

The New Nation

Backwards Planning Curriculum Units

Betsy Hedberg, Writer

Dr. Aaron Willis, Project Coordinator
Justin Coffey, Associate Editor
Kerry Gordonson, Editor
Amanda Harter, Graphic Designer

Social Studies School Service
10200 Jefferson Blvd., P.O. Box 802
Culver City, CA 90232

<http://socialstudies.com>
access@socialstudies.com
(800) 421-4246

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10200 Jefferson Blvd., P.O. Box 802
Culver City, CA 90232
United States of America

(310) 839-2436
(800) 421-4246

Fax: (800) 944-5432
Fax: (310) 839-2249

<http://socialstudies.com>
access@socialstudies.com

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How to Use This Unit

Backwards planning offers an innovative yet simple approach to meeting curriculum goals; it also provides a way to keep students engaged and focused throughout the learning process. Many teachers approach history instruction in the following manner: they identify a topic required by state and/or national standards, they find materials on that topic, they use those materials with their students, and then they administer some sort of standard test at the end of the unit. Backwards planning, rather than just starting with a required instructional topic, goes a step further by identifying exactly what students need to know by the end of the unit—the so-called “enduring understandings.” The next step involves assessment: devising ways to determine whether students have learned what they need to know. The final step involves planning the teaching/learning process so that students can acquire the knowledge needed.

This product uses backwards planning to combine a PowerPoint presentation, activities that involve authentic assessment, and traditional tests (multiple-choice and essay) into a complete curriculum unit. Although the materials have enough built-in flexibility that you can use them in a number of ways, we suggest the following procedure:

1. Start with the “essential questions” listed on slide 2 of the PowerPoint presentation (these also appear in the teacher support materials). Briefly go over them with students before getting into the topic material. These questions will help students focus their learning and note taking during the course of the unit. You can also choose to use the essential questions as essay questions at the end of the unit; one way to do this is to let students know at the outset that one of the essential questions will be on the test—they just won’t know which one.
2. Next, discuss the activities students will complete during the unit. This will also help focus their learning and note taking, and it will lead them to view the PowerPoint presentation in a different light, considering it a source of ideas for authentic-assessment projects.
3. Present the PowerPoint to the class. Most slides have an image and bullet points summarizing the slide’s topic. The Notes page for each slide contains a paragraph or two of information that you can use as a presentation script, or just as background information for your own reference. You don’t need to present the entire PowerPoint at once: it’s broken up into several sections, each of which concludes with some discussion questions that echo parts of the essential questions and also help students to get closer to the “enduring understandings.” Spend some time with the class going over and debating these questions—this will not only help students think critically about the material, but it will also allow you to incorporate different modes of instruction during a single class period, offering a better chance to engage students.
4. Have students complete one or more of the authentic-assessment activities. These activities are flexible: most can be completed either individually or in groups, and either as homework or as in-class assignments. Each activity includes a rubric; many also have graphic organizers. You can choose to have students complete the activities after you have shown them the entire PowerPoint presentation, or you can show them one section of the PowerPoint, go over the discussion questions, and then have students complete an activity.

5. End the unit with traditional assessment. The support materials include a 20-question multiple-choice quiz; you can combine this with an essay question (you can use one of the essential questions or come up with one of your own) to create a full-period test.

6. If desired, debrief with students by going over the essential questions with them again and remind them what the enduring understandings are.

We are dedicated to continually improving our products and working with teachers to develop exciting and effective tools for the classroom. We can offer advice on how to maximize the use of the product and share others' experiences. We would also be happy to work with you on ideas for customizing the presentation.

We value your feedback, so please let us know more about the ways in which you use this product to supplement your lessons; we're also eager to hear any recommendations you might have for ways in which we can expand the functionality of this product in future editions. You can e-mail us at access@socialstudies.com. We look forward to hearing from you.

Dr. Aaron Willis
Chief Education Officer
Social Studies School Service



The New Nation

As the 18th century rolled into the 19th, the young United States had much work to do. It had emerged from the turmoil of a revolution as an independent nation, headed by many of the same men who had led it through war. Even with the Constitution they had drafted providing a sturdy framework, the first presidents and other top officials helped develop and define its political institutions, including the powers of the federal government and the relationships between its branches. Differing concepts of how the country should be run gave birth to America's first political parties; at times these differences sharply divided members of government. The march across the continent began in earnest with the acquisition of a vast territory that doubled the nation's size overnight but damaged relations with its native populations and made sectional tensions worse over the issue of slavery. Advances in manufacturing and transportation greatly helped the burgeoning economy in both new and established regions of the country. Foreign policy originally stressed neutrality, but constantly shifting alliances with European nations (owing to political concerns there) often disrupted trade and ultimately led to hostilities with two world powers, after which the new nation could confidently assume its place on the world stage.

Essential Questions

- What major arguments and discussions occurred with regard to the roles the federal government should play?
- How did the earliest presidents view their roles, and what actions did they take to help establish the office of the presidency?
- How did the new nation's relations with foreign countries affect its earliest years?
- In what ways did sectional differences influence the development of the new nation and its government?
- How were different groups of people affected by the events that occurred and decisions the government made during the early years of the nation?

An Overview of the New Nation

- Most Americans lived on farms
- Largest cities located on Atlantic harbors
- Growth of manufacturing and trade
- Sense of unity and optimism for many (mostly for whites)



Boston harbor in 1791

The census of 1800 counted about 5.3 million people living in the U.S., including slaves. The country comprised 16 states: the original 13 colonies, plus Vermont, Kentucky, and Tennessee. Most Americans lived on farms. White farmers, and some free African American families, produced their own food and clothing, as well as sold and traded goods. In most cases, the entire family would work on the farm, although women and girls tended to do more domestic housework while boys and men did more of the work outdoors. Slaves made up the majority of African American farm workers, although some free African Americans owned their own farms in the North.

The largest cities in the nation lay in harbors on the Atlantic, including Boston, New York, and Charleston. These had grown as a result of trade with Europe and Africa (Charleston especially served as a hub for the African slave trade). A growing merchant class and industrial infrastructure developed, particularly in Northern cities, where manufacturing increased steadily. Cities served as homes for the wealthy elite as well as for the poor.

The nation's early years provided Americans with a sense of unity and optimism, despite sectional disagreements and early controversy over the issues of slavery, foreign relations, and westward expansion. Many people felt a distinct pride at the colonies' success against the British and at their leaders' ability to come together to craft a constitution. However, not everyone felt equally as optimistic. For many who endured daily hardships—particularly slaves—the establishment of the new nation did not change the realities of everyday life.

African Americans in the New Nation: Slaves



Slaves using a cotton gin

- Cotton gin caused expansion in slavery
- Slaves composed a third of the South's population by early 1800s
- Attitudes in the North shifted after the Revolution
- Northern legislatures began to ban slavery

Most African Americans in the new nation were Southern slaves, providing the hard labor on cotton plantations and doing other domestic and farm work that whites did not want to do. After Eli Whitney developed the cotton gin in 1793, Southern cotton production expanded exponentially, resulting in increased demand for slaves to plant and harvest the cotton crops. Sugar cane plantations also expanded during this era. By the early 19th century, the approximately 700,000 Southern slaves made up about one-third of the South's population. Despite the high numbers of slaves, only about one-quarter of white Southerners came from slaveowning families, indicating that slavery was mainly a "luxury" of the wealthier Southern classes. This did not mean, however, that poor Southerners opposed slavery.

Slavery was not nearly as prevalent in the North as in the South, but it did exist in the North in the nation's early years. Free African Americans had served as soldiers for the Northern colonies during the Revolutionary War. Their service, combined with a spirit of liberty related to the war against Great Britain, led more and more Northern whites to condemn the institution of slavery. After the war, Northern legislatures began to pass laws to end slavery.

Even in the earliest years of the nation, the institution of slavery proved a highly charged and controversial subject that divided political leaders and the general public. This controversy only increased over the next several decades, eventually building up to the Civil War approximately 90 years after the Revolution.

African Americans in the New Nation: Free Blacks

- In the North:
 - Worked in factories or trades
 - Discrimination and segregation
 - Some set up separate schools and churches
- In the South, blacks risked enslavement if they couldn't prove their free status



Many free blacks in cities found work as musicians

In the North, most African Americans were considered free, including former slaves and those born to free parents. Many worked in factories, shipyards, or in skilled trades. Despite their free status, African Americans rarely received equal treatment to whites:

Discrimination and segregation were pervasive, with hotels, theaters, restaurants, and other establishments prohibiting blacks from even entering. School systems remained segregated, and most free blacks could not vote. Due to discrimination in schools and churches, African Americans began to establish separate educational and religious institutions.

Free blacks in the South risked capture and enslavement if they could not prove their free status. The intense discrimination notwithstanding, African Americans found the North a more desirable place to live.

Native Americans



- Land disputes with settlers
- Tribes gave up some of their land in exchange for protection, cash, and goods
- Treaties routinely broken
- Native Americans increasingly lost trust in the U.S. government

Tensions between Native Americans and white settlers had grown during the 18th century. Some Native American tribes had fought on the British side during the Revolutionary War, and Native Americans had become increasingly concerned about land disputes with settlers.

Shortly after the United States became a country, it began making treaties with Native American tribes; the first, in 1778, had the Delaware Indians as signatories. These treaties established the territories that Native Americans could legally use, with the tribes giving up part of their original lands. In return, the U.S. promised the Native Americans money, protection of the lands assigned in the treaty, and (generally) goods, medicine, and livestock. However, both the United States and individual settlers routinely violated these legal agreements. Over time, Native Americans lost trust in the United States government, and tensions increased into the 19th century.

Women in the New Nation

- “Republican Motherhood”: women’s role in instilling American values in their children
- Practical, domestic education
- Women discouraged from becoming too educated



The roles of women became increasingly restricted as the new nation began to industrialize in the early 19th century. Although women worked in a variety of trades, they became more tied to the home than they had been in the early colonial era. The nation’s exclusively male leaders focused on developing a solid republic in which citizens could be counted on to spread American ideals and virtues. They gave women the job of raising children—particularly sons—to adopt and act upon these values in the form of civic engagement and strong moral leadership. These sons would presumably grow up to strengthen the nation through their work. Daughters who received similar messages from their mothers would carry on the tradition by raising their own children. This ideology has become known as “Republican Motherhood.” Although women remained unable to vote or otherwise participate in much of civic life, they had the enormous responsibility of raising children who embodied what were deemed appropriate civic values.

