Early American Growth

The War of 1812
Early American Growth Vocab:

Precedent-

Cabinet

Whiskey Rebellion-

Neutrality Proclamation-

Federalist Party-

Democratic-Republican Party-

Strict constitutional interpretation-

Loose constitutional interpretation-

Alien-

Sedition-

Protective tariff-

Jay's Treaty-

XYZ Affair-

Nullify-
WASHINGTON TAKES OFFICE
1 The Father of Our Country

George Washington was 57, and he was home, at Mount Vernon, the place he loved most. Before, when his country asked, he had left the comforts of his Virginia estate for the harshness of war. Then he left again to spend four hot months in Philadelphia, where he was needed to see a constitution written. Now, he was being asked to leave once more.

It was April 14, 1789, and Charles Thomson rode to Mount Vernon with a letter for George Washington.

Thomson—who was Irish-born—had been secretary of the Continental Congress from its beginnings in 1774. That Congress was out of business. The new constitution had changed things. The confederation was finished; now there was a union of states and a new congress of the United States.

The letter that Thomson carried told George Washington that he had been elected president of that union. He had been elected unanimously—and that was important; it would not happen with any other president. It meant the government could get started without fighting over a leader. The letter said Washington was expected in New York for his inauguration. That city was to be the capital until a new one could be built.

Of course, Washington must have been proud. Martha, his wife, must have been proud of him. But he hated to leave her and Mount Vernon, especially in April. Cherry trees were in bloom; so were daffodils and tulips, and so, too, the dogwood trees, whose white blos-
Washington returned to Mount Vernon hoping to lead a quiet life. But he was besieged by neighbors asking for advice or loans, Continental army veterans who needed certificates of service, and passing strangers who just wanted to take a peek at the famous general. Washington wrote one day in his diary: "Dined with only Mrs. Washington, which I believe is the first instance of it since my retirement from public life."

Felicity is happiness.

soms floated like a layer of lace in the midst of the green woods. Washington was a farmer. In April he was thinking about spring crops and all the chores that had to be done on his big plantation. But he did what his sense of duty told him to do: what he felt was best for his country. He agreed to be president. Two days later he wrote in his diary: "About ten o'clock I bade farewell to Mount Vernon, to private life, and to domestic felicity, and with a mind op-
pressed with more anxious and painful sensations than I have words to express, set out for New York."

It took eight days to make the 235-mile journey. It would have been faster, but in each town citizens greeted their president-elect with a parade, or a bonfire, or fireworks, or speeches, or a ceremonial dinner, or a chorus, or sometimes all those things. So many people lined the dirt roads, and their horses' hoofs raised so much
dust, that Washington said he could hardly see the countryside through the dust cloud.

Yet he was always gracious. Waving from his carriage, he saw many faces he remembered from Revolutionary War battlefields or from Valley Forge. As he approached Philadelphia he got out of his carriage, mounted a white horse, and rode toward the city. The parade of horsemen that followed him grew longer and longer.

At a bridge that spanned the Schuylkill River at Gray's Ferry,
Washington couldn't help but be dazzled. A grove of laurel and cedar trees seemed to be growing out of the water. At each end of the grove, tall, leafy arches were covered with flags, ribbons, and flowers. It was the work of his friend and fellow soldier, the inventive painter Charles Willson Peale. Peale's 15-year-old daughter, Angelica, was hiding in the artistic shrubbery. As Washington passed under an arch Angelica pulled a lever and a laurel wreath fell and rested above the hero's head. Modestly he rode on, after kissing the girl.

At Trenton he crossed another bridge decorated in his honor, this one with patriotic banners. He remembered being in Trenton during the Revolutionary War with his half-frozen soldiers. Now a chorus of women and girls sang and threw flowers in his path. "Strew your hero's way with flowers," they sang. He called it an "affecting moment." That night, after yet another public dinner, he took time to write a thank-you letter to the women and girls.

When he finally arrived in New York—rowed across the Hudson River from New Jersey on a barge decorated with streamers—church bells rang, cannons roared, and people cheered until they were hoarse.

Ever modest, Washington thanked the crowd and said, "After this is over, I hope you will give yourselves no further trouble, as the affection of my fellow citizens is all the guard I want."

Six days later they were still cheering. It was the day of his inauguration—April 30, 1789. Washington wore a plain brown suit made of American cloth, stood on the balcony of Federal Hall overlooking Wall Street, bowed to the great crowd below, put his hand on his heart, and took the oath as president.

Afterwards, he and the members of Congress walked up Broadway to spired, stately St. Paul's Episcopal Church. There, under a blue-sky ceiling, the new president prayed for guidance, for the young republic, and for himself.
No one could tell George Washington how to be president. No one had done the job before. Washington knew that whatever he did would set a precedent. That means he would be the example and other presidents would follow his lead.

The Constitution outlined the basic tasks of the president, but it didn't go into details. George Washington had to decide many things himself.

As always, he did his very best. He didn't want the president to be like the English king, but he did think it important that the president be grand. He wanted people to look up to the president and respect and admire him.

So Washington acted with great dignity and rode about in a fine canary-yellow carriage pulled by six white horses whose coats were shined with marble dust, whose hoofs were painted black, and whose teeth were cleaned before every outing.

When President Washington held official receptions he wore velvet knee breeches, yellow gloves, silver buckles on his shoes, and a sword strapped to his waist. He used his coach to tour the country. He wanted Washington liked things just so. He also chose his carriage's paint and seat fabric.
Americans to meet their president.

As president he was head of the executive branch of our three-branch government. (The other two branches are the legislative, which is Congress, and the judicial, which is the courts.) Washington knew he couldn’t make all the decisions of the executive branch by himself. So he appointed advisers. Most of those helpers were called secretaries: secretary of state, secretary of the treasury, and so on. All together they were known as the “cabinet.”

Washington picked the very best people he could find. To help with foreign affairs, he picked an American who had been Virginia’s governor and had lived in France and knew a lot about foreign nations. Can you guess who he was? Well, George Washington named Thomas Jefferson as his secretary of state.

You can’t run a country without money. Since the days of the Revolution, when the states first united, they had had money problems. Washington needed a good man as a financial adviser. He named Alexander Hamilton as secretary of the treasury. Hamilton organized the nation’s monetary system. Some people think that Alexander Hamilton was the best secretary of the treasury ever.

To head the army and navy, Washington chose his old friend Henry Knox. Remember Knox the Ox? He was the general in charge of artillery during the Revolutionary War. Washington named him secretary of war.

John Adams, who had been elected George Washington’s vice president, was also a cabinet member. Washington completed the cabinet when he appointed Virginia’s governor, Edmund Randolph, as attorney general.

When he needed help writing a speech, President Washington turned
to a congressman who had one of the finest minds in American history: James Madison. (And when Congress wished to address the president, guess who wrote the message? James Madison. So Madison was writing and answering the same messages!)

Altogether, Washington had about 350 people help him manage the new government. That was only about a hundred more people than he supervised at his plantation home, Mount Vernon.

Almost as soon as the new government got started, something happened that Washington hadn't expected. His two top advisers argued with each other. They really argued. Jefferson and Hamilton had ideas that clashed. They found it hard to compromise. In those days people sometimes watched cockfights, and so when Jefferson wanted to describe himself and Hamilton, he said, "Hamilton and myself were daily pitted in the cabinet like two fighting cocks."

Both were brilliant men. Both were patriots who wanted to do their best for their country. They just disagreed on what was best. Did they ever disagree! In fact—this is interesting—political parties in America developed because of that disagreement.

The country didn't begin with parties like today's Democrats and Republicans. The Founding Fathers—the men who wrote the Constitution—didn't realize that parties would develop. Washington didn't like the idea at all. He called them "factions" and warned against them. "The spirit of party," said the president, "agitates the community with ill-founded jealousies and false alarms."

