

**8<sup>th</sup> Grade History: US History**

March 23-27

*Time Allotment: 30 minutes per day*

Student Name: \_\_\_\_\_

Teacher Name: \_\_\_\_\_

## Packet Overview

Date	Objective(s)	Page Number
Monday, March 23	<ol style="list-style-type: none"><li>1. Distinguish the difference between cause and effect.</li><li>2. Identify the major characters, events, motivations, and results of the War of 1812.</li></ol>	2
Tuesday, March 24	<ol style="list-style-type: none"><li>1. Identify Causes and Effects of the War of 1812 when listed.</li><li>2. Craft your own list on the causes and effect of the War of 1812.</li></ol>	6
Wednesday, March 25	<ol style="list-style-type: none"><li>1. Identify that one effect of the War of 1812 was the improvement of American Infrastructure, and Transportation, and Technology.</li><li>2. Identify key details about the National Road.</li><li>3. Explain how the National Road affected Northwestern States, such as Ohio, Illinois, and Indiana</li></ol>	8
Thursday, March 26	<ol style="list-style-type: none"><li>1. Identify key details regarding the Steamboats and its' advantages to river travel.</li><li>2. Identify the four Great Lakes on a map.</li><li>3. Identify the creation of the Lake Erie Canal</li></ol>	12
Friday, March 27	<ol style="list-style-type: none"><li>1. Quiz on War of 1812, National Road, Steamboats and Canals (DO NOT TURN TO THIS PAGE EARLY!</li></ol>	16 - 19

**Additional Notes: Answer Keys for some exercises are found on P. 20 – 21 of Packet.**

### Academic Honesty

I certify that I completed this assignment independently in accordance with the GHNO Academy Honor Code.

*Student signature:*

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I certify that my student completed this assignment independently in accordance with the GHNO Academy Honor Code.

*Parent signature:*

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## Monday, March 23

History Unit: Technology, Infrastructure and Cities after War of 1812.

Lesson 1: Review the Causes and Effects of the War of 1812

### **Unit Overview: Technology, Infrastructure and Cities after War of 1812**

**Objective:** Be able to do this by the end of this lesson.

1. Distinguish the difference between cause and effect.
2. Identify the major characters, events, motivations, and results of the War of 1812.

### **Introduction to Lesson 1**

Welcome to lesson 1 of our 8<sup>th</sup> Grade U.S. History Packet. For this week, I invite us to review the War of 1812, its' significance in American History, and more importantly, some of the major causes and effects of the War of 1812.

**Create two flashcards for the following words:** “cause” is “actions that lead to a particular event”, and an “effect” is an “an outcome or result that appears during the event or after the event ends.” As you read through the following Secondary Source that gives you a summary of the War of 1812, **underline, annotate, and label causes and effects of the War of 1812.** When you finish reading and annotating the Secondary Source, work on the chart part.

### **Today's Plan of Attack:**

- A. Craft Flashcards for Cause and Effect
- B. Read and Annotate Secondary Source: The War of 1812 from Khan Academy with an eye toward highlighting various causes and effects to the War of 1812. (Found on p. 3)
- C. Complete Challenge Secondary Source: The War of 1812 from Khan Academy
- D. Correct Challenge using Key on Page 20.



**Paintings:** Top left is General Andrew Jackson leading soldiers in the Battle of New Orleans. Top right is the burning down of the President's Mansion. The bottom is a general painting of the War of 1812, featuring Andrew Jackson on the bottom right.

USH Secondary Source: The War of 1812 from Khan Academy

**Overview**

- The **War of 1812**, which lasted from June 18, 1812 to February 18, 1815, was fought over issues that continued to plague relations between the United States and Britain after the Revolutionary War, like impressment of American sailors and trade restrictions on American shipping.
- Though many American grievances were resolved during the course of the war, the **Treaty of Ghent**, which formally ended the War of 1812, involved no significant change in pre-war borders or boundaries.
- For Native Americans who had allied with the British, the war devastated their physical land and political autonomy.

**War in Europe and grievances in the United States**

The **War of 1812**, which lasted from June 18, 1812 to February 18, 1815, was a military conflict between the United States, Great Britain, and Great Britain's American Indian allies on the North American continent. After the **American Revolution**, the United States and Great Britain were hardly on good terms. To achieve victory, the United States had accepted aid from France, Great Britain's longtime enemy and imperial rival. Tempers flared again in the early 1800s when the [Napoleonic Wars](#) between France and Britain led the British to implement a number of military measures aimed at weakening France.

Unfortunately, Americans were caught in the crossfire, despite US neutrality in the war. First, the British had begun the practice of **impressment**, or forcing American sailors into British military service. Britain also imposed trade restrictions on the United States, refused to recognize US neutrality in the European war, and routinely violated neutral shipping rights. These measures were designed to prevent the United States from providing France with aid, supplies, or support.

