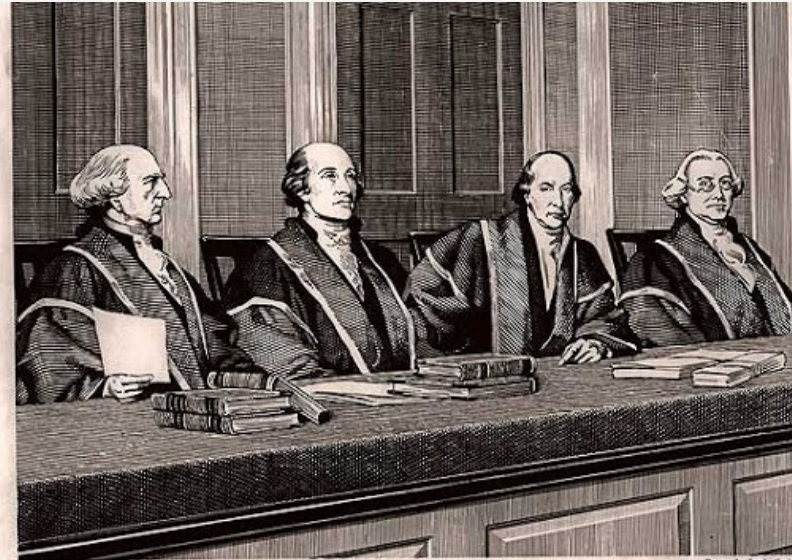
ESTABLISHING A CABINET

- The Constitution had actually done very little in the way of establishing the departments and positions needed to run a country. Washington and the first Congress had to figure it out on their own. They created several executive departments to help the president run the country. These departments became known as the president's **cabinet** (advisors).

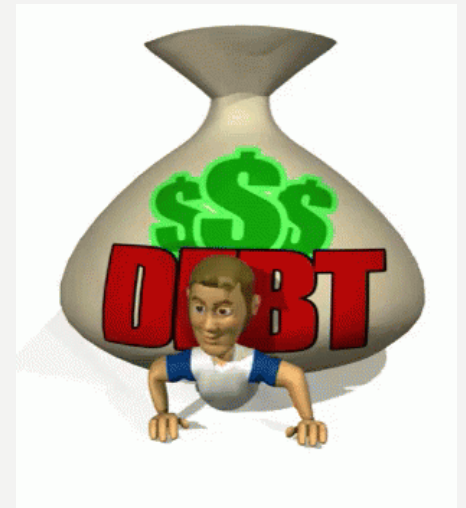
Department	Job	First Secretary (Head)
State Department	To advise the president on international matters	Thomas Jefferson
Treasury Department	Oversee the finances of the country	Alexander Hamilton
Attorney General	Represented the U.S. in legal matters	Edmund Randolph
Department of War	Responsible for the operation and maintenance of the military	Henry Knox

ORGANIZING THE FEDERAL COURTS

- They also created the **Judiciary Act of 1792**, which organized how the Supreme Court would be run. It would have:
 - 1 Chief Justice (the very first was **John Jay**)
 - 5 Associate Justices (today there are **9**)
 - a system of district and circuit courts across the nation



WASHINGTON'S PROBLEMS: #1: NATIONAL DEBT



- The U.S. owed countries \$11 million from the Revolution
- American citizens also helped pay for the war by buying **war bonds**- “I.O.U” certificates that people bought so that their money could be used by the government to fund the war, with the understanding that it would be paid back later, with interest (extra)
 - People lost faith that the government would ever pay them back- they began selling their war bonds cheaply to anyone who would pay for it. These **speculators** would buy cheap bonds and hold onto them in the hope that the government would eventually pay for them

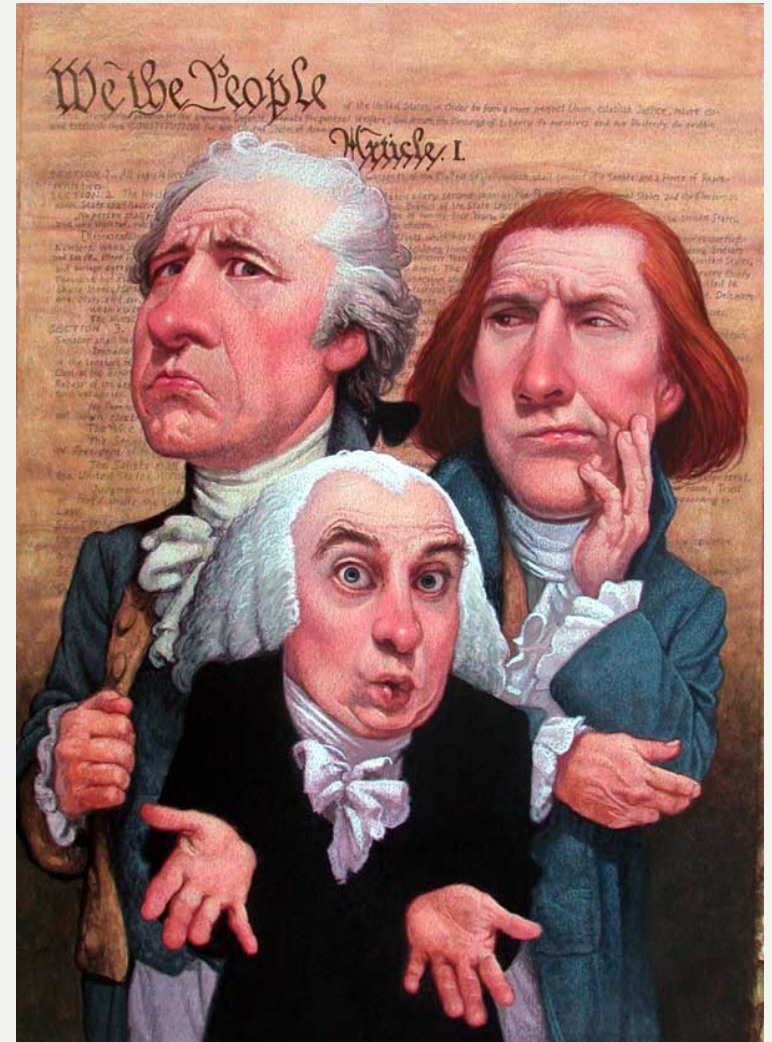
ALEXANDER HAMILTON'S PLAN

- Hamilton- Secretary of Treasury
- Felt strongly that we must repay all loans, including those to the American people- no one would ever trust us or loan to us again if we did not
- Hamilton's plan:
 1. Issue new war bonds, at a much higher interest rate, in order to make money to pay off the old bonds
 2. Take on the states' debts from the war and pay it back as a nation



NOT EVERYONE LIKES HAMILTON'S PLAN...