Cockfighting, an ancient betting sport, began in Asia and reached Europe in the fifth century B.C.E. It was no sport for the roosters—they were usually fitted with metal spurs and fought to the death. Here, two men seem to be fighting, too.

Here, to *pit* means to "set against each other." It doesn't have anything to do with the pit inside a cherry or a peach. Cockfights were staged in pits.
But people just don’t think alike. That’s what makes politics and life interesting. James Madison understood that. Madison knew that it was dictators who usually try to force all people to think alike. Dictatorships are one-party governments.

Madison believed that in a democracy factions should be encouraged. He thought the more the better. He said they would balance each other and then no one group could become too strong and take control of the government.

**Early Bird**

It was 1792, and Jean-Pierre François Blanchard was up in the air with a note in his pocket written by President George Washington. The note explained who he was, so that when he landed he would not be mistaken for an alien from outer space. Blanchard was doing something several Americans had tried, but none successfully. He was flying in a balloon.

Thousands of people, including George Washington and Thomas Jefferson, watched as Blanchard lifted off from the courtyard of the Walnut Street Prison in Philadelphia. Blanchard had already made 44 successful balloon flights in Europe. In 1785 he had even crossed the English Channel from Dover, in England, to Calais, in France. For scientifically minded Americans in the Age of Enlightenment, this day was full of wonder and excitement. Was it possible that a man could actually rise into the sky and keep company with the birds?

Blanchard and his balloon drifted without any problems for 46 minutes and descended 15 miles away near Woodbury, New Jersey. Fascinated observers helped load the balloon onto a wagon and haul it back to Philadelphia. Then the triumphant skyman called on the president. Blanchard gave Washington the flag he’d taken aloft: on one side was the American flag, on the other the French tricolor.

**Nowadays**

The cabinet (look on page 21 for the details of Washington’s cabinet) also includes secretaries of these departments: interior; labor; agriculture; commerce; health and human services; housing and urban development; transportation; energy; veterans’ affairs; and education.

**Do words and titles matter?**

Today the secretary of war (Henry Knox’s old job) is called the secretary of defense. If you were voting in Congress, would you be more likely to give money to a war department or a defense department?

Could the title secretary of defense be a euphemism (YOO-fohm-ewm)? That means a pleasant or inoffensive word or name substituted for an unpleasant or disturbing one.
The New Nation Reading Questions

From the section: “The Father of Our Country”
1. Where was George Washington when he heard about his unanimous election as president?

2. Was there a Washington, D.C.? Where would George Washington live while he was president?

3. How long did it take Washington to get from his home to the capital? How long would it take today?

4. Write down two examples of how we know people were happy to see Washington.

5. When was George Washington’s inauguration? What month is it held today?

From the section: “About being President”
1. What is a precedent?

2. List Washington’s 5 closest advisors and their job titles.

3. Why did George Washington not like the idea of political parties?

4. What did James Madison say about political parties?
Define precedent:

_________________________ : creates many precedents for future presidents to follow.

*Explain some of the precedents that were set by George Washington.*

1) Presidential Cabinet:

__________________________________________________________

Thomas Jefferson : secretary of __________ (foreign nations)
Alexander Hamilton : secretary of the __________ (nations money)
Henry Knox : secretary of __________ (army and navy)
Edmund Randolph : __________ (law officer of nation)

2) Neutrality in Foreign Affairs:

__________________________________________________________

→ Neutrality Proclamation (1793):

__________________________________________________________

3) Political Parties:

__________________________________________________________

__________________________________________________________

__________________________________________________________

4) Two term limit:

__________________________________________________________

*Which president broke this precedent in 1940?*

*In 1947 the 22nd amendment to the constitution states that no president can serve for more than two terms in office.*

*Questions to think about for class discussion: Which precedents do we still have today? Which precedents did not last until today?*
1789

DOCTOR OF DEATH

FRENCH REVOLUTION

Who-

What-

When-

Where-

So What-
“Observe good faith and justice towards all nations. Cultivate peace and harmony with all.... Nothing is more essential than that permanent, (habitual hatred) against particular nations and passionate attachments for others should be excluded.”

-President George Washington
Alexander Hamilton and the Federalist Party

Washington's warnings did not stop the rise of political parties in the young nation. The Federalist Party appeared first during the debates over the ratification of the Constitution. Its most influential leader was Washington's former treasury secretary, Alexander Hamilton.

Personal Background. Hamilton was born in the West Indies and raised on the Caribbean island of St. Croix. When Hamilton was 13, a devastating hurricane struck the island. Hamilton wrote a vivid description of the storm that impressed all who read it. A few St. Croix leaders arranged to send the talented teenager to New York, where he could get the education he deserved. Once in America, Hamilton never looked back.

Hamilton grew up to be a small, slim, handsome man. His blue eyes were said to turn black when he was angry. But most of the time they sparkled with intelligence and energy. With no money or family connections to help him rise in the world, he made his way on ability, ambition, and charm.

George Washington spotted Hamilton's talents early in the Revolutionary War. Washington made the young man his aide-de-camp, or personal assistant. Near the end of the war, Hamilton improved his fortunes by marrying Elizabeth Schuyler. His new wife came from one of New York's richest and most powerful families. With her family's political backing, Hamilton was elected to represent New York in Congress after the war. Later, he served as a delegate from New York to the Constitutional Convention.

View of Human Nature. Hamilton's view of human nature was shaped by his wartime experiences. All too often, he had seen people put their own interests and personal profit above patriotism and the needs of the country. "Every man ought to be supposed a knave [scoundrel]," he concluded, "and to have no other end [goal] in all his actions, but private interests."

Most Federalists shared Hamilton's view that people were basically selfish and out for themselves. For this reason, they distrusted any system of government that gave too much power to the "the mob," or the common people. Such a system, said Hamilton, could only lead to "error, confusion, and instability."
Best Form of Government  Federalists believed that the country should be ruled by "the best people"—educated, wealthy, public-spirited men like themselves. Such people had the time, education, and background to run the country wisely. They could also be trusted to make decisions for the general good, not just for themselves. "Those who own the country," said Federalist John Jay bluntly, "ought to govern it."

Federalists favored a strong national government. They hoped to use the new government's powers under the Constitution to unite the quarreling states and keep order among the people. In their view, the rights of states were not nearly as important as national power and unity.

Hamilton agreed. Having grown up in the Caribbean, Hamilton had no deep loyalty to any state. His country was not New York, but the United States of America, and he hoped to see his adopted country become a great and powerful nation.

Ideal Economy  Hamilton's dream of national greatness depended on the United States developing a strong economy. In 1790, the nation's economy was still based mainly on agriculture. Hamilton wanted to expand the economy and increase the nation's wealth by using the power of the federal government to promote business, manufacturing, and trade.

Before this could happen, the new nation needed to begin paying off the huge debts that Congress and the states had piled up during the Revolutionary War. In 1790, Hamilton presented Congress with a plan to pay off all war debts as quickly as possible. If the debts were not promptly paid, he warned, the government would lose respect both at home and abroad.

Hamilton's plan for repaying the debts was opposed by many Americans, especially in the South. Most southern states had already paid their war debts. They saw little reason to help states in the North pay off what they still owed.

To save his plan, Hamilton linked it to another issue—the location of the nation's permanent capital. Both northerners and southerners wanted the capital to be located in their section of the country. Hamilton promised to support a location in the South if southerners would support his debt plan.
The plan was passed, and the nation's new capital—called the District of Columbia—was located in the South on the Potomac River between Maryland and Virginia.

Next, Hamilton urged Congress to establish a national bank. Such a bank, Hamilton said, would help the government by collecting taxes and keeping those funds safe. It would print paper money backed by the government, giving the nation a stable currency. Most important, the bank would make loans to businesses and people to build new factories and ships. As business and trade expanded, Hamilton argued, all Americans would be better off.

Once again, Hamilton's proposal ran into a storm of opposition. Where in the Constitution, his opponents asked, was Congress given the power to establish a bank? In their view, Congress could exercise only those powers specifically listed in the Constitution.