The concept of Republican Motherhood continued into the early to mid-19th century, primarily in the proliferation of schools for girls and young women. While women could learn academic subjects, girls’ and women’s schools strongly emphasized practical domestic subjects that woman could put to use in their marriages, as well as artistic endeavors such as drawing, dancing, and music. In general, women were discouraged from doing much reading, lest they become too educated about the world and stop caring about their domestic duties. Many poor and working-class women never learned to read at all.

Women in the New Nation (cont.)



Illustration depicting many of the ideals of the “cult of true womanhood”

- “Cult of True Womanhood”:
pious, chaste, domestic,
submissive
- Domestic work seen as a
divine calling
- Women lacked legal standing
apart from their husbands

Societal perceptions of women continued to evolve during the early 19th century. Popular notions during this period described women as religiously pious, chaste, domestic, and submissive. A woman was expected to serve as a counterforce of purity, as opposed to a man’s rough and aggressive nature, passively and cheerfully enduring whatever situations she encountered. This ideal of the “Cult of True Womanhood” (sometimes called the “Cult of Domesticity”) elevated the domestic realm as a woman’s true place of belonging. Doing housework was viewed as morally righteous, and a woman’s devotion to her husband and children was considered a divinely ordained calling. Popular women’s literature of the time reinforced and popularized these ideals. The day’s fashions, which increasingly included corsets and heavy petticoats, symbolized women’s purity and passiveness and made it very difficult for them to be physically active.

Married women lacked legal standing independent of their husbands. Husbands could legally beat their wives. Wives had little ability to own property. Women could not vote, and a widespread attitude existed that women should attend to household affairs and leave politics to men. Women who did work earned only one-fourth to one-half of what men earned in the same jobs.

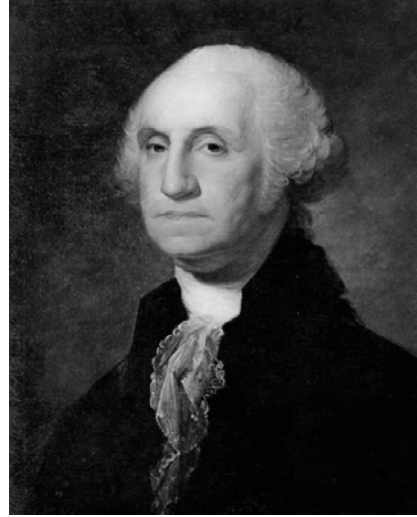
Discussion Questions

1. What made relations between the U.S. and Native Americans increasingly strained?
2. What was expected of women as part of Republican Motherhood?
3. How did American society define women's roles?

1. As the country expanded, whites displaced Native American tribes, pushing them westward into lands that other tribes already occupied or forcing them to live on much less land. The federal government tended to not only permit this treatment of Native Americans but also facilitate it by making treaties with various tribes. The U.S. regularly broke these treaties, increasing Native Americans' resentment and distrust of the federal government and making negotiations in good faith very difficult between parties.
2. Republican Motherhood involved a stay-at-home mother raising her children to become productive members of society in accordance with "American values" meant to strengthen the country. Based on these ideals, sons were expected to contribute through their work (including civic participation), while daughters became the next generation of "republican mothers" to instill these values.
3. Society (i.e., men) defined women's roles as housewives by essentially keeping women from taking on any other: for instance, women could not vote or participate in civic life, were discouraged from studying academic subjects (or even reading too much), had very little legal standing apart from their husbands, rarely owned property, and were told that being a housewife was morally righteous and a divine calling.

Washington Becomes President

- Admired for intellect, good judgment, and integrity
- 1789 election; Adams as VP
- Initially refused a salary



Washington's many admirers respected his intellect, good judgment, and integrity. He was known as a charming and dignified man, yet also very persuasive when he wanted to convince others to adopt his ideas.

Washington's presidency of the Philadelphia Convention associated him closely with the new Constitution, and people throughout the country assumed he would become the first president of the United States. The Constitution stipulated that each Electoral College member voted for two candidates. Washington received the highest possible number of electoral votes (69), with John Adams placing second (with 34). Adams therefore became Washington's vice-president, also according to the Constitution at that time. Already a wealthy man, Washington initially refused a salary for his presidential duties, claiming that he only wanted to serve the country. Congress convinced him to take the \$25,000 yearly salary (several hundred thousand dollars today) to avoid the perception that an individual needed to be independently wealthy to serve as president.

Washington and Slavery



Washington (right) and his slaves
at Mount Vernon

- Held slaves in Virginia
- Took slaves to serve him in his presidency; had to rotate them every six months
- Fugitive Slave Act
- Emancipated slaves upon Martha's death

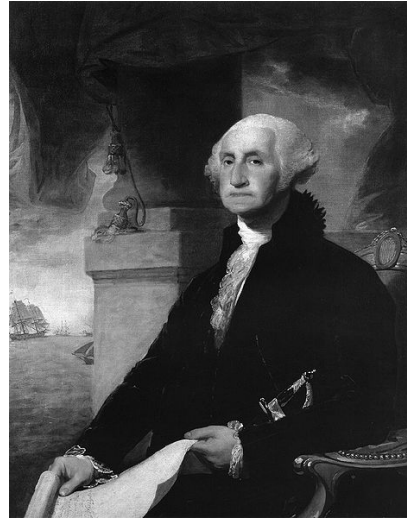
George Washington kept slaves on Mount Vernon, his Virginia plantation. He had inherited ten slaves from his father, acquired another 20 by marrying his wife Martha, and purchased many more as he grew older. He brought some of his slaves to work for him as president. Pennsylvania had enacted a law that prevented non-residents from holding slaves in the state for more than six months at a time. Washington therefore had to rotate his slaves back to Virginia every six months, a practice considered illegal in Pennsylvania.

While some Northern states were passing laws to phase out slavery, the federal government as a whole remained supportive of it. In 1793, Congress passed the first Fugitive Slave Act, which made it a crime to help slaves escape or to harbor an escaped slave, and which allowed slavecatchers to operate anywhere in the country. Washington signed this bill into law.

Washington's attitude toward slavery shifted as he continued his political career. Although he became increasingly troubled by the institution of slavery, he did not fight publicly against it. He did not free his slaves during his lifetime, but he did ask in his will for them to be freed once Martha died.

Washington: Political Philosophy and Early Actions

- Strict separation of the three branches of government
- Established executive departments headed by Cabinet secretaries
- Strong federal government
- Neutral foreign policy

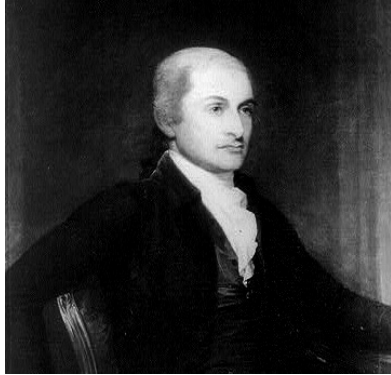


Washington viewed the main functions of the presidency as administering the laws passed by Congress and facilitating relations between the United States and other nations. He strongly supported the separation of the three branches of government (i.e., executive, legislative, and judicial) and did not feel that it was his role to intervene in or influence the work of Congress. Early in his presidency, he signed bills taxing imports and establishing executive departments (such as the Department of State, the Department of War, and the Department of the Treasury). Washington appointed the heads of these departments to serve in his Cabinet. These leaders included Thomas Jefferson as Secretary of State and Alexander Hamilton as Secretary of the Treasury. He also appointed John Jay as the first Chief Justice of the Supreme Court.

Washington favored a relatively strong role for the federal government, in contrast with Thomas Jefferson, who supported a more limited federal government with stronger state power. These differences (discussed later in the presentation) contributed to the first division of the government into opposing political parties.

Regarding foreign policy, Washington believed strongly that the United States should remain neutral in the affairs of other countries. This ideal proved difficult to live up to, as Great Britain and France were at war with each other and continuously tried to draw the United States into their affairs.

Foreign Relations Challenges



John Jay

- Tensions with Britain remained high:
 - Tariffs and trade imbalance
 - Seizure of American ships
 - Refusal to withdraw from forts
- Jay Treaty improved relations, but stoked controversy
- Washington continued to support neutrality

Relations with Britain remained chilly following the Revolutionary War. The British imposed high tariffs on American goods, making it difficult for American farmers and manufacturers to sell their products on the British market. At the same time Britain was sending large volumes of goods to the U.S., creating a significant trade imbalance that also hurt American production. British naval vessels routinely seized American ships carrying military supplies to Britain's enemies (particularly France). The U.S. also resented Britain's refusal to withdraw from several military forts that it had agreed to vacate after the war. Despite these difficulties, Washington chose not to support France in its war against Britain. This angered the French government, which tried to rally Americans to its side.

In 1794, Washington sent Chief Justice John Jay to London to negotiate with the British. There Jay worked out a highly controversial treaty between the two countries. The Jay Treaty gained little for the U.S. and actually granted certain additional concessions to Britain. For example, the British agreed to vacate the forts, which they had already promised to leave, while Jay allowed Britain to seize supplies from American ships on their way to France as long as Britain agreed to pay for those supplies. Consequently, the treaty set off protests and stoked anger about Britain's practice of seizing American ships in the Atlantic.

Despite these challenges in foreign relations, Washington remained a proponent of neutrality throughout his two terms. In his Farewell Address in 1794, he called for the U.S. to focus on domestic issues and refrain from siding with other countries, although he strongly supported international trade.

The Rise of Political Parties

- Washington opposed parties
- First Bank of the U.S. controversy:
 - Hamilton: strong central government, broad interpretation of Constitution
 - Jefferson: weaker central government, strict interpretation



The Bank of the United States

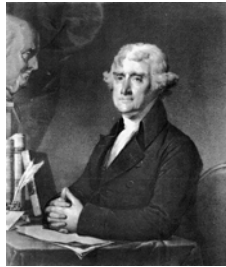
Washington opposed the idea of political parties and did not identify with one. Divisions within his administration, however, led to the creation of the first parties in the new nation. These parties developed mainly in response to disagreements over how strong a role the federal government should play.

In 1791, Alexander Hamilton succeeded in getting Congress to pass a bill establishing the First Bank of the United States. Secretary of State Thomas Jefferson and Attorney General Edmund Randolph felt that the Constitution did not give the federal government the right to do this, as the Constitution did not explicitly mention these powers. Hamilton, on the other hand, felt that the Constitution granted the government broad powers unless it explicitly denied these powers. Washington sided with Hamilton and signed the bill into law.