The British had also allied with Native American tribes in the **Northwest Territory** (encompassing the modern-day states of Illinois, Indiana, Ohio, Michigan, and Wisconsin). Comprised of several tribes, including the Shawnee, Kickapoo, Sauk, Fox, and Winnebago, a Native American confederacy led by Shawnee prophet **Tenskwatawa** and his brother **Tecumseh** had arisen to challenge US settlement in the territory. The British supported this confederacy in an effort to halt US westward expansion and protect British interests in Canada by creating an Indian buffer state between US territory and British Canada. These were the primary grievances of the United States against Britain, and the major reasons that war broke out in 1812.

**The War of 1812**

The seizure of American ships and sailors, combined with the British support of Indian resistance, led to strident calls in Congress for war against Great Britain. The loudest came from the “**war hawks**,” led by Henry Clay from Kentucky and John C. Calhoun from South Carolina, who proclaimed that they would not tolerate these British insults to American honor. Many **Federalists** opposed the war, since they believed it would disrupt the maritime trade on which many northeastern Americans depended. In a narrow vote, Congress authorized the president to declare war against Britain in June 1812.

The US military strategy focused on seizing parts of Canada in the hopes of forcing British concessions on Indian issues and neutral shipping rights. However, the US army was small, disorganized, and poorly equipped. Despite these shortcomings, the Americans managed two significant victories over the British in battles on or near Lake Erie in the fall of 1813. In the **Battle of the Thames**, Tecumseh was killed and the American Indian resistance was crushed. The British would never again attempt to create an Indian buffer state between the United States and Canada.

Meanwhile, events in Europe continued to influence the course of the war. With the abdication of Napoleon in April 1814, the British were able to devote more of their resources to the war with the United States. The end



of the war in Europe, moreover, made some of US President James Madison's demands, such as the return of neutral shipping rights and the immediate cessation of impressment, irrelevant. With the British no longer at war with France, these practices were abandoned before the end of the war with the United States.

In the Battle of Bladensburg in August 1814, the British sacked and burned Washington, DC, plundering the White House and wounding US national pride. The British continued their march north but were unable to capture Baltimore in the Battle of Fort McHenry, during which **Francis Scott Key** penned the poem that would later become the US national anthem, the *Star-Spangled Banner*.



Figure 1: Engraving depicting the burning of Washington, D.C. by British forces. Published by G. Thompson, London, 1814. Image courtesy Library of Congress.

### The Hartford Convention and the Treaty of Ghent

The War of 1812 was very unpopular in New England, because it disproportionately affected the region, which was the most dependent on maritime commerce. The war sparked a resurgence of the Federalist Party in New England. Many Federalists deeply resented the power of the slaveholding Virginians (Jefferson and then Madison), who appeared indifferent to how the embargo's economic impact afflicted their region. In December 1814, twenty-six Federalists called a meeting in Connecticut to discuss the economic tumult.

At the **Hartford Convention**, some attendees issued calls for New England to secede from the United States. But by suggesting secession during wartime and condemning the new American

government, Federalists appeared unpatriotic.

The **Hartford Convention** discredited the Federalist Party and sowed the seeds for the party's demise. Popular anti-war sentiment increased, and the military conflict effectively stalemated by 1815. The Madison administration then entered into peace negotiations with the British. The **Treaty of Ghent**, which formally ended the war, involved no significant change in pre-war borders or boundaries. With the end of the Napoleonic Wars, the British had already abandoned their policy of impressing American sailors, and had informally lifted restrictions on neutral trade. According the terms of the treaty, the British returned nearly four thousand Americans who had been classified as prisoners of war and forced into British service. The end of hostilities ushered in the **"Era of Good Feelings,"** during which US-British relations improved. The nation's sense of victory and unity was enhanced by the dissolution of the Federalist Party and the easing of bitter partisan divisions.

In the aftermath of the **War of 1812**, the American people began to think of the United States as a proud and independent nation rather than a collection of formerly colonial territories. For this reason, the war is sometimes referred to as the **"Second War of Independence."** The war also resolved one of the United States' major grievances: British support for Native American tribes in an effort to halt US westward expansion.

C. Challenge: Secondary Source: The War of 1812 from Khan Academy

	1. What is the vocabulary word for “the forcing of American sailors into British military service”?	
	2. What is the vocabulary word for “to remain out of a fight by not picking a side”?	
	3. What four modern-day states make up the Northwest territory?	
	4. List the five major tribes that sought to become a confederacy under Tecumseh and Tenskwatawa.	
	5. Which word fits best: approves or disapproves “Great Britain _____ the Native American Confederacy, because the Natives will serve as a buffer, cushion, and barrier between the Americans and Canada.”	
	6. Who were the two “war hawks” that called for Congress to declare war? What states are they from?	
	7. In the Constitution, which of the three branches can declare war: The Legislative, Judicial, or Executive Branch?	
	8. In what battle did Tecumseh die?	
	9. In what battle did the British sack and burn parts of Washington D.C.?	
	10. What did Francis Scott Key write after the Battle of Fort McHenry?	
	11. What happened to the Federalist Party after the Hartford Convention?	
	12. Which treaty ended the War of 1812?	
	13. What was the name of the time after the war in which US-British Relations improved?	
	14. True or False: After the War of 1812, the American people began to think of the United States as a proud and Independent nation, rather than a collection of formerly colonial territories.	
	15. What is another name for the war of 1812?	
	16. Which General fought the Creek nation in the Battle of Horseshoe in March 1814?	
	17. Who became a national hero as a result of the Battle of New Orleans?	
	18. As President, who presides over removing, relocating and destroying American Indians and their way of life? <b>*We will certainly read his “Removal of Natives” act in the future!*</b>	