Hamilton, in contrast, supported a broad construction (broad interpretation) of the Constitution. He pointed out that the “elastic clause” allowed Congress to “make all laws which shall be necessary and proper” for carrying out its listed powers. Since collecting taxes was one of those powers, Congress could set up a bank to help the government with tax collection.

After much debate, Hamilton was able get his bank approved by Congress. Once established, the Bank of the United States helped the nation's economy grow and prosper.

Relations with Britain and France When the French Revolution began, Hamilton hoped that it would lead to the “establishment of free and good government.” But as he watched it lead instead to chaos and bloodshed, his enthusiasm for the revolution cooled.

When war broke out between France and England in 1793, most Federalists sided with Britain. Some were merchants and shippers whose business depended on trade with America's former enemy. Others simply felt more comfortable supporting orderly Britain against revolutionary France.

Hamilton leaned toward Britain for yet another reason. Great Britain was all that he hoped the United States would become one day: a powerful and respected nation that could defend itself against any enemy.
Thomas Jefferson and the Republican Party

Hamilton's success in getting his plans through Congress alarmed Thomas Jefferson and his fellow Republicans. In Jefferson's view, almost everything Hamilton did to put the United States on the path to greatness was instead a step down the road to ruin. The two men held very different views on almost everything.

Personal Background - Jefferson was born in Virginia to a modest and respected family. One of ten children, he was gifted with many talents. As a boy, he learned to ride, hunt, sing, dance, and play the violin. Later, he carried a violin with him in all his travels.

Jefferson was also a gifted student. When he entered college at age 16, he already knew Greek and Latin. He seemed to know something about almost everything. He once wrote that "not a sprig of grass [is] uninteresting to me." This boundless curiosity would remain with him all his life.

Jefferson grew up to be a tall, lanky man with reddish brown hair. Abigail Adams, the wife of John Adams, wrote that his appearance was "not unworthy of a God." With land inherited from his father, Jefferson set himself up as a Virginia tobacco planter. Like other planters, he used slaves to work his land.

Once he was established as a planter, Jefferson entered Virginia politics. As a politician, he lacked the ability to make stirring speeches. Instead, Jefferson spoke eloquently with his pen. His words in the Declaration of Independence and other writings are still read and admired today.

View of Human Nature - Jefferson's view of human nature was much more hopeful than Hamilton's. He assumed that informed citizens could make good decisions for themselves and their country. "I have so much confidence in the good sense of men," Jefferson wrote when revolution broke out in France, "that I am never afraid of the issue [outcome] where reason is left free to exert her force."

Jefferson had great faith in the goodness and wisdom of people who worked the soil—farmers and planters like himself. "State a problem to a ploughman [farmer] and a professor," he said, and "the former will decide it often better than the latter."
Best Form of Government Republicans favored democracy over any other form of government. They had no patience with the Federalists view that only the “best people” should rule. To Republicans, this view came dangerously close to monarchy, or rule by a king.

Republicans believed that the best government was the one that governed the least. A small government with limited powers was most likely to leave the people alone to enjoy the blessings of liberty. To keep the national government small, they insisted on a strict construction, or interpretation, of the Constitution. The Constitution, they insisted, meant exactly what it said, no more and no less. Any addition to the powers listed there, such as the creation of a national bank, was unconstitutional and dangerous.

Along with a weak national government, Republicans favored strong state governments. Strong governments, they argued, were closer to the people, and the people could control them more easily. Strong state governments could also keep the national government from growing too powerful.

Ideal Economy Like most Americans in the 1790s, Jefferson was a country man. He believed that the nation’s future lay not with Federalist bankers and merchants, but with plain, Republican farm folk: “Those who labor in the earth,” he wrote, “are the chosen people of God, if ever He had a chosen people.”

Republicans favored an economy based on agriculture. They opposed any measures, such as the national bank, designed to encourage the growth of business and manufacturing. In their view, the national bank was not only unconstitutional, but anti-farmer. While the bank was happy to loan money to businessmen to build factories and ships, it did not make loans to farmers to buy land.

Relations with Britain and France Another issue that sparked heated arguments between Republicans and Federalists was the French Revolution. Most Americans favored the revolution until it turned violent and led to war. As you have read, most Federalists then turned against the new French republic and sided with Great Britain. For this change of heart, a Republican newspaper branded the Federalists “British bootlickers.”

Despite the violence of the revolution, most Republicans continued to support France. While regretting the bloodshed, they argued that a few
Edmond Genet, who called himself Citizen Genet, was the French representative to the United States. During his stay, he attempted to convince Americans to join the French in their war with Britain. After Genet insulted President Washington, he was ordered to leave the country.

thousand noble heads was a small price to pay for freedom. For their loyalty to France, Republicans were nicknamed in a Federalist newspaper as "frog-eating, men-eating, blood-drinking cannibals."

In 1793, the French government sent Edmond Genet to the United States as its new official representative. Genet preferred to be called "Citizen," using the title adopted by French revolutionaries to emphasize the equality of all people. His mission was to convince Americans that they should join France in its war against Great Britain.

Citizen Genet was welcomed by Republicans as a conquering hero. As he traveled about the country preaching against kings and nobles, he was cheered by large crowds. In Philadelphia, the nation's temporary capital, a great banquet was held in his honor. Throughout the city, people drank toasts to Citizen Genet and to France.

The cheering crowds quickly went to Genet's head. When he formally presented himself to President Washington, he expected another warm and enthusiastic reception. Washington, however, did not want to be drawn into war with Britain. His response to Genet was cool and dignified.

Genet began making speeches attacking the president. "I live in the midst of continual parties," he crowed. "Old man Washington is jealous of my success, and of the enthusiasm with which the whole town flock to my house." These attacks on Washington brought thousands of Genet's supporters into the streets of Philadelphia. "Day after day," recalled Vice President Adams, the protesters "threatened to drag Washington out of his house, and effect [bring about] a revolution in the government, or compel it to declare war in favor of the French revolution."

This was too much, even for Jefferson. Washington's cabinet agreed that Genet had to go. Calling him "hotheaded, disrespectful, and even indecent toward the President," Secretary of State Jefferson asked the French government to recall its troublesome representative.
George Washington had disliked political parties. He had said that they could divide the nation. Washington was so great that he could keep everyone united. When he leaves office however America’s first political parties form!

Read pages 254-256 in the textbook to complete the following chart. Answers can be found in order in the reading.

<table>
<thead>
<tr>
<th><strong>Federalists</strong></th>
<th><strong>Democratic-Republicans</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Leader: Alexander _______</td>
<td>Leader: Thomas ___________</td>
</tr>
<tr>
<td>Wealthy &amp; well-educated people should be political leaders</td>
<td>All people should have political power and be leaders</td>
</tr>
<tr>
<td>Focus on shipping, _______ &amp; manufacture (grow cities)</td>
<td>Focus on ____________ (grow farming communities)</td>
</tr>
<tr>
<td>_______ (federal) government should be strongest</td>
<td>_______ government should be strongest</td>
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<tr>
<td>_______ National Bank</td>
<td>_______ National Bank</td>
</tr>
<tr>
<td>_______ interpretation of the Constitution (from the “necessary and proper” clause)</td>
<td>_______ interpretation of the Constitution (anything not clearly listed as a power for the federal government should be a power for the state governments)</td>
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</tbody>
</table>

Pro-_________ (give European Nation)  Pro-_________

Favored protective tariff  Opposed protective tariff

Turn over to answer questions on the back → 13
Political Parties Develop

1. Which of these men thought that America should be a nation of farmers?

2. What was one of the problems that Hamilton saw in agricultural work?

3. From where did Jefferson think we should get our manufactured goods?

4. Which of these men do you most agree with? Explain your answer.

"... agriculture is, in a great measure, periodical and occasional, depending on the seasons; ... while that occupied in many manufactures is constant and regular."
—Alexander Hamilton