- **Thomas Jefferson:** believed it rewarded the speculators- paid them full value for old bonds, even though the speculators took advantage of the poor farmers
- **James Madison:** didn't like the idea of the nation paying off the states' debts- many Southern states had already paid off their own debt; they didn't want to pay more
- **The compromise:** move the national capital from NYC to Washington, D.C.-
 - Southern states were afraid that a northern capital would lead to the end of slavery



A NATIONAL BANK

- Purpose: to hold the nation's funds and make debt payments, and issue a single currency for all states

OPPOSITION

- Madison and Jefferson said that the Constitution did not give the federal government the right to establish a national bank

HAMILTON'S ARGUMENT

- The Constitution gives the government the right to tax and borrow money- it's a reasonable expectation that a national bank would enable the government to do that

Hamilton was arguing that creating a national bank was an example of an implied power. He was using the elastic clause to justify it.

PROTECTIVE TARIFFS

- **Protective tariff:** a high tax placed on imported goods.
Purpose:
 - Raise money for the nation
 - Encourage Americans to buy goods from American manufacturers
- Many southern states opposed the idea- they did not have as much industry as the north and imported a lot
- **Compromise:** Congress passed only a few low tariffs, and set a tax on whiskey.



How a Protective Tariff Works

In America



American-made socks sell for 2.00 a pair



British-made socks sell for 2.50 a pair



In Britain



British-made socks sell for 1.75 a pair

HAMILTON:
CABINET BATTLE #1



DO NOW

PICK A SIDE- HAMILTON OR JEFFERSON- AND WRITE ONE SENTENCE TO DEFEND YOUR POSITION ON A NATIONAL BANK.

EX: “I SUPPORT A NATIONAL BANK BECAUSE...”

“I OPPOSE A NATIONAL BANK BECAUSE...”

THE WHISKEY REBELLION

- Hamilton proposed a tax on whiskey to help pay off national debt
- Western Pennsylvania farmers – very upset, main source of income
- July 1794: armed mob attacked tax collectors and burned buildings.
 - Was the first real test of strength for the new government- how would the president handle being challenged?
 - Washington sent 15,000 federal troops to put down the rebellion. **Proved that the federal government would use force if necessary to maintain order and enforce the laws.**

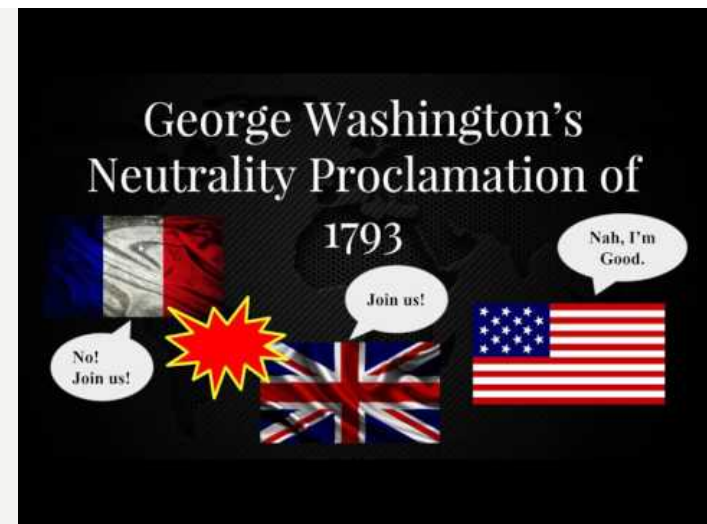
BOTTLING UP THE WHISKEY REBELLION



Think about it: How were Shays' Rebellion and the Whiskey Rebellion handled differently?

TROUBLE IN EUROPE

- 1789: French Revolution begins.
- 1794: Washington issues the **Neutrality Proclamation**, stating that the U.S. would not take sides.
- Staying neutral was hard:
 - The French sent ambassadors to the U.S. to urge Americans to choose a side
 - The British captured neutral merchant ships that were trading with the French West Indies, capturing the American merchants to serve in the Royal Navy. This policy of **impressment** outraged Americans.
 - **Jay's Treaty**: Chief Justice John Jay goes to Europe to negotiate peace. America agrees to pay British merchants for war debts, Britain agrees to allow (some) ships to trade with France. Very unpopular agreement- didn't address impressment



TROUBLE IN THE WEST

- Americans faced a lot of violent conflict with Native Americans in the West (some instigated by the British and the Spanish)
- 1791: Washington send troops to restore order, but many U.S. troops were killed.
- The Plan to fix the problems: an alliance with France, who had a good relationship with most native tribes.
 - Britain didn't like this, and encouraged Native Americans to destroy American settlements.
 - Again... Washington sends a former war general to the area to restore peace. **The Treaty of Greenville 1795-** Native American leaders agreed to give up most of the land in present-day Ohio.



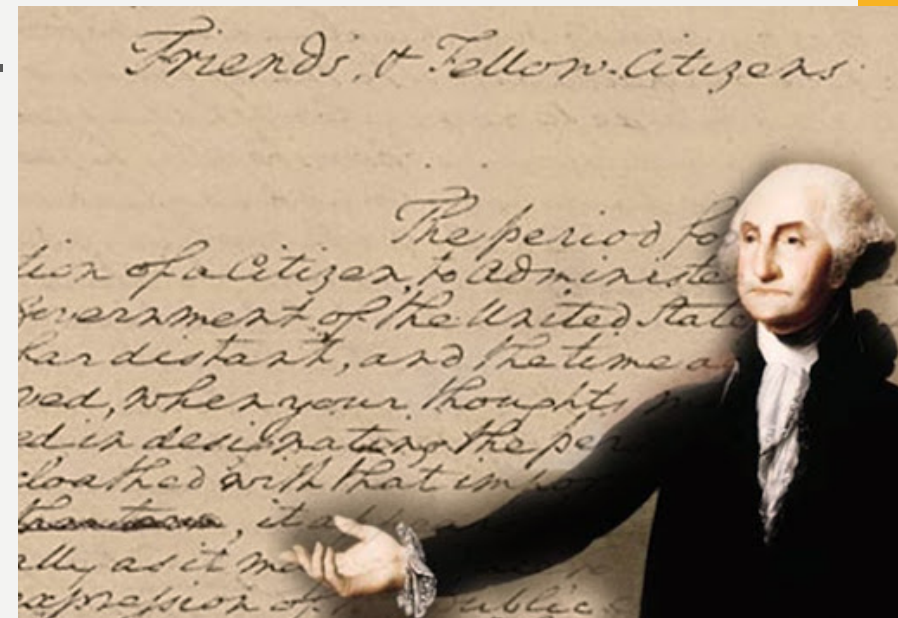
A FRIENDSHIP WITH SPAIN

- Spain had territories in North America- we needed to get along
- Relationship had been tense since 1784, when the Spanish closed the southern Mississippi River and the port of New Orleans to Americans.
- U.S. Ambassador to Spain **Thomas Pinckney** negotiated a treaty in 1785 that:
 - Defined the boundaries between the U.S. and Spanish territories
 - Opened up access to New Orleans

*Spain agreed mostly out of **fear**- if America developed a better relationship with Britain, they could gang up on Spain...*

