

Unit 3: The New Republic

Name _____ Per _____

Lesson 1: The Cabinet, The Crisis, & the Whiskey Rebellion

Lesson one has four main assignments. At the end of these assignments you will take a closed note quiz. After these lessons you will be expected to be able to: *(one or more of these objectives may appear as a short answer question on the quiz)*

- Explain the conflicts between Thomas Jefferson and Alexander Hamilton over the powers of the federal government's role in:
 - Foreign Policy
 - Alien & Sedition Acts
 - National Bank
- Describe the causes, effects, and results of Whiskey Rebellion.
- Explain the importance of Washington's *Farewell Address*

Standards in This Lesson

8.3 Students understand the foundation of the American political system and the ways in which citizens participate in it.

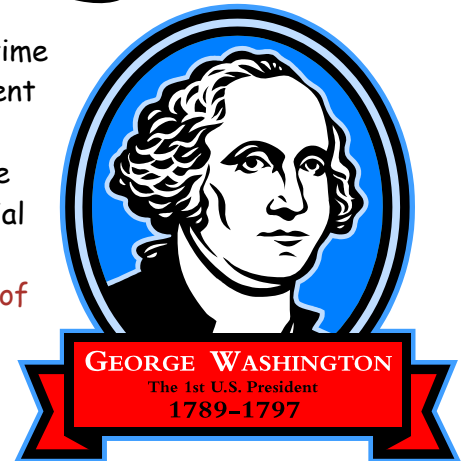
8.3.4 Understand how the conflicts between Thomas Jefferson and Alexander Hamilton resulted in the emergence of two political parties (e.g., view of foreign policy, Alien and Sedition Acts, economic policy, National Bank, funding and assumption of the revolutionary debt).

8.3.5 Know the significance of domestic resistance movements and ways in which the central government responded to such movements (e.g., Shays' Rebellion, the Whiskey Rebellion).

8.4.2 Explain the policy significance of famous speeches (e.g., Washington's Farewell Address, Jefferson's 1801 Inaugural Address, John Q. Adams's Fourth of July 1821 Address).

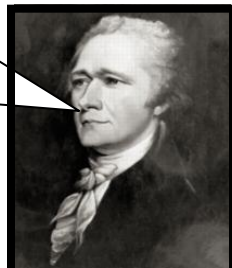
P.O.T.U.S

George Washington became President—reluctantly—at a critical time in the history of the United States. The Confederation (government created under the A. of C.) had threatened to unravel; the weak central government (which included a weak executive with the sole responsibility of presiding over meetings of Congress and no special power to initiate laws beyond that of any member of Congress, enforce laws, or check acts of Congress) created by the **Articles of Confederation** had failed. As part of its goal to form a "more perfect" government, **The Constitution of the United States** defined a new role for the executive, the President, in a much stronger federal system. However, a definition on paper and a President in practice could be two very different things. In this activity, students review the responsibilities and powers of the President as intended by the Founders and as practiced during Washington's precedent-setting terms in office.



Directions: Use your textbook (pp.156-158) to complete the following tasks.

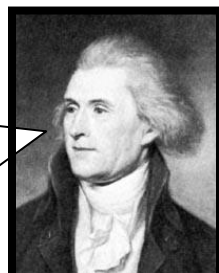
1. Below are listed four men who played significant roles in the presidency of George Washington. In the call out for person add a statement reflects their title & role in the new government.



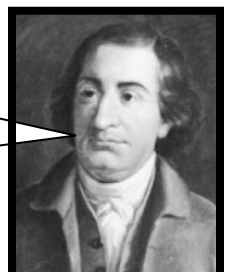
Alexander
Hamilton



Henry Knox



Thomas
Jefferson



Edmund
Randolph

The Nation's First Economic Crisis



Introduction: A major problem facing the first federal government was how to deal with the financial chaos created by the American Revolution. States had huge war debts; each state had borrowed large sums of money from European countries to finance the Revolutionary War. There was runaway inflation. Almost all areas of the economy looked dismal throughout the 1780s. Economic hard times were a major factor creating the sense of crisis that produced the stronger central government under the new Constitution. **Directions:** Use the class reading "The Nation's First Economic Crisis" and complete the tasks below. Use the back of p.2 to write your answers.