"Those who labor in the earth are the chosen people of God .... While we have land to labor, then, let us never wish to see our citizens occupied at a workbench .... Let our workshops remain in Europe."
—Thomas Jefferson
First Political Parties
Constructed Response

**Directions:** Base the answer to the questions below on the following chart and your knowledge of social studies.

<table>
<thead>
<tr>
<th>Who</th>
<th>Federalists (supporters)</th>
<th>Antifederalists (opponents)</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>merchants, shippers,</td>
<td>rural farmers, lower classes</td>
</tr>
<tr>
<td></td>
<td>plantation owners,</td>
<td></td>
</tr>
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<td></td>
<td>upper classes</td>
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<td>Why</td>
<td>wanted stability and</td>
<td>feared too much</td>
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<td></td>
<td>order</td>
<td>power; no guarantee</td>
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<td></td>
<td></td>
<td>of individual rights;</td>
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<td></td>
<td></td>
<td>thought power would</td>
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<tr>
<td></td>
<td></td>
<td>go to a small, aristocratic</td>
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<tr>
<td></td>
<td></td>
<td>group</td>
</tr>
<tr>
<td>Where</td>
<td>coastal trading</td>
<td>New England, frontier</td>
</tr>
<tr>
<td></td>
<td>towns, middle states,</td>
<td>areas in all states</td>
</tr>
<tr>
<td></td>
<td>and south</td>
<td></td>
</tr>
</tbody>
</table>

1. What were the first two political parties?

2. What are TWO groups that supported the Federalists?

3. Explain why Antifederalist did not support the Federalist party.
GROWTH of MAJOR POLITICAL PARTIES

DEMOCRATIC-REPUBLICAN
(commonly called Republicans)
(After adoption of Constitution)

FEDERALIST
(Before adoption of Constitution)

REPUBLICAN
(Era of Good Feeling)

DEMOCRATIC
NORTHERN SOUTHERN
DEMOCRATS DEMOCRATS

REPUBLICAN
NORTHERN SOUTHERN
WHIG WHIG
NATIONAL REPUBLICAN

ANTIFEDERALIST
FEDERALIST

REPUBLICAN

15
The Presidency of John Adams

When the framers of the Constitution created the Electoral College, they imagined that the electors would simply choose the two best men for president and vice president. That was how the nation’s first two presidential elections worked. By the third election in 1796, however, it was clear that political parties had become part of the election process.

The Republicans backed Thomas Jefferson for president that year. His support came mainly from farmers in the South and the West. The Federalists supported John Adams, who appealed to lawyers, merchants, shipowners, and businesspeople in the North. When the electoral votes were counted, John Adams was elected president by just three votes. Jefferson came in second, making him vice president. The nation’s new top two leaders were political enemies from opposing parties.

The Alien and Sedition Acts. At first, President Adams tried to work closely with Jefferson. “Party violence,” he found, made such efforts useless. Meanwhile, Federalists in Congress passed four controversial laws known as the Alien and Sedition Acts. They argued that these laws were needed to protect the country from troublemakers like Citizen Genet. In fact, the real purpose of the Alien and Sedition Acts was to make life difficult for the Federalists’ rivals, the Republicans.

Three of the laws, the Alien Acts, were aimed at aliens (noncitizens). The first lengthened the time it took for an immigrant to become a citizen, with the right to vote from 5 to 14 years. Since most immigrants voted Republican, Jefferson saw this law as an attack on his party. The other two Alien Acts allowed the president to either jail or deport (expel) aliens who were suspected of stirring up trouble. Although these laws were never enforced, they did frighten a number of French spies and rabble-rousers into leaving the country.

The Sedition Act made sedition—encouraging rebellion against the government—a crime. Its definition of sedition included “printing, writing, or speaking in a scandalous or malicious [hateful] way against the government... Congress...or the President.”

Hamilton approved of this law, believing that it would punish only those who published vicious lies intended to destroy the government.
nullify: To refuse to recognize a federal law. This action by a state is called nullification.

states' rights: All rights kept by the states under the Constitution. Supporters of states' rights sometimes argued that states were not obliged to honor federal laws that they believed violated the Constitution.

Instead, the Sedition Act was used to punish Republican newspaper editors who delighted in insulting Adams. One, for example, called him "old, quarrelsome [whiny], bald, blind, crippled, toothless Adams." Twenty-five people were arrested under the new law. Ten of them were convicted of printing seditious opinions.

The Virginia and Kentucky Resolutions. Republicans viewed the Sedition Act as an attack on the rights of free speech and free press. Since the federal government was enforcing the act, they looked to the states to protect these precious freedoms.

Jefferson and Madison drew up a set of resolutions, or statements, opposing the Alien and Sedition Acts and sent them to state legislatures for approval. They argued that Congress had gone beyond the Constitution in passing these acts. States, therefore, had a duty to nullify the laws—that is, to declare them to be without legal force.

Only two states, Virginia and Kentucky, adopted the resolutions.

The arguments put forward in the Virginia and Kentucky Resolutions were based on the states' rights theory of the Constitution. This theory holds that the states created the Constitution. In doing so, they gave up certain rights. Rights not specifically given to the federal government remained with the states. Of these, one of the most important is the right to judge whether the federal government is using its powers properly.

When no other states approved the Virginia and Kentucky Resolutions, the protest died. The states' rights theory, however, was not forgotten. It would be raised and tested again in the years ahead.

The New National Capital
In the fall of 1800, the federal government moved to the city of Washington in the District of Columbia. Most of the government's buildings were still under construction. President Adams' wife, Abigail, described the new "President's House" as a "castle" in which "not one room or chamber is finished." She used the large East Room for hanging laundry, as it was not fit for anything else.

After years of wandering from city to city, the national government finally had a permanent home.
12.3 Dilemma 1: What Should President Adams Do to Protect American Ships?

Isolationism sounded good in theory. But it was often hard to stay out of other countries' conflicts. No one knew this better than John Adams—America's second president. Adams tried to follow Washington's policy of neutrality. With France, however, staying neutral proved difficult.

The Jay Treaty  French leaders hoped that Britain's refusal to leave the Ohio Valley would lead to war between England and the United States. These hopes were dashed when Washington sent Chief Justice John Jay to London to settle things with the British. In the Jay Treaty, the British finally agreed to pull their troops from the Ohio Valley. French officials viewed the Jay Treaty as a betrayal by the United States. In July 1796, the French navy began attacking American merchant ships bound for Britain. Over the next year, French warships seized 316 American ships.

The XYZ Affair  President Adams sent three envoys, or representatives, to France to end the attacks. French Foreign Minister Talleyrand refused to receive the Americans. Instead, they were met by secret agents, later identified only as X, Y, and Z. The agents said that no peace talks would be held unless Talleyrand received a large sum of money as a payment, along with a payment of money as a price of protection.) “No! No! Not a sixpence!” replied the shocked envoys.

The XYZ Affair outraged Americans. At the president's urging, Congress voted to recruit an army of 10,000 men. It also voted to build 12 new ships for the nation's tiny navy. The slogan “Millions for defense, but not one cent for tribute!” was heard everywhere as Americans prepared for war.

Meanwhile, Congress authorized American warships and privately owned ships, called privateers, to launch a "half-war" on the seas. During this undeclared war, American ships captured more than 80 armed French vessels.