D. Using a Red Pen, make corrections! Answer Key is found on page 20.

**Tuesday, March 24**

History Unit: Technology, Infrastructure and Cities after War of 1812.

Lesson 2: Causes and Effects of the War of 1812

**Objective:** Be able to do this by the end of this lesson.

1. Identify Causes and Effects of the War of 1812 when listed.
2. Craft your own list on the causes and effect of the War of 1812.

**Introduction to Lesson 2**

Yesterday, we reviewed the War of 1812 in its' entirety, looking at major characters, battles, motivations, and results of the War of 1812. Today, we will finetune this general knowledge toward crafting a list of major causes and major effects of the War of 1812. You will also be asked to identify if the facts stated about the War of 1812 were causes or effects of the War. As a final task, you will construct your own challenge titled: "Khan Academy: War of 1812", and using today's and yesterday's work, craft your challenge on a separate sheet of paper. Finally, you will pick one cause that you think is most significant and explain why.

So, here is the Plan of Attack for today:

- A. USH Chart: Causes and Effects of the War of 1812
  - a. Craft your list of Causes and Effects based on yesterday's reading.
- B. USH WS: War of 1812 WS – Cause of Effect?
- C. Correct the WS with answer key found on page ...
- D. Short Answer: Which cause is most significant to the War of 1812? Why?

Good luck!

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- A. USH Chart: Cause and Effects of the War of 1812

War of 1812	
Causes	Effects

B. USH WS: War of 1812 Facts: Cause or Effect?

Directions: Underline whether or not the event or statement is a cause or effect of the War of 1812.

1. "An action that leads to an event" is known as what?  
a. Cause or b. Effect
2. "the result or outcome of an action" is known as what?  
a. Cause or b. Effect
3. Washington D.C. is attacked with the Capitol Building and the President's Mansion being burned down.  
a. Cause or b. Effect
4. Henry Clay and John C. Calhoun's Rallying War Cry.  
a. Cause or b. Effect
5. Infrastructure improvements in the U.S, leading to better roads, canals and buildings.  
a. Cause or b. Effect
6. Americans increased their own manufacturing and industries to gain economic independence.  
a. Cause or b. Effect
7. When the British warship called the Leopard attacks the Chesapeake on the outskirts of Virginia...  
a. Cause or b. Effect
8. Great Britain's illegal searching and seizing of American Cargo ships...  
a. Cause or b. Effect
9. The Federalist Party declines in power after the Hartford Convention.  
a. Cause or b. Effect
10. The proposal and creation of the Second National Bank.  
a. Cause or b. Effect

C. Once completed, make corrections with a red pen and **using the key found on page 21.**

D. Concept Map:

Which cause of the  
War of 1812 is  
most significant?  
Why?

Which effect of the  
War of 1812 is  
most significant?  
Why?



### Wednesday, March 25th

History Unit: Technology, Infrastructure and Cities after War of 1812.

Lesson 3: The National Road.

**Objective:** Be able to do this by the end of this lesson:

1. Identify that one effect of the War of 1812 was the improvement of American Infrastructure, and Transportation, and Technology.
2. Identify key details about the National Road.
3. Explain how the National Road affected Northwestern States, such as Ohio, Illinois, and Indiana

#### **Introduction to Lesson 3**

Yesterday, we looked at the causes and effects of the War of 1812, and you picked which cause was most significant. One of the distinct effects of the War of 1812 was American Economic Independence. With all barriers and obstacles to trading with European nations, the United States needed to develop a stronger domestic economy based on cloth manufacturing and other industries. With the increased internal demands for better manufacturing, these growing factories and industries sought to expand their trading markets to the entirety of the United States. Therefore, attention during and after the war went toward improving America's infrastructure, and transportation of goods.

Today, we will focus on important vocabulary words, and on the National Road, and tomorrow, the Canal System, and the steamboat. We will cover factories and factory life in another lesson.

So, here is the Plan of Attack for today:

- A. Flashcards for important vocabulary in Chapter 12. If no flashcards, copy down definitions on a separate sheet of paper and cut into flashcards. Title these flashcards "Chapter 12"
- B. Read and annotate "Roads and Turnpike"
- C. Answer questions on the Reading

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A. Vocabulary Flashcard:

**Infrastructure:** the underlying structure of a country's economy, such as roads, buildings, sewers, railways, and modes of transportation.