WASHINGTON'S FAREWELL ADDRESS

- Washington decides not to run for re-election after 2 terms
- Delivered a **farewell address**- a speech on the completion of his term as president and the state of the nation
- Two major warnings:
 - **Stay neutral:** avoid foreign alliances
 - **Avoid political alliances** (factions)- they will only divide the nation





**DO NOW:
WHAT IS WASHINGTON
WARNING AMERICANS ABOUT?
WHY?**

"HOWEVER FACTIONS MAY NOW AND THEN ANSWER POPULAR ENDS, THEY ARE LIKELY IN THE COURSE OF TIME AND THINGS, TO BECOME POTENT ENGINES, BY WHICH CUNNING, AMBITIOUS, AND UNPRINCIPLED MEN WILL BE ENABLED TO [OVERTHROW] THE POWER OF THE PEOPLE AND TO [TAKE] FOR THEMSELVES THE REINS OF GOVERNMENT, DESTROYING AFTERWARDS THE VERY ENGINES WHICH HAVE LIFTED THEM TO UNJUST [POWER]."
- WASHINGTON'S FAREWELL ADDRESS

THE FIRST POLITICAL PARTIES

ISSUE	JEFFERSON	HAMILTON
U.S. ECONOMY	Farmers are the backbone of the nation- manufacturing will corrupt the U.S.	Manufacturing and trade will help the economy and grow cities- follow Britain's model
FEDERAL OR STATE GOVERNMENTS?	Feared a strong federal government- wanted states to maintain power	Believed the federal government needed to have more power than the states

ISSUE

JEFFERSON

HAMILTON

**THE
CONSTITUTION**

Strict interpretation-
powers not given
specifically to the
federal government
should belong to the
states

Loose interpretation-
use the “necessary and
proper” clause to
carry out duties, even
if they’re not
specifically stated

ALLIANCES

France-
Was our first ally and
needed our support
while they fight for
their own liberty

Britain-
Important trading
partner

FEDERALISTS

- Led by Hamilton
- Favored a strong central government
- **Loose interpretation** of the Constitution: implied powers that are “necessary and proper” can be given to the federal government, even if not specifically spelled out (i.e. creating a national bank)
- Wanted only educated, wealthy men to run the nation

DEMOCRATIC-REPUBLICANS

- Also known as Republicans
- Led by Jefferson/Madison
- Favored strong state governments- feared a strong federal government
- **Strict interpretation** of the Constitution: the government should be limited only to the powers specifically delegated in the Constitution- did not like the elastic/necessary and proper clause
- Believed that ordinary people needed to participate in government

NEWSPAPERS INFLUENCE PUBLIC OPINION

- Late 1700s- there was a growing demand for more information, which leads to many more newspapers being published
- Newspapers had great influence on public opinion- they were often biased, sometimes inaccurate and supported one political idea over the other, writing harsh criticisms against the other side



(Supported Jefferson)



(Supported Hamilton)

DO NOW:
**WHOSE OPINION IS IT? JEFFERSON AND THE
REPUBLICANS OR HAMILTON AND FEDERALISTS?**

- Believed in a strong federal government
- Supported a strict interpretation of the Constitution
- Wanted ordinary people to participate in government
- Advocated for a manufacturing economy
- Supported protective tariffs

★ THE ELECTION OF 1796 ★

KEY ISSUES	FEDERALIST	DEMOCRATIC REPUBLICAN
National versus state governments	Favored strong federal government	Favored states' rights and a limited federal government
Economic policy	Supported industry and a national bank	Supported farming; opposed a national bank
Foreign relations	Supported building relations with Britain	Supported building relations with France

POPULAR VOTE FOR TOP TWO CANDIDATES*

ADAMS	35,726 (53.4%)
JEFFERSON	31,115 (46.6%)

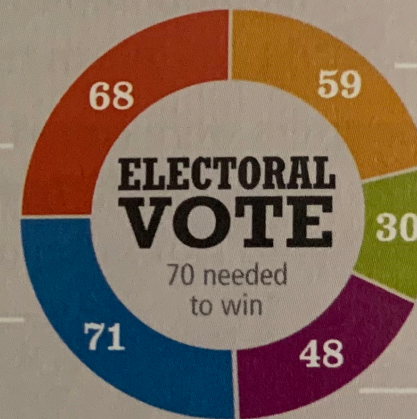
* Only 6 of 15 states held a direct popular vote; most limited the vote to white male property owners. In other states, legislators chose electors.

THOMAS JEFFERSON

Democratic Republican

JOHN ADAMS

Federalist



THOMAS PINCKNEY

Federalist

AARON BURR

Democratic Republican

OTHERS

Federalist votes are assigned to Adams; Democratic Republican votes are assigned to Jefferson.

STATES' ELECTORAL VOTES*

FEDERALIST	Connecticut, Delaware, Massachusetts, New Hampshire, New Jersey, New York, Rhode Island, Vermont
DEMOCRATIC REPUBLICAN	Georgia, Kentucky, North Carolina, Pennsylvania, South Carolina, Tennessee, Virginia

* Maryland split its votes.

Why was this an unexpected outcome? How will the results cause conflict?

JOHN ADAMS AND THE XYZ AFFAIR:

“MILLIONS FOR DEFENSE, BUT NOT A CENT FOR TRIBUTE!”

- The French dislike Jay’s Treaty- they believe it favors the British. To punish the U.S., they begin capturing American ships carrying cargo to Britain
- Adams sends representatives to France, but the French Prime Minister refuses to meet:
 - Sends agents who demand a bribe and loan from the U.S.
 - In Adams’ report to Congress about the issue, he omits their real names and refers to them as Agent X, Agent Y and Agent Z

THE RESULT:

- Created “war fever” in the U.S.
- Adams builds **frigates**- fast ships with many guns- to scare the French
- Causes a lot of criticism from Federalists, who hoped for a war with France- they wanted it to hurt the Republicans, who wanted an alliance with France
- Adams loses a lot of support from fellow Federalists

THE ALIEN AND SEDITION ACTS

The XYZ Affair led to many Americans distrusting **aliens**- residents who are not citizens. They believed French aliens might not be loyal to America if we went to war with France.

ALIEN ACT

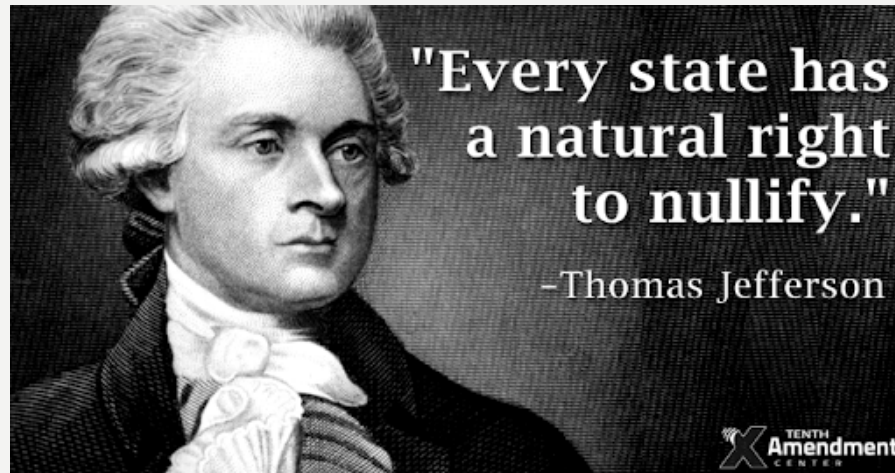
- 1798: The president could expel (kick out) any foreigner suspected of being dangerous to the country
- Made it harder to become a citizen (5 years → now 14 years)

SEDITION ACT

- Sedition = stirring up rebellion against the government
- Citizens could be fined or jailed for criticizing the government or its officials

Who supported these laws? WHY?
Who opposed them? WHY?