1. Why did the United States have poor credit after the American Revolution?
2. Explain the two components of the first step of Hamilton's plan.
3. Identify two objections to this plan.
4. What was the second step in Hamilton's plan?
5. Why some (like Thomas Jefferson) were opposed this idea?
6. Leave room here for a class discussion on the following topics:
 - a. Strict Interpretation
 - b. Loose Interpretation
7. Hamilton's third step was to focus on a "mercantilistic" economy; this is an economy that focuses on manufacturing. Give two details on how Hamilton planned on achieving this goal.
8. Explain why Southerners opposed tariffs.
9. Summarize how Hamilton used his position to strengthen the role of the federal government.

Insert "Whiskey Rebellion"
from Publisher

Washington's Farewell Address



In September 1796, worn out by burdens of the presidency and attacks of political foes, George Washington announced his decision not to seek a third term. With the assistance of Alexander Hamilton and James Madison, Washington composed in a "Farewell Address" his political testament to the nation. Designed to inspire and guide future generations, the address also set forth Washington's defense of his administration's record and embodied a classic statement of Federalist doctrine. Washington's principal concern was for the safety of the eight-year old Constitution. He believed that the stability of the Republic was threatened by the forces of geographical sectionalism, political factionalism, and interference by foreign powers in the nation's domestic affairs. Writing at a time before political parties had become accepted Washington feared that they carried the seeds of the nation's destruction through petty factionalism. Washington did not publicly deliver his Farewell Address. It first appeared on September 19, 1796, in the Philadelphia Daily

American Advertiser and then in papers around the country. The address was first read in regular legislative sessions of the Senate in 1888 and the House in 1899. Since 1893 the Senate has observed Washington's birthday by selecting one of its members to read the Farewell Address. The assignment alternates between members of each political party. At the conclusion of each reading, the appointed senator inscribes his or her name and brief remarks in a black, leather-bound book maintained by the secretary of the Senate. **Directions:** *Using this summary and the excerpts on the next page complete the tasks below.*

1. What was the goal of Washington's Farewell Address?
2. List and describe the concerns that Washington had for the new country.
3. Explain how Washington felt about political factions (parties).
4. Describe how the address reflected Washington's views on the role of the federal government.

The following excerpts are taken from Washington's Farewell Address.

- 1) In each excerpt highlight the advice Washington gives.
- 2) In the space provided rewrite his advice in your own words.



Excerpt #1

"The great rule of conduct for us in regard to foreign nations is, in extending our commercial (business) relations, to have with them as little political connection as possible. So far as we have already formed engagements (signed treaties), let them be fulfilled with perfect good faith."

Excerpt #2

"It is our true policy to steer clear of permanent alliances with any portion of the foreign world, so far, I mean, as we are now at liberty to do it, for let me not be understood as capable of patronizing infidelity to existing engagements."

Excerpt #3

"Taking care always to keep ourselves by suitable establishments on a respectable defensive posture, we may safely trust to temporary alliances for extraordinary emergencies."

Excerpt #4

"In the execution of such a plan nothing is more essential than that permanent, inveterate antipathies against particular nations and passionate attachments for others should be excluded, and that in place of them, just and amicable feelings toward all

Lesson 2: A New President, Troubles Abroad, More Land!

Lesson two has two main assignments. At the end of these assignments you will take a closed note quiz. After these lessons you will be expected to be able to: *(one or more of these objectives may appear as a short answer question on the quiz)*

- Explain the reasons for increasing tensions between the Federalists and the Democratic-Republicans:
 - Alien & Seditions Acts
 - Foreign Relations
 - Growth of Federal Government
 - Nullification
- Describe the causes and attempted solutions to challenges with foreign countries
- Discuss the impact of the Louisiana Purchase
- Explain how the rulings of the Supreme Court strengthened a capitalist economy.

