Social Studies 8
Chapter 8 – AK

Section 3

Page 279 - Analyzing Diagrams

1. This question is a matter of personal opinion and therefore there is no set answer. Student answers should be well written and should articulately explain his or her choice in a well-supported, concise paragraph that appropriately references the text.
2. The copper sheathing protected the hull.

Page 280

The Embargo Act was a law that prohibited American merchants from trading with other countries while the Non-Intercourse Act was a law that replaced the Embargo Act and restored trade with all nations except Britain, France, and their colonies.

Page 280 - Reading Time Lines

The British Navy took sailors from a U.S. Navy ship. Then the Congress responded with the Embargo Act and the Non-Intercourse Act. Henry Clay lead the call for war against Britain.

Page 281

This question is a matter of personal opinion and therefore there is no set answer. Student answers should be well written and should articulately explain his or her choice in a well-supported, concise paragraph that appropriately references the cartoon.

Page 282 - Primary Source

Tecumseh believed no group had the right to sell the land and opposed white settlement of the west, while Harrison was proud of his work obtaining land for the settlers.

Page 282

U. S. officials worried because Tecumseh worked to unite the Native Americans to oppose the white settlement of the west.

Page 283

James Madison faced the difficulty of continuing the unpopular trade war with England and continued pressure from the War Hawks.

Page 283 - Section Assessment

1.
    a. War between France and Britain caused problems for the United States because both sides wanted to stop American merchants from supplying goods to the other side.
    b. The Embargo Act was devastating to American merchants - without foreign trade they lost enormous amounts of money. Also, the embargo had little effect on Britain and France.
    c. This question is a matter of personal opinion and therefore there is no set answer. Student answers should be well written and should articulately explain his or her choice in a well-supported, concise paragraph that appropriately references the Section 3 text.
2.
    a. Tecumseh worked to unite the Native Americans to oppose the white settlement of the west.
    b. British agents from Canada armed Native Americans.
3.
    a. War Hawks were members of Congress who wanted to declare war against Britain after the Battle of Tippecanoe.
    b. This question is a matter of personal opinion and therefore there is no set answer. Student answers should be well written and should articulately explain his or her choice in a well-supported, concise paragraph that appropriately references the Section 3 text.

4. Student charts should be well conceived and should reflect a knowledge and appropriate application of the material in the reading.