The Rise of Political Parties (cont.)



Hamilton



Jefferson

- Federalists:
 - Supported Hamilton
 - Northerners, industrialists
- Anti-Federalists (later, Democratic-Republicans, or Republicans):
 - Supported Jefferson
 - Southerners, farmers
- Washington reelected in 1792

The disagreement between Hamilton and Jefferson escalated, and people on both sides of the argument began to identify themselves as either Federalists (Hamilton supporters) or Anti-Federalists (Jefferson supporters). In general, Federalists were Northerners and industrialists, while Anti-Federalists were more likely to be Southern agriculturalists. George Washington continued to state his opposition to political parties and tried to get Hamilton and Jefferson to reach an agreement. Nevertheless, their disagreement led to the first official political parties in the U.S., the Federalists and the Democratic-Republicans (formerly the Anti-Federalists). The Democratic-Republicans commonly referred to themselves simply as “Republicans.”

The election of 1792 involved debates around these party lines, with the primary disagreement remaining how strong of a federal government the Constitution permitted. This debate played out mainly at the state level, with congressional candidates taking sides. Washington was elected president for a second term without officially siding with a party.

The Whiskey Rebellion

- 1791 tax to help pay off war debt
- Western farmers opposed to the tax fought federal collectors
- Washington sent troops to quell rebellion in western PA in 1794
- Established government's authority to use force
- Increased rural support for Democratic-Republicans



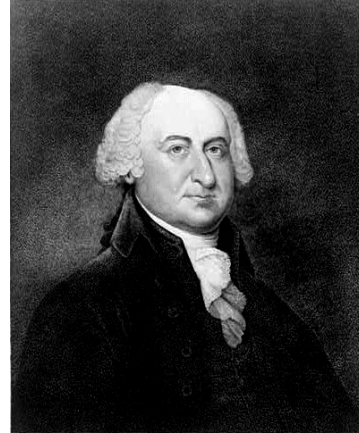
Washington leading troops to put down the Whiskey Rebellion

During Washington's first term, a popular rebellion arose in response to a tax on the manufacturing of whiskey. Hamilton had convinced Congress to pass this tax in 1791 to help pay off some of the country's war debt, as well as a method of establishing the federal government's authority. Small farmers who typically converted their extra grain into whiskey vehemently opposed this tax, finding it much more burdensome than large-scale producers. In western Pennsylvania, many aggrieved farmers refused to pay the tax and staged armed attacks against federal officials. In response, Washington personally led 13,000 troops to the region. The troops' presence ended the rebellion without fighting.

Washington's response asserted the authority of the federal government to use military force against citizens. It sent the message that the government would not tolerate violent uprisings, and that citizens who wanted to see a change in the law had to do so through legal, peaceful means. The suppression of the Whiskey Rebellion encouraged many farmers and rural residents to turn against the Federalists and lend stronger support to the Democratic-Republicans.

Washington's Farewell and the Election of John Adams

- Washington's Farewell Address
- Adams elected in 1796:
 - Leader in independence movement
 - Washington's VP
 - Federalist
- Opposed slavery, but kept the issue out of the spotlight



John Adams

Though the Constitution did not set a term limit for president, Washington chose to end his presidency after his second term. In his Farewell Address, he called for a unified federal government free from the divisiveness of political parties, a public sense of religious and moral obligation, and stable and balanced public coffers. Significantly, he also warned against an overly powerful military and permanent alliances with foreign countries.

John Adams—Massachusetts lawyer, delegate to the Continental Congress, and Washington's vice-president—won the election of 1796. He ran as a Federalist against Thomas Jefferson and Aaron Burr on the Democratic-Republican side and won narrowly, gaining most of New England's electoral votes. Adams had been a strong supporter of independence from Great Britain and a leader in Congress's adoption of the Declaration of Independence. He was known as an emotional man with a blunt and impatient demeanor and a certain degree of vanity—traits that many people found disagreeable; those close to him, however, knew him as kind and affectionate.

Adams opposed slavery and did not own slaves, but he nevertheless did not speak out against the institution or work toward its end. He hoped to keep this highly controversial issue out of the realm of major political debate while president.

Discussion Questions

1. What did George Washington see as the president's role in the federal government?
2. What was Washington's position on foreign relations? Was this a realistic policy? Why?
3. What were the main points of disagreement between the Federalists and the Anti-Federalists?
4. What did the federal government's response to the Whiskey Rebellion demonstrate?

1. Washington believed in a strict separation of the three branches of government, in that the president shouldn't interfere with or influence the work of the others. Therefore, he saw the president's job as simply to administer congressional legislation and also to act as head of state in relations with foreign countries.
2. Washington advocated that the United States remain neutral regarding other countries' affairs, though he did support trade with foreign countries. Answers will vary as to the effectiveness of a foreign policy based in neutrality, but students may point to Britain's interference with American trade during his administration, as well as the poor terms of the Jay Treaty, as examples of the need for a stronger foreign policy.
3. The Federalists supported a strong, centralized federal government, while the Anti-Federalists supported a more limited federal government with substantial powers for individual states. Furthermore, Federalists believed the Constitution granted the government broad powers, but Anti-Federalists interpreted the Constitution to grant only powers that it explicitly mentioned.
4. With its response to the Whiskey Rebellion, the federal government asserted its authority to use military force against citizens who used violence against federal officials. It implicitly encouraged citizens to make their voices heard through peaceful means.

The XYZ Affair

- Adams wanted neutrality in the war between Britain and France; others took sides
- Delegation sent to France
- French ministers “X, Y, and Z” demanded bribes
- Uncovered in 1798; sparked public outrage in the U.S.
- Resulted in the “Quasi-War”

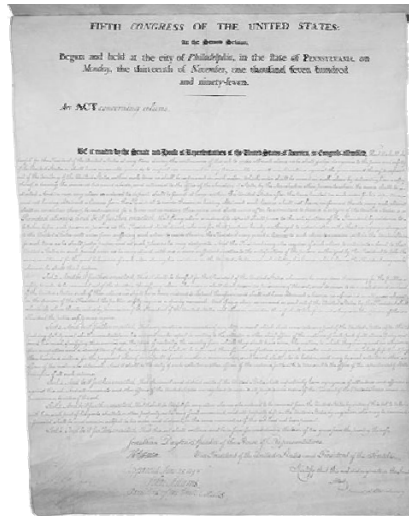


British cartoon making fun of French-American relations after the XYZ Affair

Adams's presidency was perhaps most notable for its disputes between members of his Cabinet (all of whom he had retained from Washington's presidency), particularly with regard to foreign policy. Both France and Great Britain claimed the right to seize American ships, and Adams found that the U.S. had to defend itself against the aggressions of these two warring countries. Secretary of State Thomas Jefferson felt that the U.S. should side with France, while Secretary of the Treasury Alexander Hamilton wanted the country to align with Britain. However, Adams wanted to remain neutral, leading to great controversy with Hamilton and a deep rift in the Federalist party.

Adams sent a delegation to France to negotiate a treaty that would avoid war. French ministers, however, demanded huge bribes as a condition for negotiations. When the United States refused to pay these bribes, the treaty fell through. Official reports referred to the ministers as “X, Y, and Z,” rather than by their actual names, and this failed treaty attempt became known as the “XYZ Affair.” The American people reacted with anger and resentment to news of the affair, which became an embarrassment for Jefferson and other pro-France Democratic-Republicans. The country began to prepare for war with France, including building warships. Although neither nation officially declared war, the two fought a number of battles at sea beginning in 1798, in what became known as the “Quasi-War.”

The Alien and Sedition Acts



The Alien and Sedition Acts

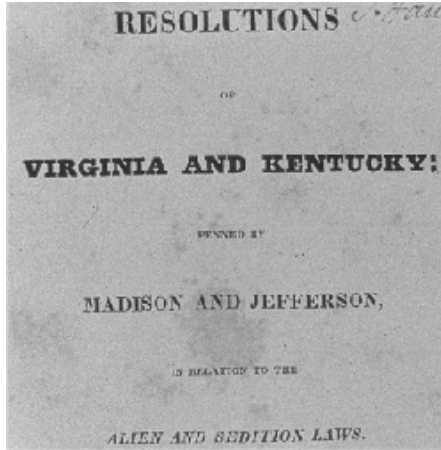
- Federalists hoped to quell Republican dissent
- Naturalization Act
- Alien Friends Act and Alien Enemies Act
- Sedition Act

As the Quasi-War with France continued, the Federalists felt their position threatened by Republican criticism and dissent. With Adams's support, Federalists in Congress passed four laws collectively known as the Alien and Sedition Acts:

- The Naturalization Act required new immigrants to wait 14 years to become U.S. citizens, instead of the original five years. Since immigrants tended to vote Democratic-Republican, this prevented the Democratic-Republicans from getting as many votes as they otherwise might have.
- The Alien Friends Act gave the federal government the authority to deport immigrants it deemed "dangerous to the peace and safety of the United States," even during times of peace. The similar Alien Enemies Act allowed for the deportation of immigrants from countries with which the U.S. was at war, even if those immigrants did not pose individual threats.
- The Sedition Act criminalized the writing or publication of "false, scandalous, and malicious writing" against the federal government, with penalties including fines and imprisonment. As a result, the editors of several Democratic-Republican newspapers were arrested, including Benjamin Franklin's grandson. This arrest in particular sparked a public outcry against all four acts.

The Alien and Sedition Acts (cont.)

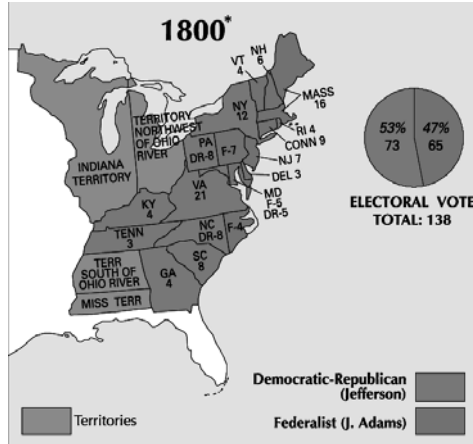
- Madison and Jefferson's Kentucky and Virginia Resolutions
- As president, Jefferson pardoned all convicted under the acts
- All expired or repealed by 1801



In response to the Alien and Sedition Acts, Thomas Jefferson and James Madison drafted the Kentucky and Virginia Resolutions. These documents proclaimed these two states' opposition to the acts and made a case that states had the right to oppose decisions of the federal government. In the resolutions, Jefferson and Madison declared the Constitution to be a compact, or agreement, between states, rather than a mandate for a strong central government. Northern states, particularly New Hampshire, strongly disagreed with these resolutions, instead supporting the federal government's stance.