**Technology:** Equipment that makes use of advanced knowledge and skill to solve a problem or do a task.

**Transportation:** the means or manner of travel from one place to another.

**Cotton Gin:** a machine that removes seeds from cotton fiber,

**Interchangeable Parts:** a part of a machine or device that can be replaced by another identical part.

**Patent:** the sole legal right to an invention and its profit.

**Capitalism:** an economic system in which people and companies own the means of production.

**Capital:** Money or other items, such as machines, or buildings, used to create wealth

**Free Enterprise:** a type of economy in which people have the liberty to buy, sell, and produce what they deem best.

**Census:** the official count of a population.

**Turnpike:** a road on which tolls are collected.

**Lock:** a separate compartment in which water levels rise and fall in order to raise or lower boats on a canal.

**Canal:** an artificial waterway.

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**The Industrial Revolution from 1800s to the 1860s**

During the War of 1812, there were several laws that forbade the United States from trading with Great Britain or France. For example, the Embargo Act of 1807 passed in December 1807. The act prohibited American trade with Great Britain, along with any other nation. A good definition of embargo is “the prohibition or blocking of trade with a certain country.” Initially, the Embargo Act of 1807 had disastrous consequences. As the textbook states, “With ships confined to their harbors, unemployment in New England rose. Without European markets, the South could not sell its tobacco or cotton. The price for wheat fell in the West and river traffic stopped. Britain, meanwhile, simply bought other goods from other countries. Congress repealed [or removed] the Embargo act in March of 1809. Overall, this time period when the United States could not buy goods from other countries gave some Americans the incentive to produce their own goods for themselves and for sale in the market place. Some historians argue that the War of 1812 was not a cause of the Industrial Revolution, but was a factor that promoted the Industrial Revolution.

Inventions, such as the steam-powered engine, mills, and factories improved one’s ability to produce a good. Roads, Canals, and even the steamboat improved the movement of goods from one part of the nation to the other. Machines began to replace the worker in the Northern factory, unskilled workers replaced skilled workers, more people worked, including women and children, and this increased immigration westward as more opportunities for work grew.

Overall, this time period in the United States led to the growth of major cities along major rivers and in land-locked states. New York, Philadelphia, Boston, Savannah and Charleston grew because of their port system and their location along the coast. However, St. Louis (Missouri) will grow as a result of the National Road and its’ placement on the Mississippi River. Cities such as Chicago (Illinois), Cleveland (Ohio), and Detroit (Michigan) will grow due to their access to the Great Lakes and the help of canals and steamboats. As you read through these technological advancements, take note of how the Industrial Revolution promotes the growth of more cities in the United States.

## The National Road

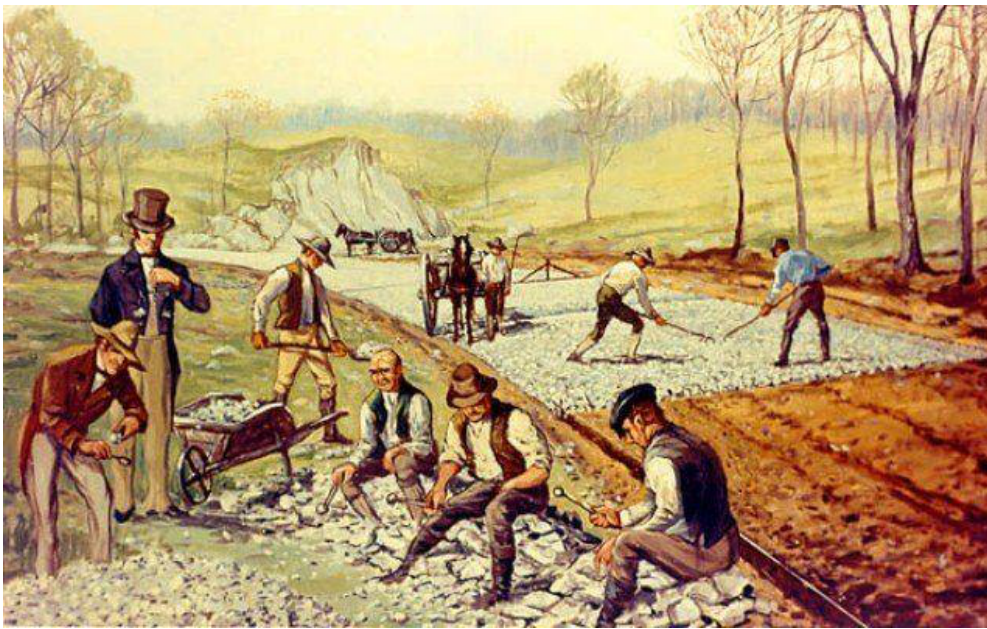
A. National Road / Roads and Turnpikes: TB Page 353

Figure 2: Workers laying down the crushed stone base for the National Road

“The nation needed good inland roads for travel and to ship goods. Private companies built many turnpikes, or toll roads. Tolls, or fees paid by travelers, helped pay the cost of building the roads. **Many roads had a base of crushed stone.** In some areas. Workers built ‘corduroy roads.’ These roads had a surface made up of logs laid side by side, like the ridges of corduroy cloth.