Standards in This Lesson

(8.4) Students analyze the aspirations and ideals of the people of the new nation.

(8.4.1) Describe the country's physical landscapes, political divisions, and territorial expansion during the terms of the first four presidents.

(8.4.3) Analyze the rise of capitalism and the economic problems and conflicts that accompanied it (e.g., Jackson's opposition to the National Bank; early decisions of the U.S. Supreme Court that reinforced the sanctity of contracts and a capitalist economic system of law).

(8.5) Students analyze U.S. foreign policy in the early Republic.

(8.5.2) Know the changing boundaries of the United States

John Adams: Second President of the United States

Directions: As you read this summary on the presidency of John Adams, highlight the major topics of each section. You decide for yourself how to collect your notes. You may use the facing pages of this workbook to organize your notes. From your notes you will be expected to be able to thoroughly explain these topics:

- Federalists vs. Democratic-Republican
- Relations with France & Quasi-War
- Alien & Sedition Acts
- Growth of Federal Government
- French Revolution
- XYZ Affair
- Relations with Great Britain
- Kentucky & Virginia Resolutions
- Jay's Treaty

OVERVIEW: Before becoming President in 1797, John Adams built his reputation as a blunt-speaking man of independent mind. A fervent patriot and brilliant intellectual, Adams served as a delegate from Massachusetts to the Continental Congress between 1774 and 1777, as a diplomat in Europe from 1778 to 1788, and as vice president during the Washington administration.

POLITICAL FACTIONS: The Federalists, led by Alexander Hamilton, supported a strong central government that favored industry, landowners, banking interests, merchants, and close ties with England. Opposed to them were the Democratic-Republicans, led by Thomas Jefferson, who advocated limited powers for the federal government. Adams's Federalist leanings and high visibility as vice president positioned him as the leading contender for President in 1796. Today we call these groups "political parties" but in Adam's time they were referred to as "factions".

In the early days of the American electoral process, the candidate receiving the second-largest vote in the electoral-college became vice president. This is how Thomas Jefferson, who opposed Adams in the election, came to serve as Adams's vice president in 1797. In 1800, Adams faced a much tougher battle for reelection, as the differences between the Federalists and the Republicans intensified—by that time, the terms "Democratic-Republican" and "Republican" were used interchangeably.

ADAMS AS PRESIDENT: The Adams presidency was characterized by continuing crises in foreign policy, which dramatically affected affairs at home. Suspicious of the French Revolution and its potential for terror and anarchy, Adams opposed close ties with France. Relations between America and France deteriorated to the brink of war, allowing Adams to justify his signing of the extremely controversial Alien and Sedition Acts. Drafted by Federalist lawmakers, these were a series of four laws were largely aimed at immigrants, who tended to become Republicans. Furious over Adams's foreign

policy and his signing of the Alien and Sedition Acts, Republicans responded with the Kentucky and Virginia Resolutions, which challenged the legitimacy of federal authority over the states.

Republicans were equally incensed by the heavy taxation necessary for Adams's military buildup; farmers in Pennsylvania staged Fries's Rebellion in protest. At the same time, Adams faced disunity in his own party due to conflict with Hamilton over the undeclared naval war with France. This rivalry with Hamilton and the Federalist Party cost Adams the 1800 election. He lost to Thomas Jefferson, who was backed by the united and far more organized Republicans.