V.P. JEFFERSON FIGHTS BACK



- Jefferson argued that the laws violated the First Amendment
- Encouraged states to **nullify** the laws (cancel them out)
- **Strict interpretation** of the Constitution means it should be taken literally- Constitution says that any power not given to the federal government, or denied to the states, belongs to the states. Therefore, it was the **states' right** to nullify a federal law that it did not agree with.
- **Virginia and Kentucky Resolutions (1798-1799)**: states passed resolutions to nullify the Alien and Sedition Acts.

- Quick recap-
John Adams

**FOUNDING
FATHER**

1ST VP

2ND PRESIDENT

**USED
DIPLOMACY
WITH FRANCE**

**SIGNED THE
ALIEN AND
SEDITION ACTS**

**PROMOTED A
STRONG
FEDERAL
GOVERNMENT**



DO NOW:

**MAKE A HYPOTHESIS.
WILL ADAMS WIN RE-
ELECTION?
WHY/WHY NOT?**

ELECTION OF 1800: A PEACEFUL TRANSFER OF POWER

★ THE ELECTION OF 1800 ★

KEY ISSUES	FEDERALIST	DEMOCRATIC REPUBLICAN
Standing army	Supported it	Opposed it
Alien and Sedition Acts	Supported them to limit power of the Democratic Republicans	Opposed them as a threat to individual liberty
Attitude toward government	Believed common people needed guidance	Believed people should govern themselves

POPULAR VOTE FOR TOP TWO CANDIDATES*

JEFFERSON 41,330 (61.4%)

ADAMS 25,952 (28.6%)

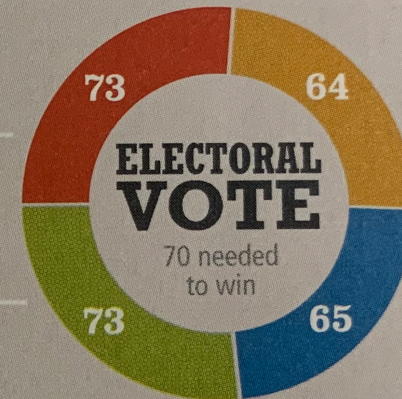
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THOMAS JEFFERSON

Democratic Republican

AARON BURR

Democratic Republican



CHARLES PINCKNEY

Federalist

JOHN ADAMS

Federalist

The House of Representatives resolved the tie after 6 days and 36 ballots, and Thomas Jefferson became president. The Twelfth Amendment (ratified 1804) gave each Electoral College member one vote for president and one for vice president, reducing the likelihood of ties.

STATES' ELECTORAL VOTES*

FEDERALIST

Connecticut, Delaware, Massachusetts, New Hampshire, New Jersey, Rhode Island, Vermont

DEMOCRATIC REPUBLICAN

Georgia, Kentucky, New York, South Carolina, Tennessee, Virginia

*Maryland, Pennsylvania, and North Carolina split their votes.

END OF THE FEDERALIST ERA

- After the election of 1800- Federalist power declined
- 1804: Burr kills Hamilton in a duel, dividing the Federalists even more
- Jefferson plans to undo many Federalist policies:
 - **Laissez faire** economics: to “let do” or leave alone- everyone benefits when there is very little government interference
 - Ended Alien and Sedition Acts, whiskey tax
 - Reduced the size of the military and many federal departments
- Decides to keep the National Bank

MARBURY V. MADISON

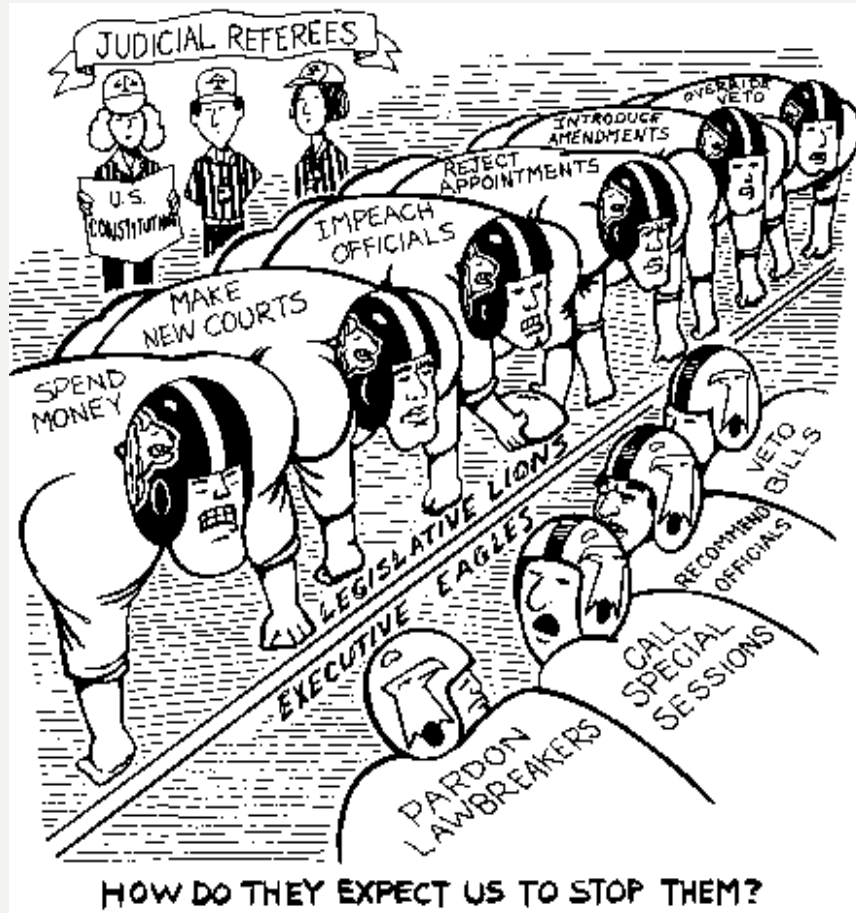
- In his last few weeks in office, Adams and the Federalist-controlled Congress pass the **Judiciary Act of 1801**, expanding the size of the federal courts.
- Allows Adams to appoint dozens of Federalist judges- known as **midnight judges**- before he leaves office, so that the Judicial Branch can remain under Federalist control
 - New judges need official paperwork from then-Secretary of State John Marshall to be officially appointed- not all of the judges received their paperwork before Jefferson was inaugurated.
 - Jefferson orders his new Secretary of State, James Madison, not to deliver the remaining documents. Several judges, including William Marbury, were then unable to take the job they were promised.