Ohio became a state in 1803. The new state asked the federal government to build a road to connect it with the east. In 1806 Congress approved funds for a national road to the west, though it took five more years to agree on the route.

Work on the project began in 1811 in Cumberland, Maryland. The start of the War of 1812 with Great Britain halted construction. As a result, the road’s first section, which ran from Maryland to Wheeling in present day West Virginia, did not open until 1818. The route chosen closely followed that of a military road George Washington had built in 1754. It eventually reached Ohio and then Vandalia, Illinois. Congress viewed the road as vital to military readiness but did not take on any other road-building projects.”

This road that the Federal Government built will be known as the National Road, which nowadays is US Route 40. The road was constructed from 1811 – 1837.

## Questions on Roads and Turnpikes:

1. Which state asks the Federal government to build a road to connect to the east? \_\_\_\_\_
2. What prevented the national road from being constructed? \_\_\_\_\_
3. In what town did the National Road Project start? \_\_\_\_\_
4. If you were to travel the National Road westward all the way, what town would you end up in? \_\_\_\_\_

Using the chart: “Population in Ohio, Indiana, and Illinois, answer the following questions.

1. The National Road began construction in 1811. How many more people lived in Ohio, Indiana and Illinois from the year 1810 – 1820? From 1820 – 1830?

Population taken from U.S. Census  
in Ohio, Indiana and Illinois

YEAR	Ohio	Indiana	Illinois
1800	45,465	5,64	N/A
1810	230,760	24,520	12,282
1820	581,434	147,178	55,211
1830	937,903	343,031	157,445

2. Concept Map:

How did the National Road change or affect cities within Ohio, Indiana, and Illinois? Be Specific.

**Thursday, March 26th**

History Unit: Technology, Infrastructure and Cities after War of 1812.

Lesson 4: Steamboats and Canals

**Objective:** Be able to do this by the end of this lesson:

1. Identify key details regarding the Steamboats and its' advantages to river travel.
2. Identify the four Great Lakes on a map.
3. Identify the creation of the Lake Erie Canal

**Introduction to Lesson 4**

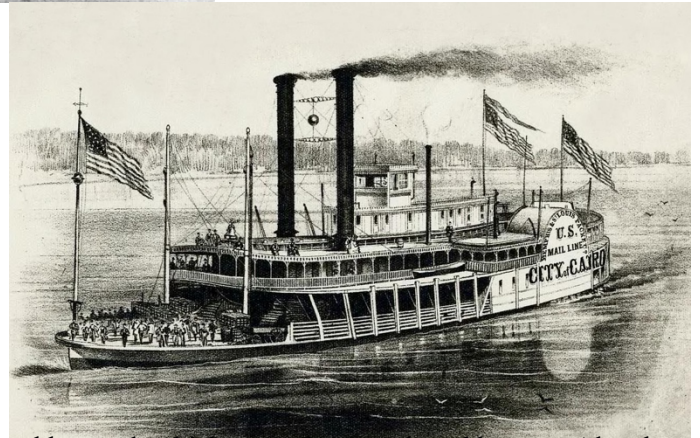
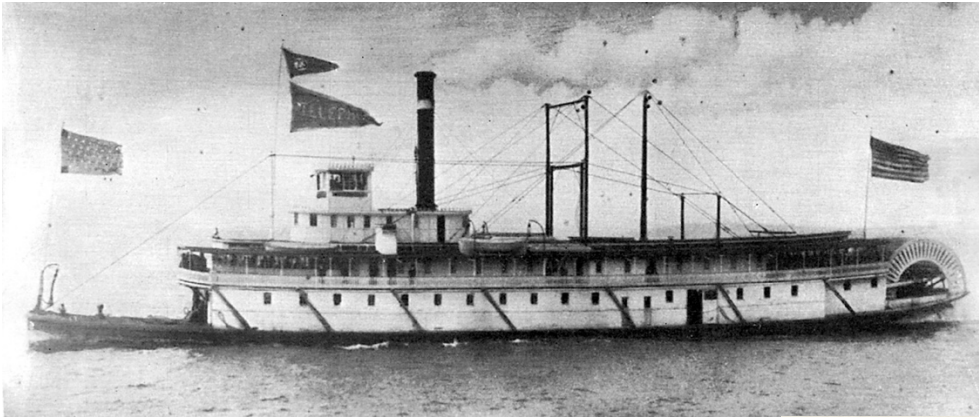
Yesterday, we looked at the beginning of the Industrial Revolution and how roads became a key part in helping cities grow. Today, we will look at how the steamboat and canal system allowed for faster transportation of goods and peoples throughout the Great Lakes area, and the rest of the United States.