FOREIGN AFFAIRS: Adams's presidency was consumed with problems that arose from the French Revolution, which had also been true for Washington. Initially popular with virtually all Americans, the French Revolution began to arouse concerns among the most conservative in the United States after the excesses that commenced in 1792. The King and Queen (Louis XVI and Marie Antoinette) were executed, attempts at de-Christianization occurred, numerous foes of the Revolution—especially aristocrats and monarchists—were executed in the September Massacre (1792) and the Reign of Terror (1793-1794), and the revolutionary leadership moved toward social leveling that would end historic class privileges and distinctions between the social classes. Adams had observed the coming of the French Revolution while living in France and Great Britain, and he immediately realized its potential for terror and anarchy.

Nevertheless, the problems that beset Presidents Washington and Adams arose more from the wars spawned by the French Revolution. War erupted in 1792 when France attempted to export its revolutionary ideas and when several European monarchical nations allied against the French, hoping to eradicate the threat posed by the republican revolutionaries. The great danger for the United States began in the spring of 1793 when Great Britain, the principal source of American trade, joined the coalition against France. Although the Washington administration proclaimed American neutrality, a crisis developed when London sought to prevent U.S. trade with France. Numerous conflicts occurred on the high seas, as ships of the Royal Navy seized American ships and cargoes and sought to impress American sailors who had allegedly deserted the British navy. Cries for war with Britain were widespread by 1794. Believing that war would be disastrous, President Washington sent John Jay to London to seek a diplomatic solution. The result was Jay's Treaty, signed in 1794. The treaty improved U.S.-British relations. France, interpreting the treaty as a newly formed alliance between the United States and an old enemy, retaliated by ordering the seizure of American ships carrying British goods. This plunged Adams into a foreign crisis that lasted for the duration of his administration. At first, Adams tried diplomacy by sending three commissioners to Paris to negotiate a settlement. However, Prime Minister Charles Maurice de Talleyrand of France insulted the American diplomats by

first refusing to officially receive them. He then demanded a \$250,000 personal bribe and a \$10 million loan for his financially strapped country before he would begin peace negotiations. This episode, known as the XYZ affair, sparked a white-hot reaction within the United States.

STRENGTHENING THE FEDERAL GOVERNMENT: Adams responded to the XYZ Affair by asking Congress to appropriate funds for defensive measures. These included the expansion of the Navy, improvement of coastal defenses, the creation of a provisional army, and authority for the President to summon up to 80,000 militiamen to active duty. Congress passed the Alien and Sedition Acts to curb dissent, created the Navy Department, organized the Marine Corps, and cancelled the treaties of alliance and commerce with France that had been negotiated during the War of Independence. Incidents, some bloody, soon took place on the high seas. Historians call this undeclared war the Quasi-War crisis. Some Americans hoped for war with France to save Great Britain and destroy the revolutionaries in France. From the outset, however, President Adams sought a peaceful solution (remember Washington's advice?) if it could be had on honorable terms for the United States. He talked pugnaciously and urged a military buildup, but his goal was to demonstrate American resolve and, he hoped, bring France to the bargaining table. During the fall of 1798 and the winter of 1799, he received intelligence indicating a French willingness to talk. When Talleyrand sent unofficial word that American diplomats would be received by the French government, Adams announced his intention to send another diplomatic commission to France. By the time the commissioners reached Paris late in 1799, Napoleon Bonaparte had become the head of the French government. After several weeks of negotiation, the American envoys and Napoleon signed the Treaty of Mortefontaine, which released the United States from its Revolutionary War alliance with France and brought an end to the Quasi-War. Adams subsequently said that the honorable peace he had arranged was the great jewel in his crown after nearly twenty-five years of public service.

DOMESTIC AFFAIRS: President Adams's style was largely to leave domestic matters to Congress and to control foreign policy himself. Not only did the Constitution give the President the responsibility for foreign policy but perhaps no other American had as much diplomatic experience as Adams. As a result of his outlook, much of his domestic policy was combined with his foreign policy, for diplomatic issues often sparked a domestic reaction that consumed the President and the nation.