The strong public outcry against the Alien and Sedition Acts helped Jefferson's election bid in 1800. When he became president, Jefferson pardoned everyone who had been convicted of crimes under the acts. The Alien Friends Act and the Sedition Act expired in 1800 and 1801, respectively, and the other two acts were repealed or amended.

The Election of 1800



- Federalists Adams and Pinckney
- Democratic-Republicans Jefferson and Burr
- Rift in Federalist Party
- Tie between Jefferson and Burr threw election to the House; Jefferson won
- 12th Amendment

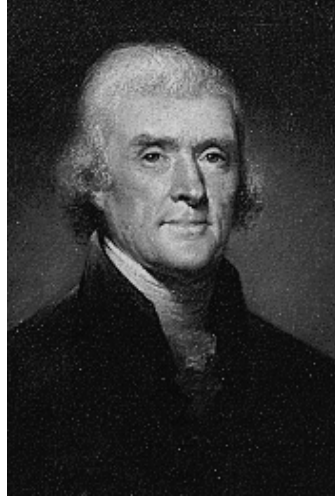
The 1800 presidential campaign again pitted John Adams against Thomas Jefferson. Charles C. Pinckney also ran as a Federalist, and Aaron Burr as a Democratic-Republican. Despite the possibility that either Pinckney or Burr could win the largest number of votes, most people assumed that either Adams or Jefferson would win.

Public response to the Alien and Sedition Acts had already diminished Adams's popularity. Divisions within the Federalist party also hindered his campaign. Hamilton led a faction of Federalists who saw Adams as too moderate and sought stronger federal powers. Adams found himself squeezed between his own party on one side, and the Democratic-Republicans on the other. During the campaign, Federalists accused Democratic-Republicans of being murderous, atheistic, pro-French radicals who would destroy the country. Democratic-Republicans called Federalists pro-British aristocrats who would undermine republican values and oppress the American people.

The election itself demonstrated problems inherent in the Constitution. Since the Democratic-Republicans won more electoral votes than the Federalists, everyone assumed Jefferson would become president. However, each member of the Electoral College chose to cast one vote for Jefferson and one for Burr, resulting in a tie. Consequently, the Federalist-controlled House had to decide the election's outcome. Most Federalists preferred Burr, but Hamilton, who despised both men but distrusted Burr more, used his influence to gain support for Jefferson, who won the House vote. (In 1804, the animosity between Burr and Hamilton came to a head, when the former famously killed the latter in a duel.) The election led to the passage of the 12th Amendment, which requires members of the Electoral College to cast one vote for president and another for vice president, rather than two for president.

Jefferson: Political Philosophy and Early Actions

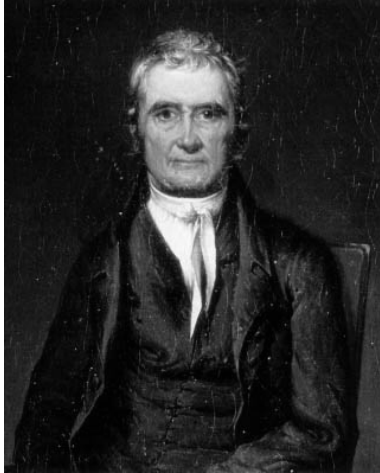
- Wanted a reduced role for the federal government
- Reversed many Federalist policies, but kept some for Hamilton's support
- Jefferson gained support in Congress



Jefferson favored a reduced role for the federal government. He reversed many Federalist policies, including the Naturalization Act and excise taxes (taxes on goods produced within the country). He believed that the government should be frugal with its funds, and he therefore reduced military and other governmental expenditures and made large payments on the national debt.

Jefferson managed to gain support for his policies in Congress, particularly because of the Federalist Party's weakened state. However, he did make some concessions to the Federalists in order to gain Hamilton's support in the contested election of 1800. He therefore retained the national bank and the tariffs that the Federalists had put into place.

Marbury v. Madison (1803)



John Marshall

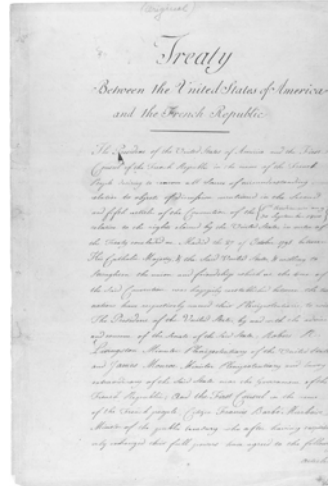
- Adams's "midnight" appointments to federal courts
- Jefferson refused to fill appointments
- Judge Marbury sued
- Supreme Court overturned part of Judiciary Act of 1789
- Established judicial review

In accordance with the Judiciary Act of 1801 passed immediately before Adams left office, Adams had made over 200 last-minute appointments of judges to federal district courts. Jefferson saw these judges' positions as illegitimate and successfully pressured Congress to repeal the Judiciary Act of 1801. He then nullified the "midnight" appointments. One judge appointed in this manner, William Marbury, petitioned to become a federal judge anyway. This led to the famous Supreme Court case *Marbury v. Madison* (1803), in which Chief Justice John Marshall ruled that Secretary of State James Madison did not have to make Marbury a judge because the part of the Judiciary Act of 1789 that compelled Madison to do so was unconstitutional.

Marbury v. Madison is particularly famous for being the first case in which the Supreme Court established its role of judicial review. Judicial review is the practice in which the Supreme Court may determine the law by overruling or upholding acts of Congress or the President. In this case, Marshall declared a part of an act of Congress (the Judiciary Act of 1789) unconstitutional, thus overruling that act.

The Louisiana Purchase

- U.S. wanted access to Spanish-controlled New Orleans
- Spain secretly ceded Louisiana Territory to France
- U.S. and Britain worried about French control
- Madison, others sent to France to buy New Orleans



The Louisiana Purchase treaty

By 1801, the country had grown to include territory west to the Mississippi River, north along the southern shores of the Great Lakes, and south to the 31st parallel bordering Spanish Florida. A great deal of trade occurred along the Mississippi River, which ends at New Orleans. With Spain in control of New Orleans, American merchants sometimes had difficulty getting their goods all the way down the river. Interest grew in gaining this territory for the U.S.

In 1800, Spain had ceded this Louisiana Territory to France in a secret treaty. This vast region included New Orleans but also extended northwest to the Rocky Mountains. The British had concerns about this transfer, fearing that their enemy Napoleon Bonaparte would gain control of trade in the western territories. Britain also worried that Spain might also cede Florida to France. Secretary of State James Madison began discussions with Britain on this subject. Jefferson sent Pierre Samuel du Pont de Nemours, his close friend who had relocated from France in 1799, to warn the French government about a U.S.–British alliance against France if France took over Louisiana. Du Pont, meanwhile, suggested that U.S. buy Florida to show Napoleon that the U.S. could act toward its own interests.

The Louisiana Purchase (cont.)



Cartoon making fun of Jefferson for overpaying France

- Napoleon wanted to avoid a U.S.–Britain alliance and needed resources for his wars in Europe
- U.S. purchased Louisiana Territory for \$15 million (over \$200 million today)
- Controversy over constitutionality of purchase

As negotiations dragged on, Jefferson sent James Monroe to France to speak with the French government. He advised Congress to offer close to \$1 million for Florida and New Orleans alone. Wary of an alliance between Britain and the U.S. and unwilling to shoulder the costs of running the territory while warring with most of Europe, Napoleon decided to offer the entire Louisiana Territory for sale to the U.S. The U.S. agreed, signing a treaty on April 30, 1803, and paying what is today about \$15 million for this enormous spread of land. U.S. territory instantly doubled in size.

The Louisiana Purchase proved controversial because the Constitution did not specifically allow the federal government to purchase new land. Federalists opposed the purchase, deeming it unconstitutional and too expensive. Jefferson argued, however, that the transaction should stand, since the U.S. had purchased Louisiana via a treaty, which the Constitution did permit. Privately, Jefferson had grave concerns about running up the national debt and the constitutionality of buying Louisiana, but in the end he found it just too good a deal to pass up.

Lewis and Clark

- Jefferson wanted to find a “northwest passage” to the Pacific
- Corps of Discovery set out from St. Louis in 1803
- Required the help of Native Americans, including Sacagawea



Jefferson had already planned to send an expedition to explore the far western region of the continent, and the Louisiana Purchase gave him more incentive to do so. Jefferson wanted to find a “northwest passage” that would serve as a trade route between the Missouri River and the Pacific Ocean. He also had strong interest in science and was curious about the lands to the west. He sent Meriwether Lewis and William Clark to lead the “Corps of Discovery” on this exploratory mission.

Lewis, Clark, and 31 other men left Missouri in 1803. During the next two years, they made a round trip journey to the headwaters of the Missouri River, over the Bitterroot Mountains in present-day Montana and Idaho, and along the Snake and Columbia Rivers to the Pacific. Along the way, they passed through numerous Native American settlements and solicited the assistance of some of their residents. These individuals included Sacagawea, a teenage Shoshone woman who followed the expedition to the Pacific with her husband, a French fur trapper. Sacagawea and other Native Americans helped arrange contacts with whom the expedition could trade for necessary supplies, including horses to carry their gear over the mountains. The party also encountered some hostile Native American tribes such as the Blackfeet, who did not welcome white visitors to their land.

Lewis and Clark (cont.)



Artist's version of the Lewis and Clark expedition

- Did not discover a “northwest passage”
- Collected much new, valuable information
- U.S. claimed Oregon Country
- Sparked increasing interest in the West

Although the Lewis and Clark expedition couldn't locate a northwest passage, party members succeeded in gathering a wealth of information about the continent's animals, plants, people, and terrain. The expedition journals, published in part in 1814 and in their entirety in 1905, detail these observations.

As a result of the Lewis and Clark expedition, the U.S. claimed Oregon Country for itself. Great Britain and Russia also claimed this area, now commonly referred to as the Pacific Northwest. Russia gave up its claims to Oregon Country in 1824, and the Oregon Treaty of 1846 ended the dispute between the U.S. and Britain. This treaty established the present-day boundaries between the western U.S. and Canada at the 49th parallel. The part of Oregon Country that remained within the U.S. became Oregon Territory. The expedition also led to an increase in the western fur trade, diplomatic relations between the U.S. government and Native American tribes, and increased public enthusiasm for and interest in the West.