Plan of Attack:

- A. For 5minutes review yesterday's flashcards.
- B. Read and annotate TB Pages 354 – 355 with an eye toward key details.
- C. Answer questions related to the reading.
- D. Craft your own Challenge on a separate sheet of paper on yesterday's vocabulary, the National Road, the Steam Boat, and Canals. (10 question minimum)



**The Steamboat and Canals:** Steamboats and Canals on p. 354 – 355 of TB



P. 345 – 355 in textbook.

**“Traveling on Rivers**

River travel was far more comfortable than travel by road, which was often rough and bumpy. Also, boats or barges could carry far larger loads of farm products or other goods.

River travel has two big drawbacks, however. First, most major rivers in the eastern region flowed in a north-south direction, while most people and goods headed east or west. Second, while traveling downstream was easy, moving upstream against the current was slow.

In the 1780s and 1790s, boat captains were already using steam engines to power boats in quiet waters. These early engines, however, did not have enough power to overcome the strong currents and winds found in larger rivers, lakes, or oceans.

**The First Voyage**

In 1802 Robert Livingston, a political and business leader, hired Robert Fulton to build a steamboat with a powerful engine. Livingston wanted the steamboat to carry cargo and passengers up the Hudson River from New York City to Albany.

In 1807 Fulton launched his steamboat, the *Clermont*. The boat made the 150-mile (241km) trip from New York to Albany in 32 hours. Using only sails, the trip would have taken four days.

The Clermont offered many comforts. Passengers could sit or stroll on deck or relax in sleeping compartments below deck. The engine was noisy, but its power provided for a smooth ride.

Steamboats ushered in a new age of river travel. Shipping goods and moving people became cheaper and faster. Regular steamboat service began along the Mississippi River, between New Orleans and Natchez, Mississippi, in 1812. Steamboats also contributed to the growth of river cities such as Cincinnati and St. Louis. By 1850 some 700 steamboats were carrying cargo and passengers within the United States.

### New Waterways

Steamboats improved transportation but were limited to major rivers. No such river linked the East and the West.

Business and government officials led by DeWitt Clinton in New York developed a plan to connect New York City with the Great Lakes region. They would build a canal- an artificial waterway- across the state of New York. The canal would connect the Hudson River with Buffalo on Lake Erie. From these points, existing rivers and lakes could connect a much wider area.

### The Erie Canal

Thousands of workers, many of them Irish immigrants, helped build the 363-mile (584 km) Erie Canal. Along the way they built a series of locks-separate compartments in which workers could raise or lower the water level. The locks worked like an escalator to raise and lower boats up and down hills.

Canal building was a hazardous task. Many workers died as a result of cave-ins or blasting accidents. Another threat was disease, which bred in the swamps where the workers toiled.

After more than eight years of hard work, the Erie Canal opened on October 26, 1825. Clinton, who was now governor of New York, boarded a barge in Buffalo and traveled on the canal to Albany. From there he sailed down the Hudson River to New York City. As crowds cheered, officials poured water from Lake Erie into the Atlantic Ocean.”



Questions on Steam Boats and Canals: **Answer these questions as fully as possible.**

1. Although river travel was smoother, what were two drawbacks or disadvantages of river travel?

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2. What did Robert Livingston ask Robert Fulton to build?

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3. How would Fulton's invention fix or remedy a disadvantage of river travel?

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4. What effects did the Steamboat have on river travel?

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5. Dewitt Clinton wanted to connect what city with which region?

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6. What makes New York City special?

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7. What are the four Great Lakes? \_\_\_\_\_

8. How long was the Lake Erie Canal? \_\_\_\_\_

9. How long did it take to create the Lake Erie Canal? In what year did the Canal open? In what year did construction begin?

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10. Each image going down shows the boat moving from right to left. This image attempt to show how the Canal Lock system functions. Try to write out the steps for how the lock system functions. Use the terms: boat, Gate A, and Gate B.

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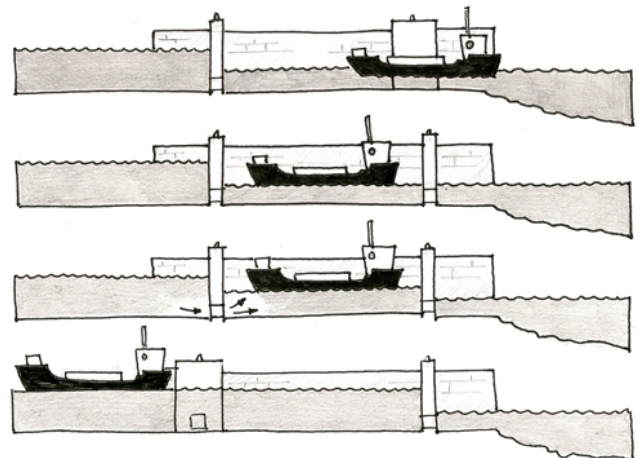
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**Friday, March 26th**

History Unit: Technology, Infrastructure and Cities after War of 1812.

