

Chapter 9, Section 3

A Time of Conflict

(pages 288–294)

Reason To Read

Setting a Purpose for Reading Think about these questions as you read:

- Why did Tecumseh build a confederacy among Native American nations?
- Why did the War Hawks want to go to war?

Main Idea

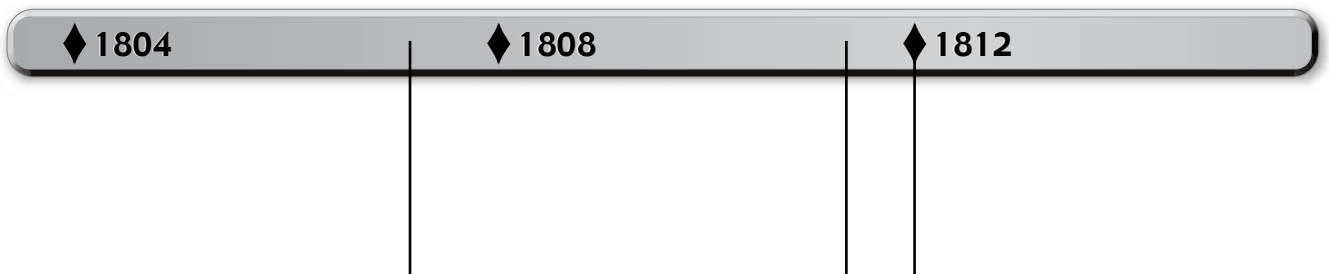
As you read pages 288–294 in your textbook, complete this graphic organizer by describing in the box the actions the United States took in each of these situations.

	Demand for tribute
	Attack on <i>Chesapeake</i>
	Tecumseh's confederation

Sequencing Events

As you read, place the following events on the time line:

- **Madison asks for declaration of war against Britain**
- **Congress passes Embargo Act**
- **Battle of Tippecanoe**



Americans in Foreign Seas (pages 288–289)

Reviewing

Reread pages 288–289 each subsection and identify a key fact about each of the following topics.

Merchant Ships

War With Tripoli

Terms To Know

Define or describe this key term from this lesson.

tribute

Academic Vocabulary

Read the sentence below. Put a checkmark in the space before the word or words that best explain(s) what the boldfaced academic vocabulary word from this lesson means in this passage.

Despite the dangers of sea travel in the early 1800s, many Americans depended on trade over the seas to earn a living.

_____ because _____ even though _____ as a result of

Freedom of the Seas (pages 290–291)

Connecting

Answer the following questions to connect events described in this lesson with earlier events.

- 1. What British action towards American seamen outraged many Americans in both the Washington and Jefferson presidencies?

2. How did Washington try to solve the problem? What did Jefferson do?

Terms To Know

Read the following sentences. Choose the correct term from this lesson to complete the sentence by circling the term.

1. Jefferson tried to use a(n) (blockade, embargo) to hurt Britain by cutting off its trade.
2. Jefferson's (Embargo Act, Nonintercourse Act) cut off trade between the United States and all countries.
3. The later (Embargo Act, Nonintercourse Act) cut off trade with Britain and France and their colonial possessions.
4. Americans wanted to maintain their (natural rights, neutral rights) to trade without getting involved in the war between Britain and France.

War Fever (pages 291–294)**Responding**

As you read the lesson, answer the following questions.

1. What lands did the War Hawks want?

2. Why did the British decision to stop seizing American sailors not prevent war between Britain and the United States?

Terms To Know

Match the term from this lesson in the left column with the correct definition in the right column by writing the letter in the space to the left of the term.

- | | |
|-----------------------------|---|
| ___ 1. Battle of Tippecanoe | a. people strongly in favor of a war |
| ___ 2. nationalism | b. people strongly opposed to a war |
| ___ 3. War Hawks | c. fight that killed Tecumseh |
| | d. fight that weakened Tecumseh's forces |
| | e. feeling of intense loyalty to the country |
| | f. favoring one state or region over the central government |

Academic Vocabulary

Read the following sentences. In the space below, write in your own words the meaning of the boldfaced academic vocabulary word from this section.

1. As more American settlers poured into the Northwest Territories, some Native Americans renewed their **contacts** with the British.

2. In 1812, Madison decided that war with Britain was **inevitable**.

Section Wrap-up

Now that you have read the section, write the answers to the questions that were included in Setting a Purpose for Reading at the beginning of the lesson.

What was Tecumseh's goal in building a Native American confederacy?

Why did the War Hawks want war with Great Britain?



Guided Reading Activity

The Jefferson Era

Section

A Time of Conflict

Reading Tip

Try this note-taking method. Write *who*, *when*, *why*, and *what* on a sheet of paper or on separate note cards, and list various phrases under each head as you read the chapter.

Filling in the Blanks DIRECTIONS: Fill in the blanks using the words in the box and your textbook. Some words may not be used.

Embargo Act
War Hawks
neutral rights
Leopard
Tecumseh

William Henry Harrison
tribute
Battle of Tippecanoe
nationalism
impressed

Chesapeake
Prophet
restrictions
Tripoli
Morocco

Barbary Coast pirates demanded (1) _____ from governments for the safe passage of ships. When the U.S. government refused to pay more, (2) _____ declared war. Once this conflict ended, the United States tried to maintain its (3) _____ while Britain and France fought each other. However, Americans became involved when the British navy (4) _____ American citizens, and a British warship fired on the American vessel (5) _____.

In retaliation, Congress passed the (6) _____, prohibiting imports from and exports to foreign countries. As a result, American commerce was crippled, and later laws tried to ease trade (7) _____.

Native Americans, led by (8) _____, wanted to ally with the British in Canada to stop American movement westward. Governor (9) _____ led forces that defeated the Native Americans at the (10) _____.

Led by Henry Clay and John C. Calhoun, the (11) _____ were anxious for war with Britain. Their strong (12) _____ appealed to those Americans who wanted to expand the country's territory and power.