As war fever mounted, John Adams—never a lovable leader—found himself unexpectedly popular. His Federalist Party also gained support in many parts of the country. The question facing Adams was whether doing the popular thing by unleashing the arrows of war on France was also the best thing for the country.
## Constructed Response Questions
### Early Presidents

**Directions:** Base the answers to the questions below on the following chart and your knowledge of social studies.

<table>
<thead>
<tr>
<th>Election of 1789</th>
<th>Candidate</th>
<th>Party</th>
<th>Electoral Votes</th>
</tr>
</thead>
<tbody>
<tr>
<td>George Washington</td>
<td>none</td>
<td>69</td>
<td></td>
</tr>
<tr>
<td>John Adams</td>
<td>none</td>
<td>34</td>
<td></td>
</tr>
<tr>
<td>Other candidates</td>
<td>none</td>
<td>35</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Election of 1792</th>
<th>Candidate</th>
<th>Party</th>
<th>Electoral Votes</th>
</tr>
</thead>
<tbody>
<tr>
<td>George Washington</td>
<td>Federalist</td>
<td>132</td>
<td></td>
</tr>
<tr>
<td>John Adams</td>
<td>Federalist</td>
<td>77</td>
<td></td>
</tr>
<tr>
<td>George Clinton</td>
<td>Democratic- Republican</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td>Other candidates</td>
<td></td>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Election of 1796</th>
<th>Candidate</th>
<th>Party</th>
<th>Electoral Votes</th>
</tr>
</thead>
<tbody>
<tr>
<td>John Adams</td>
<td>Federalist</td>
<td>71</td>
<td></td>
</tr>
<tr>
<td>Thomas Jefferson</td>
<td>Democratic- Republican</td>
<td>68</td>
<td></td>
</tr>
<tr>
<td>Thomas Pinckney</td>
<td>Federalist</td>
<td>59</td>
<td></td>
</tr>
<tr>
<td>Aaron Burr</td>
<td>Democratic- Republican</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>Other candidates</td>
<td></td>
<td>48</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Election of 1800</th>
<th>Candidate</th>
<th>Party</th>
<th>Electoral Votes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thomas Jefferson</td>
<td>Democratic- Republican</td>
<td>73</td>
<td></td>
</tr>
<tr>
<td>Aaron Burr</td>
<td>Democratic- Republican</td>
<td>73</td>
<td></td>
</tr>
<tr>
<td>John Adams</td>
<td>Federalist</td>
<td>65</td>
<td></td>
</tr>
<tr>
<td>Charles Pinckney</td>
<td>Federalist</td>
<td>64</td>
<td></td>
</tr>
<tr>
<td>John Jay</td>
<td>Federalist</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

1. Who won the election of 1789?

2. Who was the last president elected by the Federalist party?

3. How was the winner of the election of 1800 decided?
ELECTION of 1800
GUIDED READING

1) Two issues that Republicans focused on in the election of 1800 were:

* 

2) Federalist chose ____________________ to run for president. The Democratic Republicans chose ____________________ to run for president and ____________________ for vice president.

3) The ____________________ won the election. When the Electoral College voted both ____________________ and Burr received _____ votes. As was written in our Constitution, when this happens, the House of Representatives gets to decide if the vote is a tie.

4) The House of Representatives voted _____ times to try to break the tie- each time it ended in another tie. This voting in the House of Representatives lasted four days until the tie was finally broken. ____________________ became the third president of the United States and the vice president was ____________________.

5) To avoid this problem in the future when electing the president of the United States, Congress passed the ____ amendment. The 12th amendment required:

6) The 12th amendment was ratified in ________.
Please write the following questions in complete sentences.

1) Who were the first president and vice president of the United States?

2) Define precedent:

3) What were the five departments in the Executive branch?

4) The five leaders of the departments in the Executive branch made up George Washington's cabinet. Look up the definition for cabinet in the glossary and define it below.

5) Explain the Judiciary Act of 1789. How has this Act been changed today?

6) Define bond:

7) Define national debt:

8) How are bonds issued by the government and national debt related?

9) How did Hamilton compromise to resolve the problem of the national debt?

10) The United States was taxing it citizens. Where did all the money from the taxes go?
11) Define tariff:

12) Why did Hamilton ask Congress to pass a tariff?

13) What was the Whisky tax? Why did many settlers in the backcountry protest it?

14) What happened to farmers who refused to pay the whiskey tax?

15) Describe some of the events that occurred in the Whisky Rebellion?

16) What factors lead to the French Revolution?

17) What lead to the United States not completely supporting the French Revolution?

18) Who sent troops to France to overpower the revolutionaries? Why?

19) Explain the Neutrality Proclamation:
20) Washington's decision to establish the Neutrality Proclamation was very
difficult because he felt ties with both Britain and France. State one reason
why Washington felt committed to both of these countries.

21) Why was enforcing neutrality difficult?

22) John Jay came up with a treaty to address the 1793 problem of the British
capturing American ships. Explain Jay's Treaty:

23) Why did Native Americans begin to attack settlers in the Northwest Territory?

24) What was the treaty of Greenville? Do you think this treaty had a positive or
negative effect on Native Americans? Why do you think this? (support your
answer)
First Political Parties
Constructed Response

**Directions:** Base the answer to the questions below on the following chart and your knowledge of social studies.

<table>
<thead>
<tr>
<th>Who</th>
<th><strong>Federalists</strong> (supporters)</th>
<th><strong>Antifederalists</strong> (opponents)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Why</td>
<td>merchants, shippers,</td>
<td>rural farmers, lower classes</td>
</tr>
<tr>
<td></td>
<td>plantation owners, upper</td>
<td>feared too much power; no</td>
</tr>
<tr>
<td></td>
<td>classes</td>
<td>guarantee of individual rights;</td>
</tr>
<tr>
<td></td>
<td>wanted stability and order</td>
<td>thought power would go to a</td>
</tr>
<tr>
<td>Where</td>
<td>coastal trading towns,</td>
<td>small aristocratic group</td>
</tr>
<tr>
<td></td>
<td>middle states, and south</td>
<td>New England, frontier areas in</td>
</tr>
<tr>
<td></td>
<td></td>
<td>all states</td>
</tr>
</tbody>
</table>

1. What were the first two political parties?

2. What are TWO groups that supported the Federalists?

3. Explain why Antifederalist did not support the Federalist party.
Constructed Response
Washington's Farewell Address

**Directions:** Base your answers to the questions below on Washington's Address and your knowledge of social studies.

*Observe good faith and justice towards all nations. Cultivate peace and harmony with all... It is our true policy to steer clear of permanent alliances, with any portion of the foreign world... Taking care always to keep ourselves... on a respectively defensive posture, we may safely trust to temporary alliances for extraordinary means... The great rule of conduct for us in regard to foreign nations is in extending our commercial relations to have as little political connection as possible...*

*George Washington's Farewell Address, 1796*

1) When was this speech given?

2) What is Washington's advice about foreign policy?

3) How does Washington feel about politics in the United States and throughout the world?
Essential Questions

What steps did Jefferson take to limit government power?

What was Marbury v. Madison important?

Why was the Mississippi River important to the United States?

Why was the Embargo Act unpopular?

Why did the United States go to war with Britain in 1812?

What part did Native Americans play in the War of 1812?

What was the outcome of the War of 1812?
Vocabulary

Look each word up in the glossary of your textbook. Write the definition of each term below. Illustrate the term. Each illustration should include color.

<table>
<thead>
<tr>
<th>Illustrate</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Marbury v. Madison</td>
<td></td>
</tr>
<tr>
<td>judicial review</td>
<td></td>
</tr>
<tr>
<td>Louisiana Purchase</td>
<td></td>
</tr>
<tr>
<td>continental divide</td>
<td></td>
</tr>
<tr>
<td>isolation</td>
<td></td>
</tr>
<tr>
<td>nationalism</td>
<td></td>
</tr>
<tr>
<td>War Hawks</td>
<td></td>
</tr>
<tr>
<td>laissez faire</td>
<td></td>
</tr>
<tr>
<td>embargo</td>
<td></td>
</tr>
</tbody>
</table>
Something Important: JUDICIAL REVIEW

As a young congressman, John Marshall voted against the Sedition Act and against his own Federalist Party. That took courage. He was chief justice of the Supreme Court for 34 years. He made the Supreme Court powerful and the judiciary an equal third branch of the government.

Aristocracy means "government by a privileged class." Usually aristocrats are wealthy and powerful, but some people talk of an aristocracy of talent. In a letter to John Adams, Thomas Jefferson wrote, "I agree with you that there is a natural aristocracy among men. The grounds of this are virtue and talents."

