describe how events progress over time. Also, use sequence verbs as a tool. These verbs relate the many events to one another in time. Use unfold over time. As you read this section, try to One event may directly cause another or events may blockadewar hawknationalism

Key Terms and People

nationalism
war hawk
blockade
Andrew Jackson
Oliver Hazard Perry

The War of 1812

Why It Matters Presidents Washington, Adams, and Jefferson had all worked hard to avoid war with Britain and France. But finally, in 1812, the United States declared war on Britain.

Section Focus Question: What were the causes and effects of the War of 1812?

The Move Toward War

Tension with Britain was high when James Madison took office in 1809. Americans were angry at Britain for arming Native Americans in the Northwest. Americans also resented the continued impressment of American sailors by the British.

To most Americans, the country's honor was at stake. They felt a new sense of American nationalism—pride in one's country. In 1810, two strong nationalists, Henry Clay of Kentucky and John C. Calhoun of South Carolina, became leaders in the House of Representatives.

Clay, Calhoun, and their supporters were called war hawks—those who were eager for war with Britain. Opposition to war was strongest in New England. Many New Englanders believed war with Britain would harm American trade.

Relations with Britain worsened steadily in the early months of 1812. In the spring, the British told the United States they would continue impressing sailors. Meanwhile, Native Americans in the Northwest began new attacks on frontier settlements. In June, Congress declared war on Britain.

Checkpoint: In what regions of the United States was the support for war with Britain the strongest?

Prepare to Read

Build Background Knowledge

Ask students if they have ever heard of the War of 1812. Ask volunteers to share any information about the war that they may know. Write all accurate facts on the board. Then ask students to preview the section by reading the headings and looking at the images. Ask students to predict what they will learn about the War of 1812. Use the Numbered Heads participation strategy (TE, p. T24) to elicit responses.

Set a Purpose

Read each statement in the Reading Readiness Guide aloud. Ask students to mark the statements True or False.

Checkpoint: The South and the West

Answer

Checkpoint: the South and the West
Teach

The Move Toward War
p. 327

Early Days of the War
p. 328

Instruction

- **Vocabulary Builder** Before teaching this section, preteach the High-Use Words reinforce and critic using the strategy on TE p. T21.

- **Key Terms** Have students complete the See It–Remember It chart.

- **Read** The Move Toward War and Early Days of the War with students using the Partner Paragraph Shrinking strategy (TE, p. T23).

- **Ask** students to name the Congressmen who were most eager for war. (Henry Clay and John C. Calhoun)

- **Ask:** How do you think the early days of the war might have been different if Jefferson had not cut military spending? (Students might think that Americans would have been able to better defend themselves with more weapons, ships, and better trained officers.)

- **Show** students the History Interactive transparency Old Ironsides and the War of 1812. Ask: What made Old Ironsides so strong? (its thick hull)

**Color Transparencies, Old Ironsides and the War of 1812**

**Independent Practice**

Have students begin filling in the study guide.

**Monitor Progress**

As students fill in the Notetaking Study Guide, circulate to make sure individuals understand why the War of 1812 began. Provide assistance as needed.

**Answers**

- **Checkpoint** Its military was small and underfunded.

- **Identify Benefits** They made it harder for the British to defeat the United States.

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**Differentiated Instruction**

**Vocabulary Development** Have students make a list of the key terms and high-use words in this section. Then have them create flashcards with the word on one side and its definition on the other. Pair each student with a partner and have them quiz each other on the definitions of the words, using the flashcards. For English Language Learners, have students add pictures to the flashcards.

**Early Days of the War**

The war did not come at a good time for the British, who were still at war in Europe. However, Britain was not willing to meet American demands to avoid war. Providing Native Americans with support was one way of protecting Canada against an American invasion.

When the war began, Americans were confident that they would win. It soon became apparent that the United States was not prepared for war. Jefferson’s spending cuts had weakened American military strength. The navy had only 16 warships ready for action. The army was also small, with fewer than 7,000 men.

In the first days of the war, the British set up a blockade of the American coast. A blockade is the action of shutting a port or road to prevent people or supplies from coming into an area or leaving it. By 1814, the British navy had 135 warships blockading American ports. After reinforcing their troops, the British were able to close off all American ports by war’s end.

A major sea battle was fought at the beginning of the war. In August 1812, the USS Constitution defeated the British warship Guerrière (gai ree AIR) in a fierce battle. According to tradition, American sailors nicknamed the Constitution “Old Ironsides” because British artillery fire bounced off the ship’s thick wooden hull. To the Americans, it seemed as if the Constitution were made of iron.

**Checkpoint** Why was the United States unprepared for war?
The War in the West and South

In the West, the Americans and British fought for control of the Great Lakes and the Mississippi River. Both sides had Native American allies.