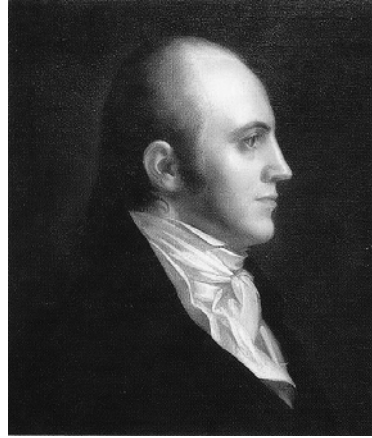
Discussion Questions

1. Why did the Federalists pass the Alien and Sedition Acts?
2. What spurred Jefferson to begin negotiations for the Louisiana Purchase?
3. How did *Marbury v. Madison* clarify the relationship between branches of the federal government?

1. Federalists wanted to quell dissent and criticism by Democratic-Republicans of the Quasi-War with France, which led to the Sedition Act. Since immigrants tended to vote Democratic-Republican, Federalists instituted the Naturalization Act to extend the period before immigrants could become citizens. The Alien Friends and Alien Enemies Acts asserted the federal government's authority to take strong measures (e.g., deportation even in peacetime) to protect its interests. Federalists justified these actions by claiming to protect the country during a time of war.
2. The U.S. relied on access to the port of New Orleans for western trade and had trouble securing this access from its Spanish overlords, which made buying the port outright a serious consideration. When word spread that that Spain had provisionally transferred ownership of this area to France, Britain became fearful that control of trade there would help France in the war they were fighting in Europe. Jefferson also knew that dealing with Napoleon in matters of western trade would be more difficult than with Spain. Therefore, he approached the French about purchasing New Orleans and Florida.
3. In the *Marbury* case, the Supreme Court established the concept of judicial review, in which the Supreme Court can determine the law by affirming acts of the legislative and executive branches, or by overturning those it deems unconstitutional.

The Burr Conspiracy

- Burr sought support from Britain, France, and Spain against U.S.
- Tried to raise his own military, possibly to take over the West
- Exposed by Burr's ally
- Burr charged with and acquitted of treason



Aaron Burr

During his second term, Jefferson had to handle challenges to the unity of the federal government and to the U.S. position of neutrality in foreign affairs. The Burr Conspiracy proved a particularly unusual and high-profile threat. Aaron Burr, who had killed Alexander Hamilton in an 1804 duel, tried to garner the support of the British, French, and Spanish governments against the United States. He raised his own military force and tried to recruit members from within the U.S. While Burr's true motives remain unclear, he appeared interested in taking the West from the U.S. government and governing it for himself. General James Wilkinson, governor of Louisiana Territory and one of Burr's supposed allies, exposed the conspiracy; Burr went on trial for treason. However, Chief Justice John Marshall's narrow interpretation of treason resulted in Burr's acquittal.

The Embargo Act



The USS *Chesapeake* under attack

- Jefferson reelected in 1804
- Attack on the *Chesapeake* by British ship
- Embargo Act kept U.S. ships from foreign ports
- Hurt U.S. economy; extremely unpopular
- Jefferson decided not to seek reelection; Madison elected in 1808
- Act repealed in 1809

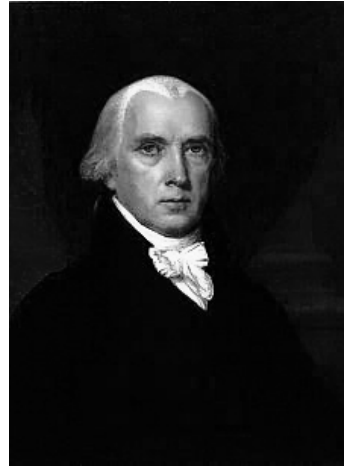
Jefferson tried to keep the U.S. neutral in the war between Britain and France that began in 1803. Unwilling to let American trade boost the French war effort, and in need of sailors to staff its fleet, Britain continued to seize American ships and capture sailors onboard who had left or deserted from the British navy (a practice known as “impressment”), as well as some Americans who couldn’t prove their identities. In June 1807, the British ship *Leopard* attacked the American ship *Chesapeake* after the *Chesapeake*’s captain refused to let British soldiers on board to search for deserters. Jefferson faced the option of declaring war on Britain, but he deemed the U.S. military unprepared for a conflict of this magnitude. Instead, he got Congress to pass the Embargo Act, which prohibited American ships from entering foreign ports and therefore stopped U.S. goods from reaching Britain or France.

The Embargo Act hurt the United States economy much more than the economies of Britain and France. It did not succeed in encouraging Britain and France to stop their fighting, and Congress repealed it in March 1809. Jefferson’s support of the act proved a departure from his stance in favor of limited federal government, as he had to actively enforce the embargo against the wishes of most Americans.

Jefferson chose not to run for reelection in 1808, and James Madison became the fourth president.

Further Difficulties with Britain and France

- Britain and France continued to attack American ships
- Non-Intercourse Act of 1809
- Macon's Bill Number 2
- Madison tricked by France into stopping trade with Britain
- Public distrust of both France and Britain increased



James Madison

During the Madison Administration, the country continued to have difficult relations with the British and French navies. Both countries continued to attack American merchant ships. After repealing the unpopular Embargo Act, Congress passed the Non-Intercourse Act of 1809. This act allowed American merchant ships to trade with any country except Britain or France. Like the Embargo Act, it proved unsuccessful in effectively damaging British and French trade.

Congress then passed Macon's Bill Number 2 in 1810, removing all restrictions on trade and giving incentives to Britain and France to stop seizing merchant ships. This bill specifically proclaimed that if either country ceased its attacks on American ships, the U.S. would stop trading with the other. Napoleon took advantage of this opportunity to trick the United States into thinking that France had decided to end its interference with American trade. France continued to block American ships even after Madison had ended trade with Britain. As a consequence, the American public became even more angry with and distrustful of France. The public's distrust of Britain increased as well, particularly as rumors spread that the British were attempting to organize Native Americans in the West to rise up against the United States.

Territorial Expansion to 1810



- Settlers flocked westward
- Northwest Territory divided
- Mississippi Territory
- Louisiana Territory
- Intentions for the country to extend to the Pacific

During the early 19th century, settlers increasingly flocked to the western frontier of the United States. The U.S. had claimed the Northwest Territory since 1787. After Ohio became a state in 1803, the federal government divided the rest of the Northwest Territory into Michigan Territory (1805), Illinois Territory (1809), and Indiana Territory (1809). It established Mississippi Territory (most of present-day Mississippi and Alabama) in 1804.

While much of the region west of the Rocky Mountains remained under Spanish control, the newly purchased Louisiana Territory served as a distant frontier that the U.S. intended to one day settle. Indeed, many Easterners hoped that the country would one day stretch across the continent to the Pacific Ocean.

Native Americans and Early Westward Expansion

- Native Americans increasingly squeezed off their lands
- Pressure mounted to remove Native Americans
- Jefferson hoped Native Americans would settle in the Louisiana Purchase
- Forced removals and treaties



As the new nation rapidly expanded westward, Native Americans became increasingly squeezed out of their original lands. In 1790, most of the nearly 4 million white Americans lived within 50 miles of the Atlantic Ocean. By 1840, 500,000 white Americans lived west of the Appalachian Mountains; by the same time, the Native American population living east of the Mississippi River had fallen from 120,000 to 30,000.

The Washington Administration had issued statements suggesting that Native Americans should be allowed to remain on their tribal lands. Increasing westward settlement however, brought pressure on the federal government to force Native Americans off their homelands. After the Louisiana Purchase, Thomas Jefferson hoped Native Americans would settle in newly acquired territories to farm and trade with whites. While many eastern Native Americans did move westward onto these lands (which other Native American tribes already occupied), they did not generally do so voluntarily. The government forced many tribes to sign treaties giving up their rights to their land.

The Battle of Tippecanoe



- Shawnee resistance to white encroachment
- Tenskwatawa and Tecumseh
- Treaty of Ft. Wayne
- W.H. Harrison's troops defeated Tenskwatawa in the Battle of Tippecanoe
- Tecumseh later aligned with the British in the War of 1812

The Shawnee tribe had originally spanned much of present-day Ohio, West Virginia, Kentucky, western Maryland, and Pennsylvania. By the early 19th century, treaties meant to facilitate white settlement had forced many of the Shawnee to move west. Some Shawnee resisted increasing pressure to meet white people's demands and to conform to the laws and customs of the U.S. Tenskwatawa, a Shawnee who came to be known as "The Prophet," led a religious revival rejecting accommodation to whites and ceding any more land to the U.S. Tenskwatawa's brother Tecumseh became a political leader of those Shawnee who did not want to bend to U.S. pressure. He traveled amongst Shawnee and other Native American tribes, encouraging them to join the resistance against the U.S. government. In particular, he was angry about a treaty that many Shawnee had signed, selling approximately three million acres to the U.S. William Henry Harrison, the governor of Indiana Territory, had presented this Treaty of Fort Wayne to the Shawnee. Harrison had as one of his main missions as governor to acquire as much Native American land as possible.

In November 1811, Harrison led a over 1000 troops to a location near Battle Ground in present-day Indiana. There, he met Tenskwatawa and a group of his followers (Tecumseh was farther south trying to recruit new members to his resistance group). Tenskwatawa and his men attacked Harrison's encampment on the night of November 6th. Harrison and his troops won the battle, sending Tenskwatawa's forces into retreat and burning their village to the ground. This skirmish, known as the Battle of Tippecanoe, strengthened Tecumseh's resolve against the U.S. He became aligned with the British and provided large numbers of troops for them during the War of 1812.

The War of 1812: Origins

- Tensions with Britain mounted
- “War Hawks” vs. New Englanders in Congress
- Madison asked Congress to declare war
- Britain announced it would repeal its order to seize American ships, but message didn’t reach the U.S. in time
- War began on June 18th



Impressment, depicted here, caused relations between the U.S. and Great Britain to worsen

The United States’ inability to stop Great Britain and France from interfering with its trade ships greatly heightened tensions between the U.S. and these two countries. The British practice of “impressment”—capturing merchant sailors and forcing them to serve in the British navy—also led to deteriorating relations between the U.S. and Great Britain, since many of the sailors captured were naturalized American citizens. Finally, the problems with Britain became great enough to push the two nations to the brink of war.