On the heels of the XYZ Affair, there were many negative feelings toward the French. Sensing this mood in the citizenry and identifying an opportunity to crush the pro-French Democratic-Republican Party of Thomas Jefferson, the Federalist-dominated Congress drafted and passed the Alien and Sedition Acts during the spring and summer of 1798. Adams signed the legislation into law. These acts were made up of four pieces

of legislation that became the most bitterly contested domestic issue during the Adams presidency.

Supposedly created as a means of preventing the aiding and abetting of France within the United States and of obstructing American foreign policy, the laws in actuality had domestic political overtones. Three of the laws were aimed at immigrants, most of whom tended to vote for Democratic-Republican candidates. The Naturalization Act lengthened the residency period required for citizenship from five to fourteen years. The Alien Act, the only one of the four acts to pass with bipartisan support, allowed for the detention of enemy aliens in time of war without trial or counsel. The Alien Enemies Act empowered the President to deport aliens whom he deemed dangerous to the nation's security. The fourth law, the Sedition Act, outlawed conspiracy to prevent the enforcement of federal laws and punished subversive speech—with fines and imprisonment. Subversive speech was speech that could be interpreted as simply criticizing the government. There were fifteen indictments and ten convictions under the Sedition Act during the final year and a half of Adams's administration. No aliens were deported or arrested although hundreds of alien immigrants fled the country in 1798 and 1799.

In response to the Federalists' use of federal power, Democratic-Republicans Thomas Jefferson and James Madison secretly drafted a set of resolutions. These resolutions were introduced into the Kentucky and Virginia legislatures in the fall of 1798. Jefferson and Madison argued that since the Constitution was created by a compact among the states, the people, speaking through their state legislatures, had the authority to judge the legitimacy of federal actions. Hence, they pronounced the Alien and Sedition Acts null and void. Although no other states formally supported the resolutions, they rallied Democratic-Republican opinion in the nation. Most importantly,

REPUBLICANS

Turn out, turn out and save your Country from ruin!

From an Emperor—from a King—from the iron grasp of a British Tory Faction—an unprincipled handi-ditt of British speculators. The hireling tools and emissaries of his majesty king George the 3d have throughed our city and diffused the poison of principles among us.

DOWN WITH THE TORIES, DOWN WITH THE BRITISH FACTION,

Before they have it in their power to enslave you, and reduce your families to distress by heavy taxation. Republicans want no Tribute-liars—they want no ship Ocean-liars—they want no Rufus King's for Lords —they want no Varick to lord it over them—they want no Jones for senator, who fought with the British against the Americans in time of the war.—But they want in their places such men as

Jefferson & Clinton,
who fought their Country's Battles in the year '76

A Republican campaign poster from 1800.

they placed the Jeffersonian Republicans within the revolutionary tradition of resistance to tyranny. The resolutions also raised the issue of states' rights and the constitutional question of how conflict between the two authorities would be resolved short of secession or war. This would not be the last time the issue of "nullification" would cause a crisis for the nation.

Another New President!

The **ELECTION OF 1800** between John Adams and Thomas Jefferson was an emotional and hard-fought campaign. Each side believed that victory by the other would ruin the nation. Federalists attacked Jefferson as an un-Christian deist whose sympathy for the French Revolution would bring similar bloodshed and chaos to the United States. On the other side, the Democratic-Republicans denounced the strong centralization of federal power under Adams's presidency. Republicans' specifically objected to the expansion of the U.S. army and navy, the attack on individual rights in the Alien and Sedition Acts, and new taxes and deficit spending used to support broadened federal action. **Directions:** Read pp.184-195 and complete the matrix below.