MARBURY V. MADISON



- Marbury argued that a special clause of the Judiciary Act of 1789 gave the Supreme Court **original jurisdiction**- the legal authority to hear the case. He wanted the Court to order Madison to produce the documents needed to give Marbury his job.
- **John Marshall**, who was the Secretary of State tasked with delivering the paperwork in the first place, was now the **chief justice of the Supreme Court** presiding over the case.

MARBURY V. MADISON: THE DECISION



- Although Marshall agreed that Marbury was entitled to the job, the Supreme court **ruled against him**:
- The Court did not believe it had the jurisdiction- the right to hear a case brought against federal officials.
- As a result, this meant that the Judiciary Act was unconstitutional.
- The ruling established the principle of **judicial review**- the Court can overturn a law that is unconstitutional.



DO NOW:

If you had the chance to explore an unknown place, would you go? Why/why not?

THE LOUISIANA PURCHASE

- By 1800, almost 1 million Americans lived west of the Appalachian Mountains- needed more land and better ways to ship goods
- Spain transfers control of Louisiana to France- Jefferson worried that **Napoleon Bonaparte** might consider conquering North America
- Jefferson sends Robert Livingston and James Monroe to negotiate the purchase of New Orleans for up to \$10 million.
- Napoleon, in need of money for his European wars, offers the entire Louisiana Territory to the Americans for \$15 million.

Louisiana Purchase

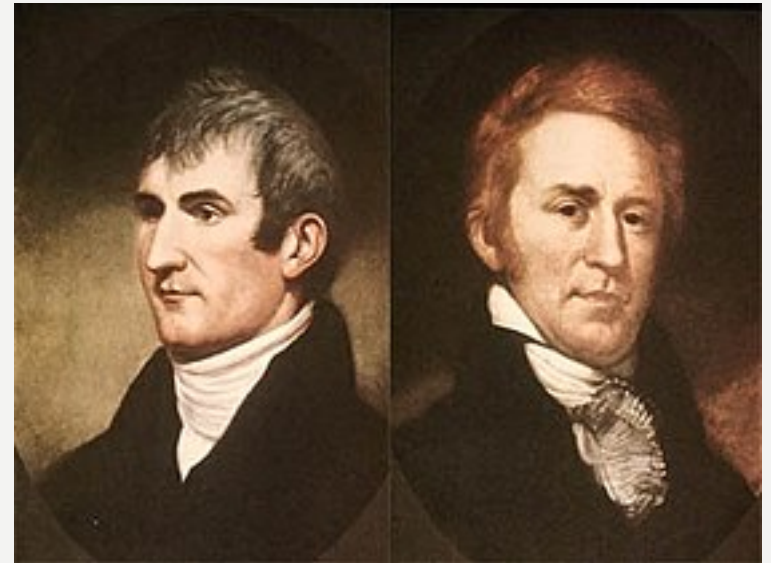
The purchase nearly doubled the size of the U.S.



Jefferson needed to justify approving this purchase using the Elastic Clause... since the Constitution doesn't say that the president has the authority to buy land. Ironic for a strict constructionist!

LEWIS AND CLARK EXPEDITION

- **Meriwether Lewis and William Clark** were tasked with mapping a route to the Pacific Ocean, as well as studying the geography and landscape of the territory. Most importantly, they were to explore river systems to find a route to the Pacific Ocean.
- Jefferson also instructed Lewis and Clark to learn about the American Indian nations who lived in the Louisiana Territory, and emphasized that they tell the native Americans of “our wish to be neighborly, friendly and useful to them.”



THE CORPS OF DISCOVERY

- Corps of Discovery- 50 men picked by Lewis and Clark to take the long and dangerous expedition into the frontier
- Documented plants, animals, geography (especially rivers), contact with natives, drew pictures of scenery, measured for mapmaking
- Sacajawea- a Shoshone woman who traveled with the Corps as a translator and guide



IN YOUR OPINION...

**Was Lewis and Clark's
expedition of the
Louisiana territory
successful or
unsuccessful?**

Explain.



A TIME OF CONFLICT

As America moves into a new era, several major events occur that will change history:

- **Increased threats from overseas**
- **A war with Tripoli**
- **A war between Britain and France**
- **Conflict with native Americans**

THREATS FROM OVERSEAS

- Toward the end of Jefferson's presidency, international relations were threatening American security.
- Sailors were in a dangerous business- they were attacked by **pirates**, captured by British soldiers and looted regularly.
- The practice of **piracy**, or robbery on the seas, made some foreign waters very dangerous.
- Northern Africa (Morocco, Algiers, Tripoli, Tunis- known as the **Barbary States**) terrorized European ships sailing into the Mediterranean Sea



A WAR WITH TRIPOLI



- America had been paying a tribute (tax or bribe) to the North African country of Tripoli for several years, as a protection from looting and capturing sailors
- 1801: the leader of Tripoli raised the tax and Jefferson refused to pay, Tripoli declared war against the US. In response, Jefferson sent ships to blockade Tripoli.
- 1804: pirates seized the U.S. warship *Philadelphia* and jailed the crew
- US Naval and marine officers snuck out and burned the ship to prevent the pirates from using it
- In the end, the leader of Tripoli signed a peace treaty agreeing to leave American ships alone, but the U.S. had to pay \$60,000 for the release of the prisoners.

ANOTHER WAR FOR BRITAIN AND FRANCE



- 1803: Britain and France go to war again
- 1804: Jefferson is re-elected
- At first, the war between Britain and France benefits American trade. Soon, though, both sides began blockading the seas to prevent each other from trading with other nations- American ships get captured once again
- June 1807: The British warship *Leopard* stopped American vessel *The Chesapeake* to search for British deserters- soldiers who abandon the military. When the American captain refused, the British ship opened fire, damaging the ship and killing three crew members.
- Americans were outraged and demanded war against Britain.
- To prevent war, Jefferson issues the EMBARGO ACT in December of 1807- a law prohibiting trade with another country. It was meant to target Great Britain, but the Embargo act banned trade with ALL foreign countries. He hoped that affecting both country's trade would be more effective than waging war

D—n it, how he nicks 'em.

Oh! this cursed Ograbme

SUPERFINE


LICENCE



EFFECTS OF THE EMBARGO ACT

- The act did affect the French and the British- but it also hurt Americans:
 - It put sailors out of work, especially in New England
 - Americans had no tea, molasses, sugar
 - A surplus of wheat and tobacco that could not be shipped overseas put farmers in debt
 - Prices for wheat fell, river traffic halted to a stop
 - On the other hand, Britain simply bought the goods it needed from other countries.