Two factions in Congress arose during this time period. The “War Hawks,” mostly from the West and South, supported a war with Great Britain. They had as motivation the desire for westward expansion and believed that the British were lending support to Native Americans in the West, such as the Shawnee. Most New Englanders, on the other hand, opposed war with Britain, fearing that war would further damage New England merchants and their shipping trade.

On June 1st, 1812, President Madison asked Congress to declare war against Britain, citing the continuing disruption of American trade and the growing tensions in the West. On June 16th, the British government announced that it would repeal its orders to interfere with American trade ships. This announcement might have been enough to avoid war if the U.S. had received the message in time. Because communication over the Atlantic took many days, however, Congress did not hear about the British declaration and officially declared war on June 18th.

The War of 1812: The Military and Major Battles



The Battle of Lake Erie

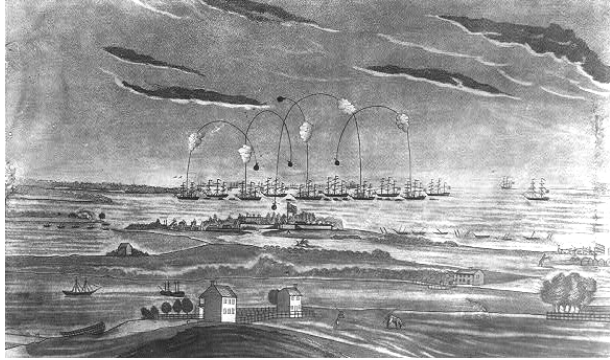
- U.S. military ill-equipped to fight the British
- Large minority in U.S. opposed war
- Most battles occurred near Canadian border at the Great Lakes
- Battle of Lake Erie

The American military found itself ill-prepared for war with Britain, underfunded and low on both troops and ships. Adding to the challenges, a large minority of Americans opposed the war, and New England actively tried to dampen the war effort by withholding troops and funding.

Most battles of the war took place in the Great Lakes region and along the border between the U.S. and British-controlled Canada. The U.S. strategy involved invading Canada from Detroit, the Niagara River, and Lake Champlain (between northern New York and Vermont). The earliest attempt to take Canada failed, and the British forced themselves into U.S. territory at Detroit and Lake Champlain. Owing to its small navy, the U.S. had to contract with private shipowners to help fight against the much larger British navy. Nevertheless, the U.S. navy managed to win some battles. The Battle of Lake Erie (April 1813), for example, allowed the U.S. to take control of most of Michigan and forced the British to retreat from Detroit, which the British had captured in 1812.

The Military and Major Battles (cont.)

- Battle of Montréal
- Battles of Chippewa and Lake Champlain
- British invaded Washington; burned the White House and Capitol
- U.S. stopped the British at Ft. McHenry



The Battle of Fort McHenry

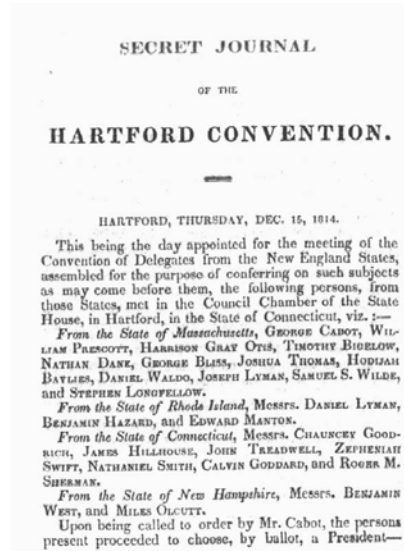
In autumn 1813, the United States unsuccessfully attempted to capture the Canadian city of Montréal, which resulted in the British occupation and burning of Buffalo, New York.

Napoleon's defeat in Europe allowed Britain to send many more troops to fight the U.S. Despite this increase, the newly trained U.S. military won the battle of Chippewa (across the Niagara River from Buffalo) in the summer of 1814. The British forced the Americans out of Canada in a subsequent battle. After the United States navy defeated British ships on Lake Champlain, the British retreated into Canada.

In August 1814, the British took Chesapeake Bay and sailed up the Potomac River into Washington, D.C., where they burned the White House, parts of what now is the Capitol, and other government buildings. United States forces turned the British back in a battle at Fort McHenry, in Baltimore. It was during this battle that Francis Scott Key became inspired to write "The Star-Spangled Banner."

The Hartford Convention

- New England largely opposed the war
 - Commerce affected
 - Resented Madison's conduct of war
- Federalists still dominant in New England
- 26 delegates met in Hartford to discuss secession from U.S.



New Englanders became increasingly angry about the war effort, which greatly hampered their economic interests. They resented what they perceived as Madison's heavy-handed military strategies, in which the War Department refused to fund state militias and instead insisted that the U.S. dictate all military activity in the region. Some took this as Madison's retribution for New England's refusal to obey instructions from the War Department.

The Federalist Party still dominated New England, and Federalists did not support France. They therefore also objected to Madison's fight against the British, fearing it would help strengthen France. In 1814, 26 New England delegates—most from Massachusetts, Connecticut, and Rhode Island—met in Hartford, Connecticut. Many people in New England had been discussing the possibility of seceding from the Union or of voting to expel western states from the nation. Some of the more radical secessionists wanted to negotiate a peace with Britain completely separate from any made by the United States government.

The Hartford Convention (cont.)



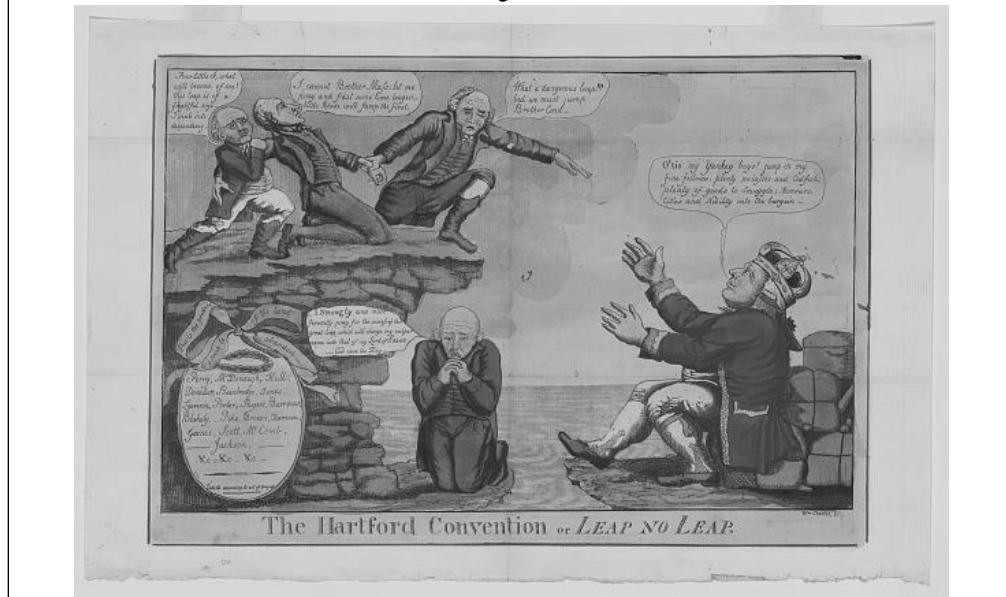
Harrison Gray Otis

- Delegates issued a final report:
 - Asserted New England's duty to oppose infringements on its sovereignty
 - Proposed Constitutional amendments
- With war's end, Federalists appeared treasonous and subversive
- Support for Federalists vanished; party soon collapsed

The convention lasted three weeks and consisted of secret meetings for which no written records were kept. Harrison Gray Otis, the convention's leader, managed to block the more radical proposals. At the convention's conclusion, the delegates issued a report that asserted New England's right and duty to actively oppose infringements upon its sovereignty that it deemed unconstitutional. It also proposed that the U.S. Constitution be amended to make it more difficult for the federal government to restrict trade or wage war, and to reduce the power of the Southern states by removing the provision that slaves be counted in the census (even though each slave only counted as three-fifths of a person, their numbers provided the South with a population advantage).

The Hartford Convention delegates almost certainly knew that Congress would not approve their proposals. Instead, they intended to embarrass President Madison and draw attention to their grievances against him, his war strategies, and the Democratic-Republican Party in general. Nevertheless, Massachusetts sent three delegates to negotiate the Hartford Convention's terms in Washington, D.C. While they were there, news of the Treaty of Ghent arrived, signaling the end of the war. The announcement that the war had ended made the Federalists appear subversive and treasonous. Federalist support rapidly declined, and within a few years the party completely vanished.

The Hartford Convention: Primary Source



Teacher's note: This political cartoon by William Charles reflects his interpretation of the Hartford Convention. Since the its text may be difficult to read, it is included below:

- Man on cliff at far left: Poor little I, what will become of me? This leap is of a frightful size. I sink into despondency.
- Central figure on cliff: I cannot Brother Mass., let me pray and fast some time longer—little Rhode will jump the first.
- Third man on cliff: What a dangerous leap!!! But we must jump Brother Conn.
- Man under cliff: I strongly and most fervently pray for the success of this great leap which will change my vulgar name into that of my Lord of Essex—God save the King.
- Man at far right: O 'tis my Yankey boys! Jump in my fine fellows, plenty molasses and codfish; plenty of goods to smuggle; Honours, titles and Nobility into the bargain.
- The seal at lower left reads, "This is the produce of the land they wish to abandon," and lists the names of American notables in the War of 1812

Have students look carefully at the cartoon, and ask them the questions on the next slide.

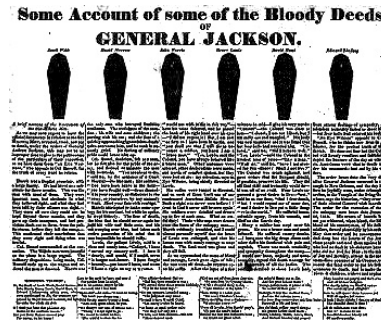
[illegible]

Teacher's note: Ask students to look carefully at the cartoon, and then ask them the following questions:

- Who are the three men on the cliff? What are they talking about doing? (From left, they represent Rhode Island, Connecticut, and Massachusetts; they are talking about jumping off the cliff.)
- Who is the man on the right? What is his attitude toward the three men on the cliff? (He is King George III of Britain; he is encouraging the men to jump with promises of goods and titles of nobility.)
- Who is the man on his knees, and what is he hoping for? (He is a religious Puritan, praying that the leap will be a success.)
- What is the body of water between the men? (The Atlantic Ocean)
- How do you think the artist felt about the Hartford Convention? Why do you think so? (He apparently disapproved of it; answers as to why may vary.)