Lesson 5: Quiz on War of 1812, National Road, Steamboats and Canals

**Objective:** Be able to do this by the end of this lesson:

1. Complete a quiz

**Introduction to Lesson 5**

To wrap-up this week's lessons, we will have a minor assessment. Good luck!

Plan of Attack:

- A. Review your answers to questions: in particular, concept maps answers, the War of 1812 Secondary Source Reading for 8-10minutes)
  - a. There are no Chart Parts on the quiz for vocabulary or other knowledge, but you may still need to know vocabulary to answer questions.
- B. Quiz on War of 1812, National Road, Steamboats and Canals (20minutes max.)

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**\*\*\*Do not turn to page 17 until you are ready to begin the quiz. Please do not use your study packet to complete the quiz. By signing the academic integrity statement on page 2 of this packet, you are saying that you completed the quiz on your own and without use of your notes.\*\*\***

Name: \_\_\_\_\_

Date: \_\_\_\_\_ / Per. \_\_\_\_\_

USH Quiz: War of 1812, National Road, Steamboats

Mr. Maiorano / Mr. Growdon

**Multiple Choice: Which event happened...?: War of 1812**

Directions: Circle which event in the War of 1812 happens either first or second.

- |                                  |                                 |    |                       |
|----------------------------------|---------------------------------|----|-----------------------|
| 1. Which event happened first:   | British Impressment             | or | Embargo Act           |
| 2. Which event happened first:   | Battle of Horseshoe Bend        | or | Battle of New Orleans |
| 3. Which event happened first:   | Jefferson's Presidency          | or | Madison's Presidency  |
| 4. Which event happened first:   | Battle of Thames                | or | Tecumseh's Death      |
| 5. Which event happened first:   | Burning of Washington D.C.      | or | Burning of York       |
| 6. Which event happened second:  | Treaty of Ghent                 | or | Era of Good Feelings  |
| 7. Which event happened second:  | Start of National Road Building | or | War of 1812           |
| 8. Which event happened second:  | Treaty of Ghent                 | or | Battle of New Orleans |
| 9. Which event happened second:  | Embargo Act                     | or | Non-intercourse Act   |
| 10. Which event happened second: | Napoleonic War                  | or | War of 1812           |

**War of 1812: Causes and Effects**

1. **Complete Sentence Response:** In at least two complete sentences, select one cause of the War of 1812 and explain why it is the most significant cause.

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2. **Complete Sentence Response:** In at least two complete sentences, select one effect of the War of 1812 and explain why it is the most significant effect.

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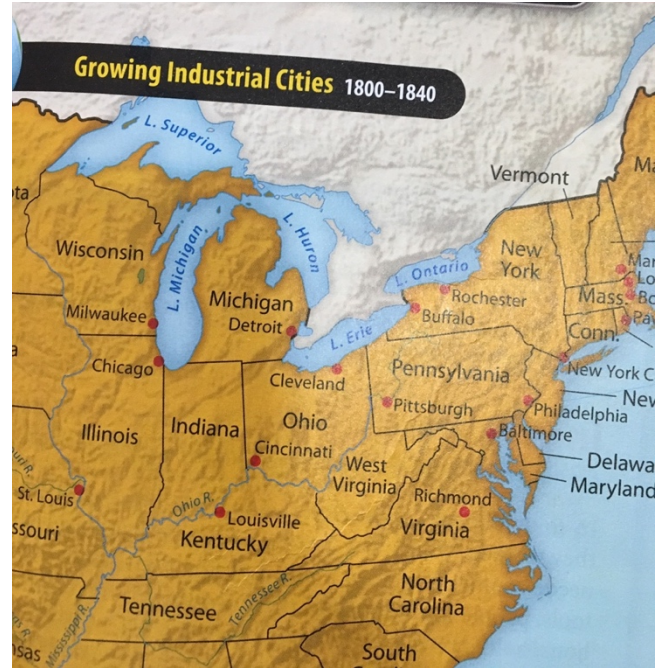
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**Canals / Steamboat: Map Work**

1. Circle the following cities on the Map: Chicago, Detroit, Cleveland, Buffalo
2. What States are these cities in?  
Chicago, \_\_\_\_\_  
Detroit, \_\_\_\_\_  
Cleveland, \_\_\_\_\_  
Buffalo, \_\_\_\_\_
3. Complete Sentence Response: Why do these cities grow into major industrial cities from 1800 – 1840?



**National Road:**

**Complete Sentence Response:** The National Road began Construction in 1811. Given the data you see on the chart, how did the National Road change or affect cities within Ohio, Indiana, and Illinois? Be Specific.