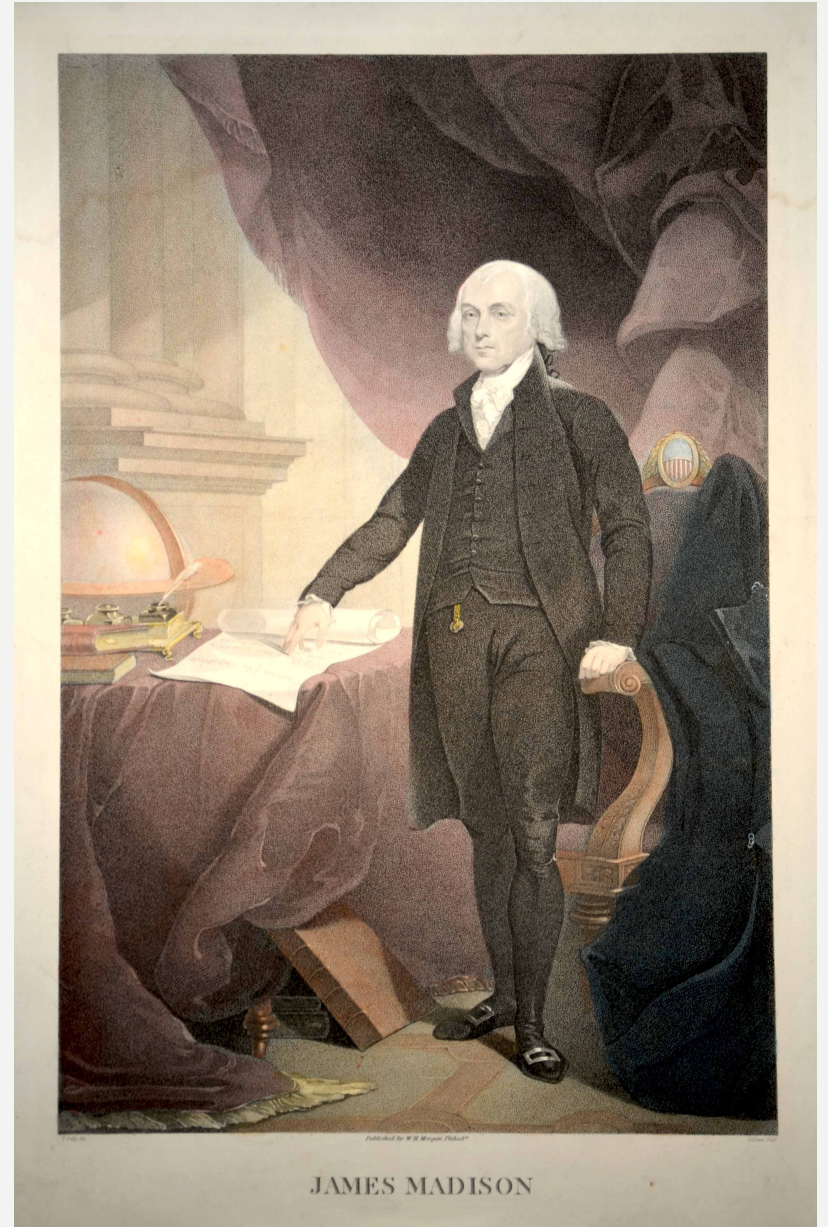
Americans protest the Embargo Act strongly. It was repealed in March of 1809, but replaced with the **Nonintercourse Act**- a law that banned free trade with **only** Britain and France. It was still unpopular and unsuccessful.



**DO NOW:
HYPOTHESIZE- IF YOU
WERE A NATIVE
AMERICAN IN THE EARLY
1800S, WHY WOULD YOU
BE UPSET WITH
AMERICANS?**

JAMES MADISON, 4TH PRESIDENT

- Democratic-Republican
- Quiet and timid
- Hoped to keep America out of war
- Many Americans did not support him as president—they wanted a more aggressive leader
 - Were concerned about the embargo crisis and growing hostilities with native Americans



CONFLICT WITH NATIVE AMERICANS

- Americans were moving farther west, onto Native American land
- White settlers ignored treaties signed to protect Native Americans and their land
- Settlers hunted animals the natives relied on for food
- Both natives and white settlers used violence against each other, killing innocent people.
- Our British enemies supplied weapons and ammo to the Native Americans and encouraged them to fight



TECUMSEH AND THE PROPHET



Tecumseh



The Prophet

- **Tecumseh**, a powerful Shawnee chief, and his brother Tenskwatawa (known as **The Prophet**) tried to build a confederacy among the Native tribes to stop Americans from moving onto their land.
- **Backed by the British** in Canada, he encouraged natives to return to traditional ways of life, when they did not rely on white people (for things like muskets, cloth, pots, whiskey, etc...)
- His message gained a large following- built a village called Prophetstown for his followers

THE BATTLE OF TIPPECANOE

- U.S. troops, led by **William Henry Harrison** (governor of the Indiana Territory and future U.S. President), set up a camp near Tecumseh's village while he was away
- The Prophet saw this as a threat and ordered an attack on November 7, 1810. The **Battle of Tippecanoe** ended with the defeat of the native Americans.



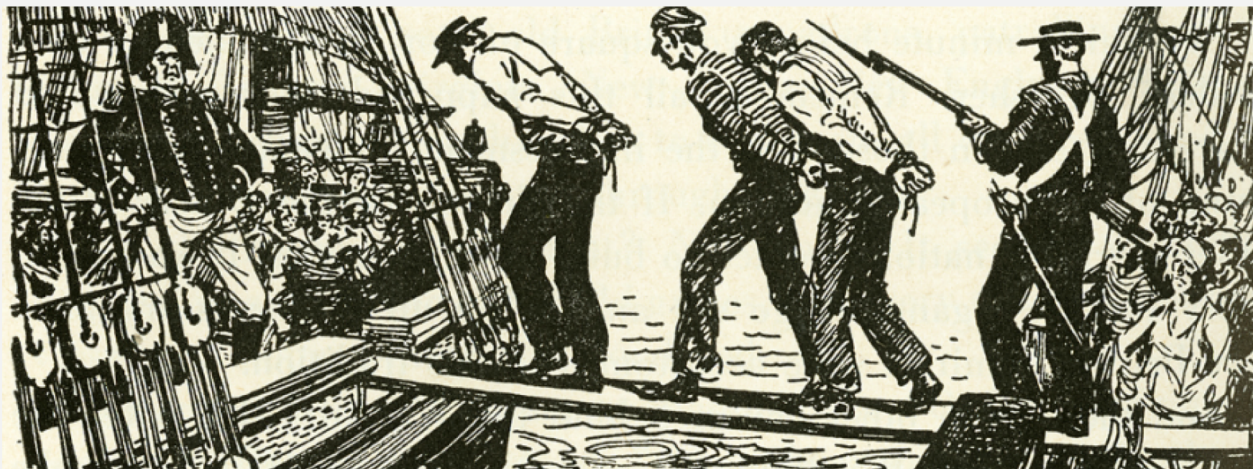
A DETERIORATING RELATIONSHIP WITH BRITAIN