John Adams, who appointed Marshall (above) chief justice, said: "My gift of John Marshall to the people of the United States was the proudest act of my life."

Virginia was ruled by an aristocracy. It was an aristocracy of mind as well as money. A poor boy with talent could make his way in Virginia. John Marshall was such a boy. Born in a log cabin on Virginia's frontier, he was the eldest of 15 children. His father was a farmer who helped George Washington survey some land. Washington became a family friend.

Their friendship helped young John; but he would have succeeded anyway. He had two qualities that made that almost certain: he was friendly, cheerful, fun to be around—and he had a good brain and used it.

John Marshall had hardly any formal schooling: his parents were his teachers. They taught him well, and he studied and read on his own. When the Revolutionary War began his father enlisted. John went with him. He was popular in the army; someone with a merry nature was needed, especially during the terrible winter at Valley Forge. John was 22, tall, gangling, and good at athletics. He was known as "Silverheels," because he was a fast runner.

After the war, when his brothers and most of his friends headed west, John Marshall went the other way, to Williamsburg, where, for about six weeks, he attended lectures on the law by Thomas Jefferson's mentor George Wythe (say wilth). But, mostly, he learned law by studying on his own. When he opened a law office in Rich-
mond he didn't have enough money to buy law books. It didn't matter; he had ability, ambition, and that easygoing, not-stuck-up nature. Another lawyer described him thus:

_A tall, slender figure; not graceful or imposing, but erect and steady. His hair is black, his eyes small and twinkling, his forehead rather low...His manners are plain yet dignified...His dress is very simple...I love his laugh—it is too hearty for an intriguer; and his good temper and unwearied patience are equally agreeable on the bench and in the study._

John Marshall never seemed to take himself seriously. Someone who knew him said his clothes seemed “gotten from some antiquated slopshop.” His dinner parties were famous for their good-natured, witty conversation.

“Simple as American life was, his habits were remarkable for modest plainness; and only the character of his mind, which seemed to have no flaw, made his influence irresistible upon all who were brought within its reach,” wrote historian Henry Adams (who was John Adams's great-grandson).

In 1799, Marshall was elected to Congress as a member of the Federalist Party. The following year, President Adams named him secretary of state. The year after that he became chief justice of the U.S. Supreme Court. The Supreme Court met in the basement of the Capitol, because, although Pierre L’Enfant had planned a site for the Court, nothing had been built there yet.

But fancy rooms weren't any more important to John Marshall than fancy clothes. What he cared about was the way the United States imposed law by practicing it: taking on cases and arguing them in local courts such as this one (left). He argued only one Supreme Court case before he became chief justice—and he lost. Ironically, in that case he based his argument on the idea of states' rights; once he got to the Supreme Court, he spent much of his effort in striking down attempts to strengthen state power.

_The author of this description of John Marshall was Joseph Story, a famous lawyer and judge, writing in 1808._

John Marshall got little formal legal training. He learned law by practicing it: taking on cases and arguing them in local courts such as this one (left). He argued only one Supreme Court case before he became chief justice—and he lost. Ironically, in that case he based his argument on the idea of states' rights; once he got to the Supreme Court, he spent much of his effort in striking down attempts to strengthen state power.
States was governed. He believed that a strong government would help protect the rights of all the people. He tried to make the federal government stronger than the state governments. He tried to make the Supreme Court strongest of all. In 1803, in a very important Supreme Court case called Marbury v. Madison, Marshall said the Court could throw out any law passed by Congress if the Court thought that law was unconstitutional. "It is emphatically the province and duty of the judicial department to say what the law is," wrote Chief Justice Marshall in that very important case.

Marbury v. Madison began a process called "judicial review." It gave the Supreme Court the power to decide if a law passed by Congress meets the requirements of the Constitution.

But who really cares if a law is constitutional or unconstitutional, if Congress wants it? Well, imagine that tomorrow Congress passes a law saying you can't criticize the president. Suppose your mother does that and she goes to jail. That actually happens in some countries. In those countries people are even afraid to talk to their friends. It happened here in 1798 with the Sedition Act.

Judicial review protects all of us. It helps guarantee our freedoms. Judicial review made the Constitution stronger. It made the Supreme Court powerful. It made the Court a real check and balance to the two other government branches.

We Americans have always cared about our freedoms, especially the freedoms guaranteed in the Bill of Rights. John Marshall made sure those rights would be protected—even from Congress and the president.

"Nevertheless this great man nourished one weakness," wrote Henry Adams. "Pure in life, broad in mind, and the despair of bench and bar for the unwavering certainty of his legal method; almost idolized by those who stood nearest him, and loving warmly in return—this excellent and amiable man clung to one rooted prejudice: he detested Thomas Jefferson."

Does that surprise you? Well, here is another surprise: John Marshall and Thomas Jefferson were cousins. How did Thomas Jefferson feel about John Marshall? He loathed the man. Those two brilliant, remarkable Virginians couldn't stand each other. Each thought the other was not to be trusted. Their dispute was all about ideas. These were men who cared deeply about their ideas.

Now it just happened that John Marshall, with his relaxed, informal ways (in Richmond he sometimes went shopping with a market basket on his arm), was a supporter of causes that pleased the wealthy classes, while Thomas Jefferson, who had elegant taste and a French chef, was a champion of democracy and the common people.
This is just another of those paradoxes that keep turning up in history. Marshall believed the purpose of the government was to protect “life, liberty, and property.” (How did Jefferson define the purpose of government? Remember, it was “life, liberty, and...”)

Neither Jefferson, nor Marshall, could quite believe that anyone who had conflicting ideas, and was also a deep thinker, could be honorable. Well, history shows that they were both honorable men. And, although they didn’t know it, their ideas complemented each other. The nation needed them both.

John Marshall and his cousin Tom Jefferson did agree on one thing: the Alien and Sedition acts. Neither liked them. Most of the country didn’t like them either. When John Adams ran for a second term he was defeated. Many people think it was because of his support of the Alien and Sedition acts. The great Federalist Party never achieved power again. In 1800 a Democratic-Republican was elected president. Guess who?

John Marshall got the idea for judicial review from George Wythe. Wythe talked about the need for judicial review when Marshall was a student at the College of William and Mary.

The role of the Supreme Court (below) has been viewed differently at different times. Today it is generally seen as the national guardian of individual rights. How do you think it was seen in Marshall’s time?
Marbury –vs- Madison

*This Supreme Court case was decided in January 1803 and began what we call the process of Judicial Review.*

Just before Federalist President John Adams leaves the presidency, he decides to appoint a bunch of Federalist judges to be sure the Federalist view-point stays important in the Judicial Branch. Adams rushes through the paperwork to do this late on the last day of his presidency (so late that people will refer to the men in the new jobs as “__________ judges”). The paperwork or commissions are sent on to the Secretary of State (John Marshall), who signs and seals them at the last minute. The paperwork is not delivered, as it should be, by James Madison.

Jefferson, the Democratic-Republican president, is surprised to find all these federalists suddenly in important positions the day he moves in as President. He questions if the jobs were legally given, as they were so last-minute. Jefferson allows some of the appointed men to take their jobs, but says others cannot.

William Marbury is denied his commission. He sues ____________ for the job and the lawsuit begins. Marbury demands a __________ of mandamus, which will ensure the commission. The case goes to John Marshall, who is now the Chief Justice of the Supreme Court. The court decision:

Point #1: Has the applicant (Marbury) a right to the commission he demands?

Point #2: If Marbury has the right to the commission, and that right has been violated, do the laws of this country offer him a remedy?

Point #3: Is Marbury entitled to the remedy for which he applies?
BUT, the Supreme Court can't do it.

WHY NOT?