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Population taken from U.S. Census in Ohio, Indiana and Illinois

YEAR	Ohio	Indiana	Illinois
1800	45,465	5,64	N/A
1810	230,760	24,520	12,282
1820	581,434	147,178	55,211
1830	937,903	343,031	157,445

**KEEP GOING! ONE MORE PAGE! There is always a back...always.**

**Textual Analysis:** Read and annotate the following primary source by Mark Twain.

“... The river’s earliest commerce was in great barges – keelboats, broadhorns. They floated and sailed from the upper rivers to New Orleans, changed cargoes there, and were tediously warped and poled back by hand. A voyage down and back sometimes occupied nine months...it gave employment to rough and hardy [keelboat]men; rude, uneducated, suffering terrific hardships with sailor like stoicism... heavy fighters, reckless fellows...jolly, foul-witted... [wasteful]with their money, bankrupt by the end of the trip, fond of barbaric finery, [great] braggarts; yet, in the main, honest, trustworthy, faithful to promises and duty...

By and by the steamboat intruded. Then for fifteen or twenty years, these [keelboat]men continued downstream, and the steamers did all the upstream business, the keelboatmen selling their boats in New Orleans, and returning home as passengers in the steamers.

But after a while the steamboats so increased in number and in speed that they were able to absorb the entire commerce; and then keelboating died a permanent death. The keelboatmen became a deck-hand, or a mate, or a pilot on the steamer; and when the steamer-berth were not open to him, he took a berth on a Pittsburgh coal-flat, or on a pine-raft constructed in the forests up toward the sources of the Mississippi...”

- “Life on the Mississippi” by Mark Twain

1. **Complete Sentence Response:** Using a blend-quote, describe the Keelboatmen, according to Mark Twain.

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Image 1- A Keelboat on the Mississippi River

2. **Complete Sentence Response:** Why did the steamer do “all the upstream business,” at the start of its’ use on the Mississippi?

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3. **Complete Sentence Response:** With the invention of the steamboat, how did the Steamboat, or steamer, affect the Keelboatmen?

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## ANSWER KEY

### C. Challenge: Secondary Source: The War of 1812 from Khan Academy

1.	What is the vocabulary word for “the forcing of American sailors into British military service”?	Impressment
2.	What is the vocabulary word for “to remain out of a fight by not picking a side”?	Neutral
3.	What four modern-day states make up the Northwest territory?	Illinois, Indiana, Michigan, Ohio, Wisconsin
4.	List the five major tribes that sought to become a confederacy under Tecumseh and Tenskwatawa.	Shawnee, Kickapoo, Sauk, Fox, and Winnebago
5.	Which word fits best: approves or disapproves “Great Britain _____ the Native American Confederacy, because the Natives will serve as a buffer, cushion, and barrier between the Americans and Canada.”	Approves
6.	Who were the two “war hawks” that called for Congress to declare war? What states are they from?	John Calhoun: South Carolina Henry Clay: Kentucky
7.	In the Constitution, which of the three branches can declare war: The Legislative, Judicial, or Executive Branch?	Legislative Branch
8.	In what battle did Tecumseh die?	Battle of Thames
9.	In what battle did the British sack and burn parts of Washington D.C.?	Battle of Bladensburg
10.	What did Francis Scott Key write after the Battle of Fort McHenry?	“Star Spangled Banner”
11.	What happened to the Federalist Party after the Hartford Convention?	The party died out, lost credibility, no longer existed.
12.	Which treaty ended the War of 1812?	Treaty of Ghent
13.	What was the name of the time after the war in which US-British Relations improved?	“Era of good Feelings”
14.	True or False: After the War of 1812, the American people began to think of the United States as a proud and Independent nation, rather than a collection of formerly colonial territories.	True
15.	What is another name for the war of 1812?	“Second War of Independence”
16.	Which General fought the Creek nation in the Battle of Horseshoe in March 1814?	Andrew Jackson
17.	Who became a national hero as a result of the Battle of New Orleans?	Andrew Jackson
18.	As President, who presides over removing, relocating and destroying American Indians and their way of life? <b>*We will certainly read his “Removal of Natives” act in the future!*</b>	Andrew Jackson

Directions: Underline whether or not the event or statement is a cause or effect of the War of 1812.

1. "An action that leads to an event" is known as what?
  - a. Cause or b. Effect
2. "the result or outcome of an action" is known as what?
  - a. Cause or b. Effect
3. Washington D.C. is attacked with the Capitol Building and the President's Mansion being burned down.
  - a. Cause or b. Effect
4. Henry Clay and John C. Calhoun's Rallying War Cry.
  - a. Cause or b. Effect
5. Infrastructure improvements in the U.S, leading to better roads, canals and buildings.
  - a. Cause or b. Effect
6. Americans increased their own manufacturing and industries to gain economic independence.
  - a. Cause or b. Effect
7. When the British warship called the Leopard attacks the Chesapeake on the outskirts of Virginia...
  - a. Cause or b. Effect
8. Great Britain's illegal searching and seizing of American Cargo ships...
  - a. Cause or b. Effect
9. The Federalist Party declines in power after the Hartford Convention.
  - a. Cause or b. Effect
10. The proposal and creation of the Second National Bank.
  - a. Cause or b. Effect