Andrew Jackson and Horseshoe Bend

- Jackson wanted Alabama open to white settlement
- Joined with Lower Creeks and others to fight Red Stick Creeks
- 800 Red Sticks killed at Horseshoe Bend
- Creek land ceded to U.S. government, angering Creeks who had supported Jackson



A newspaper broadside accusing
Jackson of atrocities during the
Creek War

Tensions between the U.S. government and territorial and state governments on one side, and Native American tribes on the other, continued to increase during the War of 1812. Andrew Jackson, a commander of the Tennessee militia, played a particularly significant role in fighting Native Americans on behalf of the U.S. government. Jackson specifically aimed to open Alabama to white settlement, which would require defeating the Creek Indians there. Factions of Creeks were engaged in conflict with each other in the Creek War, and the U.S. became involved.

Jackson gathered an army of Tennessee militiamen and Cherokee, Choctaw, and Lower Creek Indians to fight against the Red Stick Creeks who followed Tecumseh and vigorously opposed U.S. incursions into their land. On March 27th, 1814, Jackson and approximately 2000 troops fired cannons into Red Stick strongholds near Horseshoe Bend in central Alabama. They killed approximately 800 Red Stick Creeks in a five-hour battle.

As a result of their defeat in the Battle of Horseshoe Bend, the Red Stick Creeks signed the Treaty of Fort Jackson, ceding half of Alabama and part of Georgia to the U.S. This treaty angered the Creeks who had supported Jackson, as it involved their land as well as that of the Red Sticks. Jackson made no distinction between his supporters and enemies; in his mind, they all stood in the way of U.S. expansion.

The Treaty of Ghent



A painting commemorating the Treaty of Ghent

- Treaty signed in August 1814
- American victory at New Orleans, January 1815
- All territories remained in the same hands as before the war
- Tensions between Britain and the U.S. dissolved after the war

Although the War of 1812 greatly increased the United States' debt, it also proved financially taxing to Great Britain. Tired of paying to fund the war, the British public called for a treaty to end it. In August 1814, representatives of the two countries signed a treaty in Ghent, Belgium, to officially end hostilities.

Unfortunately, military forces back in America did not hear about the Treaty of Ghent in time to prevent the Battle of New Orleans, the largest of the war. On January 8, 1815, over 8000 British troops attempted to capture New Orleans. Under the command of Andrew Jackson, American troops fought off the British attack, inflicting about 1500 casualties. Although very costly to Britain, few Americans died at New Orleans.

The Treaty of Ghent stipulated that all territories revert back to their prewar ownership status, as if the war had never happened. Neither the British nor the U.S. gained any territory. Neither the war nor the treaty overtly settled any of the problems that had led to war, including American concerns over the British harassment of American trade ships. Nevertheless, the two countries made peace, and tensions gradually dissolved.

Discussion Questions

1. What was Jefferson's rationale for passing the Embargo Act? Did it achieve its desired effect?
2. What led to the Battle of Tippecanoe, and who fought in it?
3. What were delegates to the Hartford Convention trying to achieve? What was the convention's outcome?

1. Jefferson tried to keep the U.S. neutral in the war between Britain and France by trading with both. Opposed to anything benefiting the French, British ships harassed American trade ships. Jefferson did not declare war on Britain following the *Chesapeake* incident, deeming the American military unready for such a fight. Instead, he cut off trade with both nations with the Embargo Act. The act damaged the American economy much more than either the British or French, proving highly unpopular until its repeal in 1809.
2. The Shawnee and other tribes had rejected any further accommodation of white settlers, unwilling to ceding more of their tribal land to the U.S. government. The U.S. wanted to acquire as much Native American land as possible for settlement. Shawnee under the leadership of Tenskwatawa (and his brother Tecumseh, who was not present at the battle) met U.S. forces under William Henry Harrison in present-day Indiana. There, Harrison's troops defeated the Shawnee.
3. Representatives of New England states, aggrieved by the effect the war and its associated embargo had on their region's economy, as well as by Madison's conduct of the war, met to discuss how to better their position. Though some seriously advocated secession or making a separate peace with Britain, the convention's final report asserted New England's right to actively oppose unconstitutional infringements upon its sovereignty; it also proposed constitutional amendments to rein in the federal government's ability to restrict trade or declare war (as well as to reduce the representation of the Southern states by excluding them from the census).

The War's Legacy and the Monroe Presidency

- “Era of Good Feeling”
- “Elder statesman” Monroe elected in 1816
- Monroe had cautious attitude toward governmental powers
- Henry Clay’s “American System” paved the way for faster western development
- Agreements with Britain on land claims



James Monroe

The war's end ushered in a period of peace and optimism known as the Era of Good Feeling. The victory at New Orleans gave the U.S. confidence in its military prowess, and a feeling of patriotism swept the country. This sentiment helped unify the various factions and geographic regions within the nation. Industrial growth and westward expansion increased the nation's prosperity.

James Monroe won a landslide victory in 1816 against Federalist Rufus King of New York. By then the Federalist Party was in a shambles, and the public much preferred Monroe, who had last served as Madison's Secretary of State. Monroe was considered something of an elder statesman, whose self-confidence, elegant dress and appearance, and attention to social etiquette helped foster public admiration for him.

Monroe had doubts about assigning a broad set of powers to the federal government. During his presidency, for example, House Speaker Henry Clay proposed a plan later known as the American System. Clay wanted the government to lead in constructing roads and canals and establishing tariffs benefiting Northern manufacturers. Monroe disagreed, claiming that the federal government did not have the power for such endeavors. Clay successfully rallied Congress to his side, which helped speed the development of the West.

The Monroe Administration signed the Treaty of 1818 with Britain, which fixed the U.S.–Canada boundary at the 49th parallel, extending west to the Rocky Mountains. The two countries agreed to jointly occupy Oregon, while the U.S. convinced Spain and Russia to relinquish their claims to the region.

Canals and Railroads



The Erie Canal at
Syracuse, New York

- The Erie Canal: Hudson River to Buffalo, NY; connected the Atlantic to the Great Lakes
- New technologies, such as lift locks
- Railroads made canals less important
- Government support was important for success of the canals and railroads
- Henry Clay

In addition to the development of trails and roads heading west, the first half of the 19th century saw the expansion of water transportation routes, making it easier for people to trade between regions and facilitating the development of towns and cities to the west. The Erie Canal, for example, allowed trade and transportation between the Atlantic Ocean and the Great Lakes, connecting the Hudson River in eastern New York to Buffalo on the shores of Lake Erie in far western New York. Other canals served similar functions in the northeastern United States.

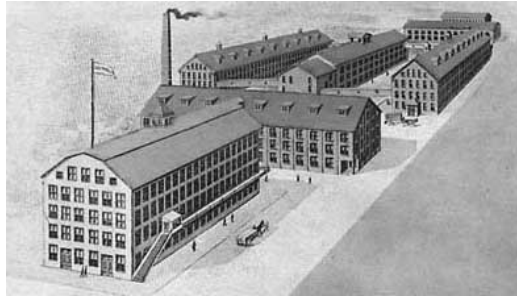
The canals depended on efficient engineering technologies. For example, engineers constructed lift locks (also called “boat lifts”) to raise or lower boats from one elevation to another. Locks allowed canals to be built in hilly areas, enabling products to be transported over greater territory.

The development of the railroads beginning in the 1820s made the canals less important, while continuing the trend toward expansion into the western hinterlands. From 1830, the Baltimore and Ohio Railroad carried passengers and goods from Baltimore to the Ohio River. Many other railroads were constructed between 1830s and 1860s, culminating in the transcontinental railroad connecting the Atlantic to the Pacific in 1869.

These developments in transportation depended on government support. Some politicians, such as Henry Clay of Kentucky, advocated strong federal support for transportation, including railroads and canals. This advocacy made Clay and like-minded politicians popular in Ohio and other western areas in the early to mid-19th century.

The Emergence of Factories

- New machines and tools
- Industrial growth centered in the Northeast
- Canals made transportation easier
- Decline of British imports



Shoe factory in Massachusetts

By the beginning of the 19th century, the Industrial Revolution had begun to take hold in the new nation. Shipbuilding and iron manufacturing had already become important industries, and the production of firearms had prompted the development of machines and tools that could also be used to produce other items. Although industrial growth did not skyrocket until the 1830s, industrial production grew steadily before 1830, particularly in the Northeast.

New England served as the most significant center for industrial development during this period. New canals connected inland areas directly to Boston, and therefore to Boston Harbor, from which goods could be shipped across the Atlantic. The decline of imports from Great Britain after the War of 1812 created new demand for American goods, and New England entrepreneurs took advantage of this opportunity.

Lowell, Massachusetts



- Growth of the textile industry
- “The Lowell System”
 - Workers lived in boardinghouses
 - Company owned everything
 - Provided entertainment and leisure activities
- Declined as other cities increased production

The textile industry especially gained ground in the early part of the century, prompting the development of new factory towns. The most famous industrial town to develop during this period was Lowell, Massachusetts, sometimes called the “Cradle of the American Industrial Revolution.” Entrepreneur F. C. Lowell first built a textile mill in Waltham, MA, developing a system by which young women, known as “mill girls,” worked in the textile factories while living in company-owned boardinghouses. This system became known as the “Lowell System.” The Lowell factory was the first to produce finished cloth from raw cotton within the same factory.

As British imports began to increase, F. C. Lowell successfully lobbied Congress in 1816 for tariffs on finished cloth from Britain. After Lowell’s death in 1817, his partners established the factory city of Lowell, taking advantage of an existing canal, which they modified to accommodate their expected level of production.

The company owned everything in the town, including the church. It intended for Lowell to serve as a model industrial town, providing the young women who worked at the factory and lived in the boardinghouses with entertainment, cultural events, and access to books and other recreation.

Lowell grew rapidly and became the second largest city in Massachusetts by 1850. As more immigrants arrived in the country, Lowell attracted immigrant labor to work in its mills. The city began a decline, however, in the 1850s, as competition increased from other industrial centers.

The First Seminole War

- Jackson ordered to fight Seminoles and Creeks in GA
- Also attacked Seminoles in Spanish Florida
- Jackson captured Pensacola
- Spain ceded Florida in the Adams-Onís Treaty (1819)



In 1817, President Monroe sent Major General Andrew Jackson to southern Georgia to fight the Seminole and Creek Indians angry that the U.S. government would not honor its treaties with them. Monroe also ordered Jackson to prevent Florida from becoming an easy escape destination for slaves, who had been taking refuge in Seminole villages.