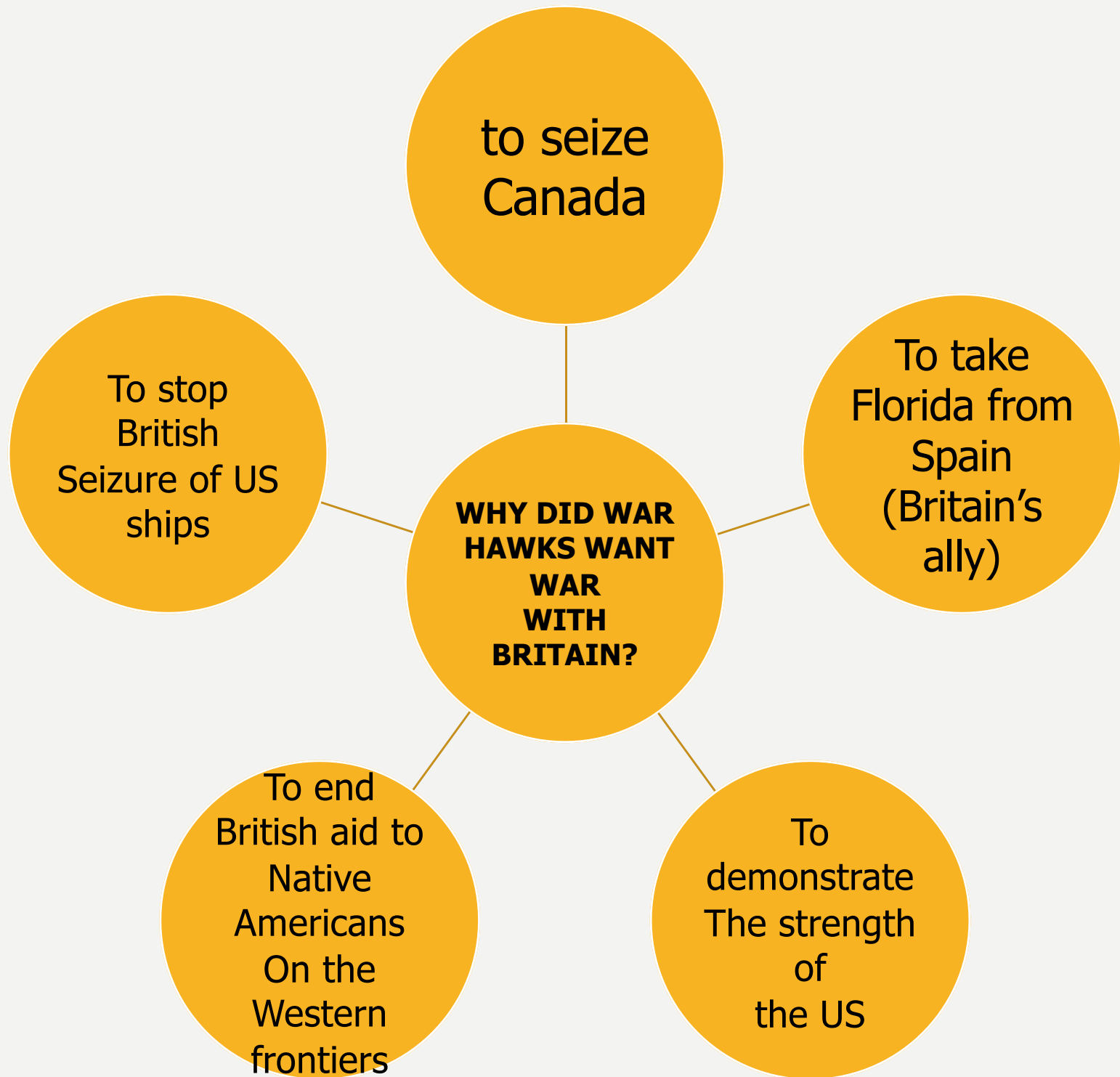


- Fighting with the Natives hurt the U.S.- British relationship- Britain was supplying guns and ammo to the natives, encouraging attacks on U.S. settlements
- **Madison makes a bold offer:** whichever nation agrees to respect our neutrality will have trade re-opened with the U.S. France agrees-
 - Re-establish trade with France
 - Renew the ban on trade with Great Britain

WAR HAWKS

- Congressmen from the South and West were very eager for war- became known as **War Hawks**
- Motivated by **nationalism**- a devotion to one's country (nation)
- Henry Clay- Congressman from Kentucky, outspoken war hawk
 - “If you wish to avoid a foreign collision, you better abandon the ocean.”
- June 1812: **war officially declared** against Britain after a battle in New York Harbor between an American frigate and a British ship







How does Grundy's speech reflect nationalism?

"This war, if carried on successfully, will have its advantages. We shall drive the British from our continent- they will no longer have an opportunity of intriguing with our Indian neighbors... that nation will lose her Canadian trade, and by having no resting place in this country, her means of annoying us will be diminished... I therefore feel anxious not only to add the Floridas to the south, but the Canadas to the north of this empire."

**- Felix Grundy of Tennessee, Congress
1811**



DO NOW:

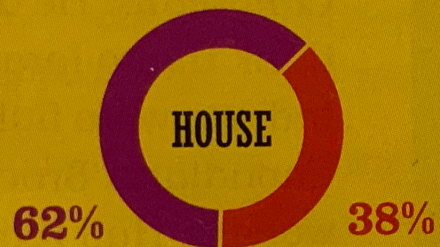
**MAKE A T-CHART:
WHAT ARE THE PROS
AND CONS OF A WAR
WITH GREAT BRITAIN?**

THE WAR OF 1812

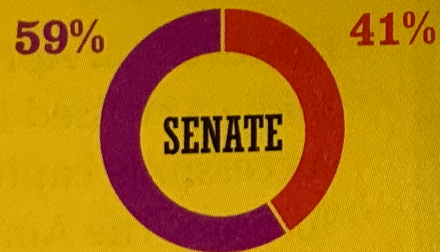
CAUSES

- ★ British interfere with American shipping.
- ★ British kidnap American sailors.
- ★ Americans believe British are persuading American Indians to fight settlers.
- ★ Some members of Congress (War Hawks) want U.S. expansion into Canada.

CONGRESS IS DIVIDED OVER THE FIRST DECLARATION OF WAR



IN FAVOR OPPOSED



Source: Library of Congress

PREPAREDNESS FOR WAR

UNITED STATES

12,000
TROOPS



17
WARSHIPS



4,000
SAILORS



1,800
MARINES

BRITAIN

10,000
BRITISH & CANADIAN TROOPS

584
WARSHIPS

140,000
SAILORS (WORLDWIDE)

31,000
MARINES

Sources: Donald R. Hickey, *War of 1812*;
U.S. Naval Institute

THE U.S. IS UNPREPARED

- Even though America had declared war on Britain, the US was very poorly prepared to fight. Because of Thomas Jefferson reducing federal spending, the navy had only 16 ships to face the entire Royal British fleet. Soldiers were mainly militia volunteers who enlisted on the promise of about 1-year's salary for their efforts, but had no real training for war. The regular army had fewer than 12,000 soldiers, 5,000 of whom were new recruits. They were ill equipped and knew very little about warfare. Many quickly deserted or abandoned their duties to the military. America underestimated, or misjudged, the strength of the British and their native American allies. Still, Britain was already in a war with France- there were not many British soldiers to spare to fight in America. Already, the War of 1812 was off to a rocky start.