The result is Judicial Review. What is Judicial Review?
Marbury vs. Madison
Judicial Review

After reading chapter 9 (pages 48-51) in The New Nation, give a one paragraph summary of the case Marbury v. Madison. In a second paragraph explain the concept of Judicial Review which came from this court case.
Thomas Jefferson (1801-1809)

How was Jefferson's style of leading different from Washington and Adams?

Democratic

Laissez Faire

Size of government

Budget

Taxes
Guided Reading – Louisiana Purchase

American farmers relied on __________________________ to ship their goods to the east. Periodically, the Spanish would close the port of __________________________ to the Americans and they would be unable to get their goods to the market.

In 1795, President Washington signed the __________________________ with Spain. This allowed the Americans to ship their goods down the Mississippi River and store them in New Orleans. Spain signs a secret treaty with France and returns the Louisiana Territory to __________________________. This makes President Jefferson worried. Jefferson is worried that __________________________ may be trying to take over all of America.

From 1801- 1804, _______________ fights for independence from France. __________________________ leads the rebellion in Haiti. The defeat in Haiti forces the French to abandon their plans in the Western Hemisphere. The war being fought in Europe causes them to need money.

President Jefferson sends __________________________ and __________________________ to France with instructions to buy New Orleans from the French. They are to spend between __________________________ and $10 million. The French Foreign Minister, __________________________ offers to sell New Orleans and the rest of __________________________. Talleyrand accepts an offer of $____ million, which is about $0.03 per acre. In ________ the Senate approves the Louisiana Purchase.

Jefferson chose __________________________ to head an expedition to study the new land. Lewis asks __________________________ to join him on this exploration of the new land.
Louisiana Purchase

The port of New Orleans is at the mouth of the Mississippi River.

Why would the Mississippi river and the port of New Orleans be strategically important for American farmers?
Look at the map on page 273 in your text to label the map.

1. Color the water areas blue and name the following on your map:
   - Atlantic Ocean
   - Pacific Ocean
   - Gulf of Mexico
   - Lake Superior
   - Lake Michigan
   - Lake Huron
   - Lake Ontario
   - Lake Erie
   - Great Salt Lake

2. Label the following states on your map and color yellow:
   - New York
   - Vermont
   - New Hampshire
   - Massachusetts
   - Connecticut
   - Rhode Island
   - New Jersey
   - Pennsylvania
   - Maryland
   - Delaware
   - Virginia
   - Kentucky
   - Ohio
   - Tennessee
   - North Carolina
   - South Carolina
   - Georgia
   - Mississippi
   - Mississippi Territory

3. Trace the following rivers blue and name them on the map:
   - Ohio
   - Mississippi
   - Missouri
   - Arkansas
   - Rio Grande
   - Colorado
   - Snake
   - Columbia

4. Locate these cities with red dots and label them on the map:
   - Santa Fe
   - New Orleans
   - St. Louis

5. Draw a black line around the Louisiana Purchase and color it green.

6. Using a red pencil trace the route of Lewis and Clark.

7. The United States bought this territory from ____________________.
Westward Exploration
Lewis and Clark

Directions: The information needed to complete this webquest can be found on the websites below. Use the sites below to complete the questions and activities on each page. Follow directions carefully. You must follow directions, write with detail, write in complete sentence form, and be neat. This must be a reflection of good effort.

www.lewis-clark.org/index.htm
www.lewisclark.net/
www.pbs.org/lewisandclark/
www.lewisandclark.com/

1. Why did Lewis and Clark explore the Louisiana territory? In other words, what was the purpose of their journey?

2. What did they pack? Give specific examples.

3. Where and when did their journey begin?

4. Who was Meriweather Lewis? Why was he chosen to lead this expedition? Write 5-6 sentences about him.

5. Who was William Clark? Write 5-6 sentences about him.
TAKE A MINUTE TO ENJOY THE SCENERY.
6. Describe in words what Lewis and Clark saw. Draw and color a picture of the landscape.

STOP....WHERE ARE YOU?
7. Detail a stop along the way.
Where did Lewis and Clark stop? How long did they stay? Did they encounter anyone or anything? You may not repeat anything from #6.

8. Draw and color a picture of an animal Lewis and Clark might have encountered. Label it.

9. Who was Sacajewea? Why was she important to Lewis and Clark? Give specific examples. Write 5-6 sentences.

The End is Near
10. Was the trip a success? What did Lewis and Clark discover? How long did the expedition take?
1. What is ONE (1) way that the Louisiana Purchase changed the United States?

Document 2

2. Why might some of the descriptions of the Louisiana Purchase by Lewis and Clark encourage people to move west?

"We camped in the plains, one of the most beautiful plains I ever saw, open and beautifully diversified with hills and valleys all presenting themselves to the river covered with grass and a few scattering trees, a handsome creek running through."

"As we continued on our way we passed several rapids all of them great fishing places."

"We killed some ducks and geese and gathered some blackberries."

- Excerpt from the Journals of Lewis and Clark
1803—As president, Thomas Jefferson's greatest accomplishment was the purchase of the vast Louisiana Territory from France. More than doubling the size of the United States, the acquisition made continental expansion inevitable. Soon the country would stretch from sea to sea.

You remember the "musical chairs" way Arkansas changed owners—belonging first to the mighty Spanish empire, then the mightier French empire, then the Spanish again. Well, the music wasn't over.

1541-1682: Spanish

1682-1763: French

1763-1783 Spanish

1783-1800 Spanish

In 1800 Napoleon Bonaparte, the new military dictator of France who aspired to be master of the world, forced Spain to cede Louisiana back to France.

Jefferson feared that France would close the Mississippi River to U.S. commerce. The action would affect thousands of Americans who had settled west of the Appalachian mountains since Daniel Boone first carved the Wilderness Road in 1775. These western farmers floated their crops to market on the Mississippi River.

As protection, Jefferson had Congress authorize a $2,000,000 offer to buy the port city of New Orleans from France. To everyone's amazement Napoleon offered to sell all of Louisiana—and for only $15,000,000! French foreign minister Talleyrand explained why.

Well, Napoleon lost interest in a colonial empire when his army failed to crush a slave revolt in French Haiti, his colonial base. (Toussaint L'Ouverture led the revolt.) Besides, Napoleon needed cash for a war with Britain.

Overjoyed at the spectacular deal, Jefferson realized the Constitution did not provide for such a purchase, so he suggested an amendment Congress warred there was no time, so he reluctantly adopted a Hamiltonian loose construction position, arguing for implied powers. Congress quickly voted approval. But not everyone agreed with the purchase.

What a good deal! 825,000 square miles for $15 million... about 34 an acre for doubling our territory! And I say it's a waste of money, it's nothing but wilderness.
"Honored parents, I now take this opportunity to let you know where I am and what I am doing. I am on an expedition to the westward with Captain Lewis and Captain Clark, who are appointed by the President of the United States to go through the interior parts of North America. We shall ascend the Missouri River and then go by land to the Western Ocean. I do not know when I can write to you again." — John Ordway

In 1804 Lewis and Clark led 42 men on one of the greatest and most successful expeditions in American history. Covering almost 8,000 miles roundtrip, they returned in 1806 having achieved every objective—and with the loss of only one life.

Sacajawea, a 16-year-old Shoshone Indian (kidnapped by an enemy tribe), joined the group, on its way up the Missouri River, as its main guide and translator. Her French husband and young son, whom Lewis helped deliver, came also.

The group entertained themselves along the way with the song Revolutionary War troops had made their own a few decades earlier.

Sacajawea found her tribe along the way and learned her brother was the chief. The Shoshones gave the group horses to cross the Rocky Mountains. Sacajawea made friends with many Indian tribes—as did York, Clark's black slave whom the Indians considered an equal.

In 1804, travelling up the Missouri River, Lewis wrote: "This little fleet, although not quite so respectable as that of Columbus...was still viewed by us with as much pleasure."