A Bitter Campaign	New Republican Policies
Marbury vs Madison (and judicial review)	Louisiana Purchase
Barbary States	Embargo Act

Lesson 3: *Presidents Madison, Monroe, and Jackson*

Lesson three has five main assignments. At the end of these assignments you will take a closed note quiz. After these lessons you will be expected to be able to: *(one or more of these objectives may appear as a short answer question on the quiz)*

- Explain the cause and effects of the War of 1812. Including:
 - Political divisions
 - Major battles
 - Leaders
 - Final peace
- Describe the significance of the Presidency of James Madison.
- Summarize the foreign policy of the U.S. as described in the Monroe Doctrine.
- List and detail the political views of President Andrew Jackson focusing on:
 - Native Americans (Trail of Tears)
 - National Bank
 - Growth of Democracy
 - Nullification

Standards in This Lesson

(8.4.1) Describe the country's physical landscapes, political divisions, and territorial expansion during the terms of the first four presidents.

(8.4.3) Analyze the rise of capitalism and the economic problems and conflicts that accompanied it (e.g., Jackson's opposition to the National Bank; early decisions of the U.S. Supreme Court that reinforced the sanctity of contracts and a capitalist economic system of law).

(8.5) Students analyze U.S. foreign policy in the early Republic.

(8.5.3) Outline the major treaties with American Indian nations during the administrations of the first four presidents and the varying outcomes of those treaties.



Introducing, from Virginia, #4...Jaaaaames Madisonnnnn!!!!!!

When James Madison became president, he inherited Jefferson's problem with remaining neutral in the wars between Napoleon and just about everyone else in Europe. While Jefferson had been able to keep America out of another war, Madison felt he had to go to war with Britain because the British were interfering with American shipping.

The result was the War of 1812, which lasted three years. This war helped prove to the world that America could stand on its own, and it gave us "The Star-Spangled Banner" and the term the White House.

Read the class handout "James Madison (#4!)" and complete the following tasks.

1. Describe the roles Madison played before becoming president.
2. Explain Madison's views on the role of the Federal government.
3. Read the three quotes from Madison. For each, explain what you think he meant.

The War of 1812



Introduction: In this lesson you are going to use the internet to research the War of 1812. You will design and complete your assignments. In class we have completed many different types of assignments (brain maps, Cornell Notes, worksheets, matrixes, graphic organizers, writing prompts, etc.). You choose how you want to learn the material and how you want to demonstrate that learning.

Objective: Your task is to create assignments (evidence) that lead to mastery of standard 8.5.1 *Understand the political and economic causes and consequences of the War of 1812 and know the major battles, leaders, and events that led to a final peace.*

Method: You will have two class periods to use the computer labs to research the standard. First become an expert on the standard then design your assignment. Be creative. Think. Learn. Create.

Grading: You will be expected to turn in evidence of your choice that proves you understand standard 8.5.1. Your evidence is due on the day your class takes the unit test; however, you will have basic questions regarding this topic on your chapter quiz.

Foreign Policy

Introduction: Foreign Policy is can be described as the methods a nation uses in its dealings with foreign countries. James Monroe became our 5th president in 1817. On December 6, 1823, President James Monroe gave a State of the Union address. Part of the speech became known as the Monroe Doctrine. The "allied powers" Monroe refers to are Russia, Prussia, Austria, and France. Earlier in the year, these European monarchies had crushed a revolution in Spain and restored the Spanish king to his throne. They were threatening to help Spain regain its Latin American colonies. His speech (now in document form) has become the center of US foreign policy, which emphasizes non-interference in European affairs and a defense of neutral rights. **Directions:** Answer the questions below and then create an 8 sentence response to the DBQ prompt.