WAR IN THE WEST

- Americans were sure Canadians would welcome American rule- they don't
- General William Hull led an attack on Canada- unsuccessful, because British General Isaac Brock tricked him into thinking there were a lot of British and Native American troops in Canada
- Other attempts to attack Canada also failed
- **Oliver Hazard Perry-** designed and built his own fleet to lead an attack to control Lake Erie. His own ship was damaged but continued to fight by rowing to a nearby ship
- **Tecumseh** is killed at the **Battle of Lake Erie-** the hope of a native American confederacy dies with him

WAR ON THE HIGH SEAS

- August 1812: British ship *Guerriere* fired on the U.S. *Constitution*-***canons seemed to bounce off, giving her the nickname “Old Ironsides”***
- This and other similar sea victories for the U.S. marked the beginning of the U.S. as a real naval power



THE BRITISH GAIN STRENGTH



- At first, the British have soldiers in America and also in France... when their war with France ends, they can double up their strength against the U.S.
- August 1814- British **attack Washington, D.C.**- the heart of the U.S. government
- Burned down important government buildings, including the Capitol and the White House

THE STAR-SPANGLED BANNER

- After destroying Washington, D.C. the British head to Baltimore, but the people there are ready
- **Fort McHenry on the Baltimore Harbor** was well stocked and positioned to prevent a British invasion
- Bombs burst through the night on September 13, lighting the sky.
- **Francis Scott Key** observed the bombardment in wrote a poem about what he witnessed. It was later set to music and became our national anthem, the **Star Spangled banner**





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 ROCKET'S 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!

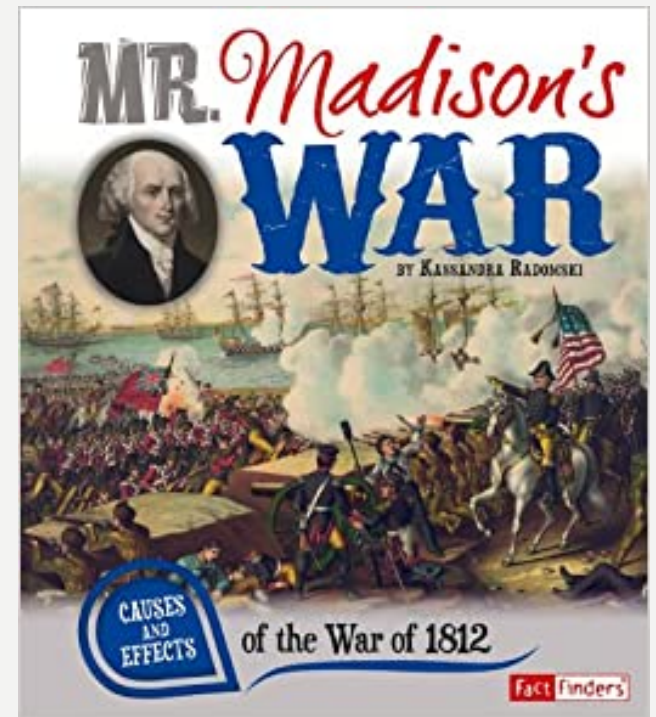
ANDREW JACKSON AND THE BATTLE OF NEW ORLEANS

- 1814: The British prepared to attack New Orleans to seize the port and sail up the Mississippi
- **Andrew Jackson** was ready, with thousands of frontiersmen and Choctow Indians
- Soldiers dug **trenches**- ditches in the ground- to fire on the British from
- More than 2,000 British died, and only seven Americans
- Jackson was considered a hero, even though the battle technically took place *after the war ended!* News of the peace treaty didn't reach the U.S. until about two months after



NEW ENGLANDERS PROTEST

- “Mr. Madison’s War”- New Englanders strongly opposed war
 - Blockade was hurting New England trade
 - Concerned that adding new states from Canada or Florida would lessen the power of New England in Congress
- December 1814: delegates met to protest Madison and the war. Threatened to **nullify** the state of war, and even **secede** (leave) the union... but it was meaningless:
 - The war had just ended and their threats further weakened the Federalist party



“NOTHING WAS ADJUSTED, NOTHING WAS SETTLED.”

- **Treaty of Ghent:** signed December 24, 1814
- Returned America and Great Britain to pre-war conditions
- Did not address neutrality, impressment, etc...
- Those issues faded because Great Britain's other wars in Europe that caused them had ended
- Some Americans felt like the war was a mistake
- Others felt that it increased American nationalism and forced other nations to respect us more.



AN ERA OF GOOD FEELINGS

- 1816: James Monroe (Democratic Republican) wins the presidency
- **An Era of Good Feelings:** a sense of unity and pride that took over Americans during Monroe's terms. A period with little political conflict
- **Sectionalism:** loyalty to one's state or section rather than the nation as a whole



CREATING A STABLE ECONOMY AFTER THE WAR

- Despite great physical growth, the nation's economy was in trouble
- No National Bank- charter had expired
- State banks made too many loans and printed too much money. This leads to **inflation**- prices rise rapidly because the value of money decreases



ENGLISH GOODS FLOOD THE MARKET

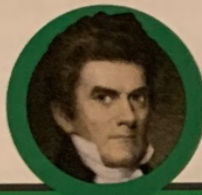


- Another reason the U.S. economy was struggling- English goods were cheaper to buy, because they were cheaper to make (and usually better quality)
- **Tariff of 1816:** a high tax on imported goods meant to encourage Americans to buy American made goods
- As the tax was increased over time, some Americans protested:
 - The South had very little industry and relied on imports for goods they could not make themselves. They felt like the tariff only helped Northerners, where most manufacturing was

GROWING SECTIONALISM

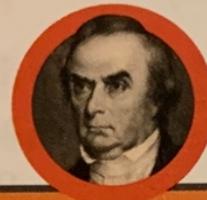
- The tariff dispute was an example of sectionalism- each section had different interests and goals

Sectional Leaders: Calhoun, Webster, and Clay



JOHN C. CALHOUN

- From South Carolina
- Skilled orator, lawyer, and senator
- Sectional leader and spokesman for his region (South)
- Supported the War of 1812
- Opposed the idea of a strong federal government
- Strong supporter of slavery
- Showed a concern for the country's economy
- Opposed the Compromise of 1850



DANIEL WEBSTER

- From New Hampshire
- Skilled orator, lawyer, and senator
- Sectional leader and spokesman for his region (North)
- Against the War of 1812
- Supported the idea of a strong federal government
- Wanted slavery abolished
- Showed a concern for the country's economy
- Defended the Compromise of 1850



HENRY CLAY

- From Kentucky
- Skilled orator, lawyer, and senator
- Sectional leader and spokesman for his region (West)
- Supported the War of 1812
- Supported the idea of a strong federal government
- Supported compromise over slavery
- Showed a concern for the country's economy
- Defended the Compromise of 1850