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

**Section Focus Question**

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

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

**Prepare to Read**

**Build Background Knowledge**

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

**Set a Purpose**

- Read each statement in the Reading Readiness Guide aloud. Ask students to mark the statements True or False.
- Have students discuss the statements in pairs or groups of four, then mark their worksheets again. Use the Numbered Heads participation strategy (TE, p. T24) to call on students to share their group’s perspectives. The students will return to these worksheets later.

**Reading Skill**

**Explain How Events Are Related in Time**

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

**Key Terms and People**

- tribute
- Stephen Decatur
- embargo
- smuggle
- Tecumseh
- William Henry Harrison

**Objectives**

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

**This Dreadful Fight**

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

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

**Defeating the Barbary States**

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

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

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

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

**Differentiated Instruction**

**Advanced Readers**

**Research**

Tell students that the policy of impressment was not new in the 1700s. Have students research impressment and identify other warring nations that practiced impressment. In a brief report, have them summarize one of the conflicts they read about and tell how the conflict was resolved.
The next year, a small force of American marines marched 600 miles across the Sahara and captured Tripoli. A line in the U.S. Marine Corps anthem—"To the shores of Tripoli"—recalls that victory. It inspired a wave of confidence in the ability of the United States to deal forcefully with foreign powers that threatened American security and prosperity.

**American Neutrality Is Challenged**

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

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

Meanwhile, Britain and France looked for ways to weaken each other. One method was to cut off the other country's foreign trade. British warships started seizing American ships trading with France. French warships did the same to American ships trading with Britain. Between 1803 and 1807, France seized 500 American ships and Britain seized more than 1,000. Britain badly needed sailors for its war against France. So it turned again to impressment. As a result, thousands of American sailors were forced to serve in the British navy.

**Defeating the Barbary States**

American Neutrality Is Challenged  

Explain How Events Are Related in Time  

Explain why American ships were being seized by Britain and France.

**Impressment**

A nineteenth-century woodprint shows unfortunate American sailors being impressed by British gangs. Conditions on board British warships were harsh.

**Critical Thinking: Draw Conclusions**  

What impact do you think impressment had on the performance of the British navy?

**Independent Practice**

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

**Monitor Progress**

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

**Answers**

- **Checkpoint** They paid tribute to the pirates from the Barbary States.
- **Reading Skill** Britain and France were at war with each other. Neither wanted its enemy to benefit from American trade.
- **Draw Conclusions** Possible answer: The British navy was probably weakened by having unwilling soldiers.

Chapter 9 Section 3 323
Jefferson Responds With an Embargo

Chapter 9

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

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

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

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

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

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

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

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

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

Many Americans were outraged by the embargo. Anger was greatest in New England, where merchants depended heavily on foreign trade. Thousands of Americans turned to smuggling—the act of illegally importing or exporting goods—in order to evade the embargo.
Congress finally repealed the Embargo Act in 1809, just before Jefferson left office. Then, Congress passed a less severe law that reopened foreign trade with every country except Britain and France. The law stated that the United States would reopen trade with those countries when they started respecting America’s trading rights as a neutral nation.

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

### Tecumseh and the Prophet

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

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

### History Background

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

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

**MapMaster**

As settlers moved west, they took over Native American lands.

(a) Read a Map Key: When did the Osages lose their land?

Make Predictions: Notice the lands shaded purple. What do you think happened to the Native American lands in this area after 1784?

**History Background**

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

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

**MapMaster**

As settlers moved west, they took over Native American lands.

(a) Read a Map Key: When did the Osages lose their land?

Make Predictions: Notice the lands shaded purple. What do you think happened to the Native American lands in this area after 1784?

**MapMaster Online**

For: Interactive map
Visit: PHSchool.com
Web Code: mvp-3053

### Tecumseh and the Prophet

**p. 325**

**Instruction**

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

### Independent Practice

Have students complete the study guide for this section.

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

### Monitor Progress

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

**Answers**

**Checkpoint**

- (a) 1785–1810 (b) They were occupied by white settlers.
New Leaders Take Charge The Shawnee people were hard hit by these developments. After 1805, two Shawnee brothers—Tenskwatawa (tuh sweh kwa tuh wuh) and Tecumseh (tih KUHM suh)—begun urging Native American resistance. Tecumseh and Tenskwatawa, who was also known as the Prophet, called on Native Americans to preserve traditional ways.

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

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

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

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

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