Invasion of Canada

Even before the war began, war hawks were demanding an invasion of Canada. They expected Canadians to welcome the chance to throw off British rule.

In July 1812, American troops under General William Hull invaded Canada from Detroit. Hull was unsure of himself. Fearing he did not have enough soldiers, he soon retreated.

The British commander, General Isaac Brock, took advantage of Hull's confusion. His army of British soldiers and Native American warriors quickly surrounded Hull’s army and forced it to surrender. The British captured more than 2,000 American soldiers. It was a serious defeat for the United States.

American forces had better luck on Lake Erie. Both sides were aware of the importance of controlling the lake. A key three-hour battle took place at Put-In-Bay, in the western part of the lake, in 1813.

During the battle, the American flagship was badly damaged. The American commander, Oliver Hazard Perry, switched to another ship and continued the fight until it was won. Perry announced his victory with a dramatic message: “We have met the enemy and they are ours.” With Americans in control of the lake, the British were forced to leave Detroit and retreat back into Canada.

The United States declared war on Britain in June 1812. As the map shows, the war was fought on several fronts.

(a) Read a Map
What areas were affected by the British blockade?
(b) Analyze Cause and Effect
How did the blockade affect the economy of the United States?

MapMaster™
For: Interactive map
Visit: PHSchool.com
Web Code: mvp-3094

The War in the West and South

p. 329

Instruction

- Have students read The War in the West and South. Remind students to look for ways that events are related in time.
- Discuss the results of Hull’s invasion of Canada. (The British forced Hull’s army to surrender and captured more than 2,000 American soldiers.)
- Ask students to draw conclusions about why the Great Lakes were so important in the War of 1812. (Control of the Great Lakes meant control over access to the center of the nation.)
- Have students discuss the effects of the war on Native Americans. (They suffered many defeats and had to give up a great deal of territory.)

Independent Practice

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

Interactive Reading and Notetaking Study Guide, Chapter 9, Section 4 (Adapted Version also available.)

Monitor Progress

As students fill in the Notetaking Study Guide, circulate to make sure individuals understand the military actions that took place in the West and in the South. Provide assistance as needed. If students do not seem to have a good understanding of the material, have them reread the section.

History Background

Uncle Sam During the War of 1812, Samuel “Uncle Sam” Wilson of Troy, New York, supplied meat to the American army. The barrels containing meat were marked for the United States, but many assumed that the initials stood for Uncle Sam. Soon “Uncle Sam” became the nickname for the government of the United States.

(a) the Atlantic coast, the Gulf of Mexico (b) It limited trade with other nations. As a result, American merchants lost profits. Also, Americans had limited access to the foreign goods that they wanted.
Final Battles

Instruction

- Have students read Final Battles. Point out the reading Checkpoint question and tell students to look for details that support it as they read.
- Ask: *How did the war change after the British made peace with France? (The British had more resources to send to fight the war in America.)*
- Assign the Dolley Madison worksheet and discuss how Madison’s actions would have inspired great pride among Americans. *(She showed courage, taking a risk to rescue a national treasure.)*

Independent Practice

Have students complete the study guide for this section.

Monitor Progress

- Check Notetaking Study Guide entries for student understanding of the final battles and the effects of the war.
- Tell students to fill in the last column of the Reading Readiness Guide.
- Have students go back to their Word Knowledge Rating Form. Rerate their word knowledge and complete the last column with a definition or example.

Answers

- **Reading Skill** The Battle of the Thames took place after the Battle of Lake Erie.
- **Checkpoint** Americans won control of Lake Erie and followed the British into Canada, defeating them in the Battle of the Thames.
- **Biography Quest** 
  - **Why did Tecumseh issue an angry challenge to his allies, the British?**
  - **For:** The answer to the question about Tecumseh
  - **Visit:** PHSchool.com
  - **Web Code:** myd-3054

**Differentiated Instruction**

- **Advanced Readers**
  - **Research and Reenact** Assign students to small groups. Have each group choose one of the battles of the War of 1812 to further research. Then have them create a play reenacting the events of the battle. Encourage students to create props appropriate to the time period. Have each group act out their play in front of the class.

- **Gifted and Talented**
  - **Research and Reenact** Assign students to small groups. Have each group choose one of the battles of the War of 1812 to further research. Then have them create a play reenacting the events of the battle. Encourage students to create props appropriate to the time period. Have each group act out their play in front of the class.

As the British and their Native American allies retreated, the Americans under General William Henry Harrison pursued them. They followed the British into Canada, defeating them in the Battle of the Thames. Tecumseh was among those killed in the battle.