On November 7, 1805, Clark wrote in his journal: "Ocean in view! Oh the joy!...that great Pacific Ocean we have been so long anxious to see!" Lewis and Clark—westward trailblazers by virtue of Columbus’ discovery of America—found the Pacific Ocean Columbus dreamed of finding. Their detailed maps and journals helped other adventurers blaze new trails westward.
THE LOUISIANA PURCHASE

DIRECTIONS: Read the story; then do the work at the end.

When Thomas Jefferson became President in 1801, America faced many problems. Our nation was young, weak, and afraid of other countries pushing it around. Farmers along the Ohio and Mississippi Rivers were very worried that Spain might ruin their chance to make money.

America's western farmers shipped their goods down the Ohio and Mississippi rivers, out through New Orleans, and on to market along the east coast of America. Spain owned most of the land west of the Mississippi River, including the part called the Louisiana Territory. This meant that Spain controlled the port city of New Orleans at the mouth of the river. Spain closed the port to American boats in 1802, and then gave the Louisiana Territory to France.

President Jefferson wanted to buy New Orleans from France so that the port could always be used by the United States. Americans Robert Livingston and James Monroe were sent to France to offer 10 million dollars for New Orleans. The French leader, Napoleon, was expecting to go to war with England soon and needed the money. When he offered to sell the entire Louisiana Territory for 15 million dollars, the Americans could not believe their ears. This price meant that the United States could double its size for about three cents an acre.

It was a bargain, but Jefferson worried about whether to buy the huge piece of land. First, the United States could hardly afford to spend 15 million dollars. Second, it was against the law for the President to buy land without the permission of Congress. When Jefferson learned that Napoleon might change his mind about the sale, the President quit worrying and made the purchase.

After some debate, the United States Congress did approve of the Louisiana Purchase. Later, all or part of fifteen states would be made from the Louisiana Territory.

Do the following work about the story.

1. Number each event to show which came first, second, and so on.

_______ Jefferson bought the Louisiana Territory.
_______ Spain closed the port of New Orleans to Americans.
_______ Napoleon offered to sell the Louisiana Territory.
_______ Livingston and Monroe went to France.
_______ France got the Louisiana Territory from Spain.

2. Why did Jefferson hesitate to buy the Louisiana Territory?

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

3. What might be two reasons the law forbids the President alone to buy land for the country?

______________________________________________________________________________
______________________________________________________________________________

______________________________________________________________________________
THE LOUISIANA PURCHASE

DIRECTIONS: Write words that Napoleon might have said about selling Louisiana to America. Add the thoughts of the seated American. Draw something in the hands of two of the men. Decorate Napoleon’s hat, finish the faces of the seated men, and complete the picture on the wall.

1. Monroe later became the __________ th (fourth, fifth, sixth, eighth, ninth) president of the United States.

2. Napoleon needed money to fight a war against England. List five things an army would need to spend money on to be successful. __________________________________________

3. The trip from America to France could take from two to three months. Over which ocean, and in what direction, would Americans travel to get to France?

4. The French do not usually use the dollar; they use the __________. (yen, peso, franc, dinar, ruble)
Increase in *trade* during Jefferson's Presidency brought both BENEFITS and PROBLEMS.

Define the three terms below

**Impressment:**

![Diagram of Impressment]

**Embargo Act:**

![Diagram of Embargo Act]

**Non-intercourse Act:**
Think about how the Embargo Act affected the people below. Answer the following two questions for each person/people below:

1) How did the Embargo Act affect him/her?
2) What was their opinion of the Embargo Act?

President Jefferson:

American Sailor:

British Merchant:

Southern Cotton Farmer:

Boston Shipbuilder:
THE EMBARGO ACT OF 1807

By 1807 the United States found itself in the middle of a dispute between the French and the British. United States ships bound for Europe were often stopped by the British, French, or both. Jefferson hoped to keep the United States neutral. He convinced Congress to pass the Embargo Act of 1807, which made it illegal for United States merchants to import or export goods. Although the embargo hurt both Britain and France, it did more damage at home. New England felt the greatest blow because its economy depended on trade with foreign countries. In this tense environment, the Embargo Act became the subject of many cartoons, pro and con.

DIRECTIONS: The cartoon on this page takes a strong stand on the Embargo Act. Study the cartoon, and then answer the questions that follow.

OGRABME, or, The American Snapping-turtle

ANALYZING THE CARTOON

1. What in this cartoon represents the Embargo Act?

2. What does the man with the barrel represent? What is he trying to do?

3. To which country does the ship belong? How do you know this? What is the ship waiting for?

CRITICAL THINKING

4. Analyzing Information Americans had fun playing with the letters of the word embargo. What is the meaning of the statement of the smuggler, "Oh! This cursed Ograbme!"?

5. Making Generalizations Is the cartoonist in favor of or against the Embargo Act? Explain your answer.

6. Drawing Conclusions Like the smuggler in the cartoon, play with the words "Embargo Act." Create any words or statements that use the letters in "Embargo Act" and might be the caption to a cartoon about the act. You can use any letters more than once. You do not need to use all the letters.

7. Evaluating Information According to this cartoon, the Embargo Act worked. How well did it work? Support your answer with facts and reasons.
Report Card: Thomas Jefferson as President

Evaluate Thomas Jefferson's performance as President. Give him a grade (A, B, C, D, etc.) and a written evaluation.

- Thomas Jefferson reduces the size and role of government.

Grade: ______
Explanation:

- Thomas Jefferson purchases Louisian from France and sends Lewis and Clark to explore and map the Louisiana territory.

Grade: ______
Explanation:

- Thomas Jefferson signs the Embargo Act.

Grade: ______
Explanation:
James Madison (1809-17)

Vice-President: George Clinton, Elbridge Gerry  Secretary of State: James Monroe

Foreign & Domestic Issues p. 282-285

What were War Hawks calling for and why?

Henry Clay

Nationalism

Who were many Americans getting into conflicts with in the West?

Why did Native Americans have trouble uniting against America?

The Prophet

Tecumseh
The War of 1812

Why did the War Hawks want to go to war?

How did the war go?

At sea

West & Canada

Washington D.C.

Baltimore

New Orleans

Results of the War of 1812

Treaty of Ghent
War of 1812 Roadmap

1. Design a road that has a beginning and an end. It can be a winding country road, a busy main street, a superhighway, or a design of your choice.

2. Design a “stop” along the road for each War of 1812 event listed below. The stops can be traffic lights, stop signs, yield signs, bridges, exit ramps, detours, toll booths, road hazards, or buildings. Make sure that you label each stop with the name and date of the event. The events should be added to the road map in sequential order.

3. Write at least two to three sentences under the title of each stop that describe important and interesting information about the event.

4. After you have designed your road map and stops, fill up empty space by illustrating details related to each event.

War of 1812 Events

1. Battle of Tippecanoe (page 285)
2. Battle of Thames (p. 287)
3. Battle of Horseshoe Bend (p. 288)
4. British Burn Washington DC (p. 289)
5. Fort McHenry (p. 289)
6. Treaty of Ghent (p. 291)
7. Battle of New Orleans (p. 290)
In short, you are going to draw a series of SEVEN illustrations with detailed captions arranged in chronological order on a “road” with “stops”. Both the illustrations and descriptions must explain the event in detail. Descriptions must be in complete sentences and in your own words!!!

Road (7 points)
Road has a beginning and end. The end is labeled War of 1812. Road is clearly either a highway, country road, busy main street, etc.

Stops with Labels (7 points)
There are seven clear stops with either a stop sign, building, toll booth, etc. Each stop is labeled with a title and date.

Description of Stops (7 points)
Each stop has a minimum of a two-sentence description. The description is in your words.

Illustrations (7 points)
Each stop includes an illustration related to the event.

Creativity (6 points)
Road is creatively designed with interesting stops. Illustrations are thoughtful and clearly related to the event.

Quality (6 points)
Road map is neat. It’s a reflection of time and effort.

Total Points
John Adams was so proud of the fact that he avoided war with France that he wanted it placed on his tombstone. Write something appropriate for Jefferson's and Madison's tombstone.