1. According to the introduction, what are the two important parts of the Monroe Doctrine?

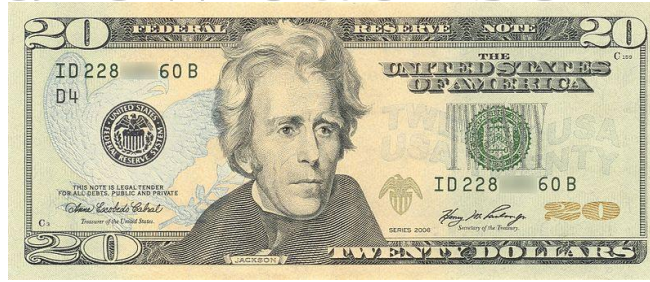
Excerpt A: The occasion has been judged proper for asserting, as a principle in which the rights and interests of the United States are involved, that the American continents, by the free and independent condition which they have assumed and maintain, are henceforth not to be considered as subjects for future colonization by any European powers. . . . It was stated at the commencement of the last session that great effort was then making in Spain and Portugal to improve the condition of the people of those countries and that it appeared to be conducted with extraordinary moderation. It need scarcely be remarked that the result has been so far very different from what was then anticipated. . . . The citizens of the United States cherish sentiments the most friendly in favor of the liberty and happiness of their fellowmen on that side of the Atlantic. In the wars of the European powers in matters relating to themselves we have never taken any part, nor does it comport (agree with) with our policy so to do. It is only when our rights are invaded or seriously menaced (threatened) that we resent injuries or make preparation for our defense.

2. What message does Monroe deliver to Europe about the Americas?

3. How has the U.S. been responding to European turmoil? Why?

Excerpt B: With the movements in this hemisphere we are of necessity more immediately connected, and by causes which must be obvious to all enlightened and impartial observers. The political system of the allied powers is essentially different in this respect from that of America. This difference proceeds from that which exists in their respective governments; and to the defense of our own, which has been achieved by the loss of so much blood and treasure, and matured by the wisdom of their most enlightened

Andrew Jackson (#7)



The Jacksonian Era was defined by the issues that dominated the political arena. With the growing industrialization of the nation, the widening gap between the north and south, and the constant desire to expand westward, America was in a period of significant change. Andrew Jackson, as president, was an essential player in navigating these pivotal issues that characterized his America. Jackson forever changed the role of the American president, by moving beyond the political vision of the country's Founding Fathers. America's determination to possess lands inhabited by Indian nations resulted in the forced migration and death of thousands of Indians. Determined and often polarizing, Jackson was without a doubt an impactful president. Directions: use the reading in your textbook beginning on p.224 to complete the following tasks.

2. Who were the candidates in the 1824 presidential election? Who won? Why?

1. Describe the presidency of John Q. Adams.

4. Who were the candidates in the 1824 presidential election? Who won? Why?

3. Who were the candidates in the 1824 presidential election? Who won? Why?

6. How did expanding democracy bring Andrew Jackson to power? (p.226)

8. What were the characteristics of Jackson's presidency? (p.228)

10. Why did many American's oppose the National Bank? Explain Jackson's actions regarding the National Bank. (p.236)

12. Describe the events and resolution to South Carolina's threatened secession. (p.239)

5. List the groups of people who successfully supported Jackson when he became president in 1828 (p.227)

7. Explain the policy of forcing Native Americans to move off their land. (p.231)

9. Create a T-Chart in this space and list the reason for and against nullification. (p238)

11. You Decide: Should Jackson be most remembered for the spread of democracy or for the mistreatment of Native Americans. Justify.

Cherokee Removal & The Trail of Tears

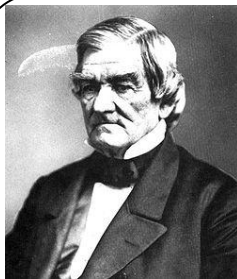
In 1838 and 1839, as part of Andrew Jackson's Indian removal policy, the Cherokee nation was forced to give up its lands east of the Mississippi River and to migrate to an area in present-day Oklahoma. The Cherokee people called this journey the "Trail of Tears," because of its devastating effects. The migrants faced hunger, disease, and exhaustion on the forced march. Over 4,000 out of 15,000 of the Cherokees died. **Directions:** Use the class reading "Trail of Tears" and complete the tasks below.



Explain how this photo is related to the Trail of Tears.



This is Major Ridge. Explain his role.



This is John Ross. Explain his role.



Explain how this symbol is related to the Trail of Tears.

Describe the forced march and the results of this march. When you are done, draw a symbol that represents this event.