**Conflict in the South** Native Americans also suffered defeat in the South. In the summer of 1813, Creek warriors attacked several southern American settlements. Andrew Jackson took command of American forces in Georgia. In March 1814, Jackson defeated the Creeks at the Battle of Horseshoe Bend. The treaty that ended the fighting forced the Creeks to give up millions of acres of land.

**Checkpoint** What is the connection between the Battle of Lake Erie and the Battle of the Thames?

**Final Battles**

In 1814, the British finally defeated Napoleon. This allowed Britain to send many more troops across the Atlantic to fight against the United States.

The British Attack Washington and Baltimore

The new British strategy was to attack the nation’s capital, Washington, D.C. In August 1814, a British force marched into the city. Dolley Madison, the President’s wife, gathered up the President’s important papers and fled the White House. The British set fire to several government buildings, including the White House. Americans were shocked to learn that their army could not defend Washington.

The British now moved on to Baltimore. Their first objective was Fort McHenry, which defended the city’s harbor. British warships bombarded the fort throughout the night of September 13, 1814. Francis Scott Key, a young American, watched the attack. At dawn, Key saw the American flag still flying over the fort. The Americans had beaten off the attack.

On the back of an old envelope, Key wrote a poem that he called “The Star-Spangled Banner.” It told the story of his night’s watch. The poem became popular and was set to music. In 1931, Congress made it the national anthem of the United States.

The War Ends

By 1814, Britain had tired of war. Peace talks began in Ghent (gehnt), Belgium. On Christmas Eve 1814, the two sides signed the Treaty of Ghent, which ended the war. The treaty returned things to the way they had been before the war.
News of the treaty took several weeks to reach the United States. In that time, the two sides fought one more battle. In January 1815, American forces under General Andrew Jackson won a stunning victory over the British at the Battle of New Orleans.

**Protests and Peace** From the start, there had been opposition to the War of 1812 within the United States. As the war dragged on, Federalist critics of President Madison spoke out more strongly, criticizing what they called “Mr. Madison’s War.” New Englanders in particular disliked the war, mainly because the blockade had badly damaged New England trade.

In December 1814, a group of Federalists met in Hartford, Connecticut. Some delegates to the Hartford Convention suggested that the New England states secede, or withdraw, from the United States. While the delegates debated, news of the peace treaty arrived. With the war over, the Hartford Convention quickly ended.

To some Americans, the War of 1812 was the “Second War of Independence.” Once and for all, the United States secured its independence from Britain. European nations would now have to treat the young republic with respect. Pride at this achievement brought the confidence of Americans to a new height.

**Checkpoint** What was the purpose of the Hartford Convention?

**Looking Back and Ahead** After the War of 1812, Americans entered a new era of confidence. Tensions between regions, which had been high during the war, cooled with the coming of peace. In the postwar period, Americans enjoyed a period of calm and unity. As you will read in the next chapter, this era paved the way for a major expansion of American democracy.

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**Vocabulary Builder**

**critic** (kriht’ ik’t) n. someone who makes judgments on the value of actions

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**Check Your Progress**

1. **Identify** Who were the war hawks? Why did they push for war with Britain?
   
2. **Draw Conclusions** Were the war hawks overconfident? What did they overlook in their evaluation of British power?
   
3. **Recall** How did the War of 1812 end?

4. **Analyze Cause and Effect** What were some results of the war that were not expressly written in the treaty?

5. **Explain How Events Are Related in Time** What battle was taking place at about the same time that William Hull was invading Canada?

6. **Read the following notes about First Lady Dolley Madison**
   
7. **Key Terms**
   
8. **Add a second sentence to each of the following sentences that clearly shows your understanding of the key term.**

9. **At the Hartford Convention, dissatisfied Federalists made plans to secede.**

10. **Write a short news report of the event, giving the importance of the battle and the reaction of the people to the news.** Have students use the History Interactive to explore the role of the USS Constitution in the War of 1812 online.

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**Assess and Reteach**

**Assess Progress** Have students complete Check Your Progress. Administer the Section Quiz. Assess and Reteach.

**Progress Monitoring Transparencies**, Chapter 9, Section 4

**Reteach** If students need more instruction, have them read this section in the Interactive Reading and Notetaking Study Guide and complete the accompanying question.

**Interactive Reading and Notetaking Study Guide, Chapter 9, Section 4 (Adapted Version also available.)**

**Extend** Have students use the History Interactive to explore the role of the USS Constitution in the War of 1812 online. Have students prepare a short news report of the event, giving the importance of the battle and the reaction of the people to the news. Have them present their work to the class. Provide students with the Web Code below.

**Progress Monitoring Online** Students may check their comprehension of this section by completing the Progress Monitoring Online graphic organizer and self-quiz.