Seminoles had been raiding white settlements in Georgia, possibly under direct instructions from the Spanish. Jackson led raids into Spanish-occupied Florida against the Seminoles. Along the way, he burned Seminole villages and fields. Jackson had earlier stated that Florida would be “desirable to the United States,” expressing his interest in gaining the entirety of Florida for his country. After Jackson easily captured Pensacola, Spain realized that it could not defend the territory against U.S. incursion. Spain ceded Florida to the U.S. in the Adams-Onís Treaty of 1819.

The Seminoles remained in Florida for a time, but most were forced to relocate after the Second Seminole War ended in 1842.

The Panic of 1819



- Economic recession began in 1818
- Banks failed; unemployment and foreclosures soared
- Overspeculation in land; recovery of European agriculture
- Monroe took small actions
- Ended by 1823

From 1818 through 1819, the U.S. economy slipped into a recession, the first major economic downturn since before the Constitutional Convention. Many banks failed, and unemployment and home foreclosures rose sharply. The unemployment rate in Philadelphia reached 75%; in Baltimore, many jobless established tent cities on the city's outskirts after losing their homes.

Historians and economists disagree as to the causes of the Panic of 1819. Many believe it resulted from bank failures subsequent to the War of 1812. Others feel that it signified the maturing of the American economy and the beginning of the boom-and-bust cycles that have continued up to the present time.

The Second Bank of the United States, established in 1816, had begun providing easy credit for land speculation in hopes of boosting American agriculture. The Napoleonic Wars had severely damaged European agriculture, leaving room for the U.S. agricultural sector to flourish. The excitement about rising land values, however, masked corruption at the bank and the excessive granting of loans to people who could not afford to pay them back. Land sales declined rapidly, and as European agriculture recovered, agriculture in the U.S. contracted.

President Monroe believed the government should not become deeply involved in trying to right the economy. Instead, he took some small actions, supporting the Land Act of 1820 (making Western land more affordable and ending land sales on credit) and the Relief Act of 1821 (allowing landowners to return land they could not pay for to the government). The economy began to improve in 1820, and the recession ended by 1823.

McCulloch v. Maryland

- Second Bank of the U.S. had a Baltimore branch
- Maryland voted to tax the bank
- Bank head McCulloch refused to pay
- MD called the bank unconstitutional; sued for payment
- Supreme Court ruled for federal government (1819):
 - Constitution’s “necessary and proper” clause allowed bank, though not explicitly stated
 - States cannot contravene federal laws if laws are constitutional

During the Panic of 1819, the Second Bank of the United States was involved in a major Supreme Court case, *McCulloch v. Maryland* (1819). Madison had established the bank to help the country recover from its debt from the War of 1812. In 1816, the bank had opened a branch in Baltimore, Maryland, but operated under the jurisdiction of the federal government.

In 1819, Maryland’s state legislature voted to tax all banks within its jurisdiction not chartered by the state legislature; it clearly had the Second Bank of the United States in mind when taking the vote. The head of the Baltimore branch, James McCulloch, refused to pay this tax on the grounds that a state did not have the jurisdiction to tax a federal bank. The State of Maryland, in turn, claimed that U.S. Constitution did not specifically give the federal government the power to charter banks, making the Second Bank of the United States unconstitutional. Maryland filed a lawsuit to force payment.

The case went to the U.S. Supreme Court, which ruled in favor of the federal government. Chief Justice John Marshall argued that the Constitution’s “necessary and proper” clause (in Article I) permitted the federal government to charter a bank even if not explicitly stated in the document. Marshall added that the federal government could do what it deemed important to facilitate its operations, even if it couldn’t prove that its actions to be “necessary and proper.”

This decision established broader powers for the federal government than had previously been acknowledged. It made clear that states cannot pass laws impeding the federal government’s exercise of the law, provided those federal actions are constitutional. The ruling also reinforced that the federal government could conduct actions not explicitly written in the Constitution.

The Monroe Doctrine

- Stated that the U.S. would defend the Western Hemisphere from European interference
- Spain, others might try to regain former colonies in Latin America
- Britain wanted a joint declaration; U.S. made the statement alone
- Mainly invoked in the 20th century



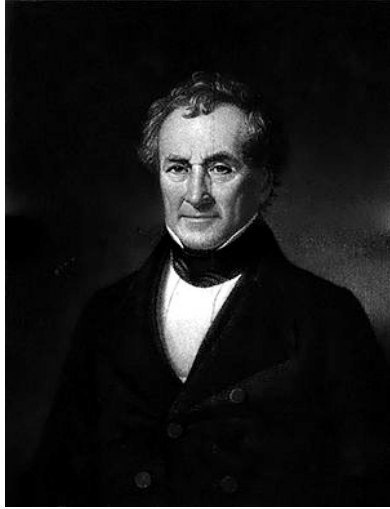
Monroe announces the doctrine to his Cabinet

Historians today tend to label the Monroe Doctrine as his administration's most significant action. This declaration, which Monroe delivered to Congress in December 1823, stated that the U.S. should defend the independent countries of the Western Hemisphere against European interference.

While the Napoleonic Wars occupied Europe's great powers, some of their colonies in Latin America fought for and won independence, especially from Spain. Monroe feared that the new European order devised after the wars would try to regain control of their former colonies; he worried particularly about Mexico due to its proximity to the U.S. Britain agreed that these other European powers posed a threat to the new democracies. The British government proposed that it and the U.S. make a joint declaration against possible aggression. At the urging of Secretary of State John Quincy Adams, Monroe decided that the U.S. should make this declaration on its own, to make its intentions and resolve completely clear.

Although a bold statement, the U.S. rarely invoked the Monroe Doctrine until the 20th century, when Theodore Roosevelt used it to assert the right of the U.S. to interfere in the affairs of economically unstable Latin American countries.

The Missouri Compromise



James Tallmadge

- Question of whether to permit slavery in new states and territories
- No clear way to determine Missouri's status
- Admission as a slave state would skew political balance
- Tallmadge Amendment defeated in Senate

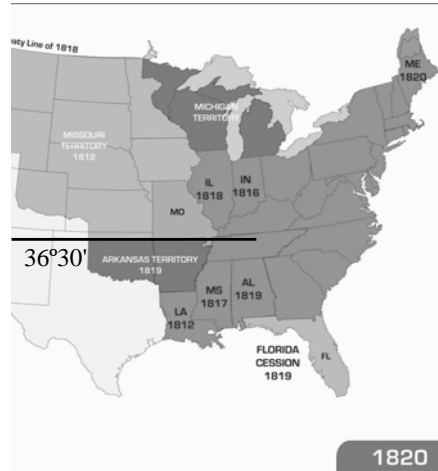
The issue of slavery became more pressing as the U.S. acquired new lands, especially the vast Louisiana Purchase. The central issue concerned first whether territories formed there should allow slavery, and then whether slavery should be permitted there once they became states.

Missouri Territory permitted slavery and applied for statehood in 1818. At the time, the Senate comprised an equal number of free and slave states, both with 11. If Missouri were admitted to the Union as a slave state, the balance would tilt in favor of slave states. This would have affected voting blocs in Congress and therefore national legislation, especially on issues of slavery. For these reasons, Missouri's possible admission as a slave state proved highly controversial.

The Mason-Dixon Line and the Ohio River formed the traditional boundaries between free and slave territories and states. Missouri Territory, however, lacked a well-established boundary that might settle the slavery issue there: it lay west of the Mississippi River and was bisected by an extended Mason-Dixon Line. New York Representative James Tallmadge introduced an amendment to the Missouri statehood bill, which called for a ban on importing new slaves into Missouri and for emancipation of all slave children born there after statehood. Southern Congressmen opposed this amendment, which provoked a heated debate in Congress and throughout the country. Since free states had a greater population than slave states, antislavery representatives passed the Tallmadge Amendment in the House but not the Senate.

The Missouri Compromise (cont.)

- Maine applied for admission
- MO admitted as a slave state, ME as free
- Balance in Senate preserved
- Set 36°30' as boundary between slave and free territories



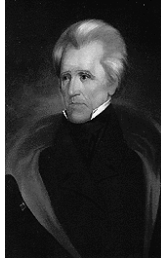
In 1819, Maine also applied for statehood. In order to maintain the balance between free and slave states, legislators worked out the so-called Missouri Compromise: Maine would be admitted as a free state, with Missouri as a slave state. The Missouri Compromise also banned slavery north of the 36°30' parallel, except in Missouri.

Missouri's first constitution, a requirement for admission to the Union, prevented free blacks from entering the new state. Senator Henry Clay intervened by helping Missouri work out a second compromise stating that Missouri had to allow free blacks into the state and grant them their constitutional rights. The Missouri Compromise paved the way for future congressional decisions on new territories, including Oregon Territory. Admitted in 1848, Oregon Territory prohibited slavery as it lay north of the 36° 30' line.

The Election of 1824



Adams



Jackson



Clay



Crawford

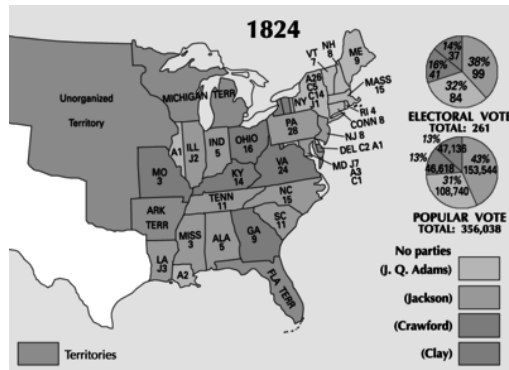
- Four Republican candidates,
 - J.Q. Adams (MA)
 - Andrew Jackson (TN)
 - William H. Crawford (GA)
 - Henry Clay (KY)
- Each had regional support

By 1824, the Federalist Party no longer existed. The Republicans had enjoyed one-party leadership of the country for several years. During the 1824 election campaign, however, the Republicans divided into four competing factions, each with its own presidential candidate. Each candidate received majority support in a particular region of the country:

- John Quincy Adams of Massachusetts, in the Northeast
- Andrew Jackson of Tennessee, in most of the South and West, and mid-Atlantic states
- William H. Crawford of Georgia, in Georgia and Virginia
- Henry Clay of Kentucky, in Missouri, Kentucky, and Ohio

The Election of 1824 (cont.)

- Jackson won the electoral vote, but not a majority
- Election decided by the House; Speaker Clay supported winner Adams
- Jackson accused Clay and Adams of “corrupt bargain”

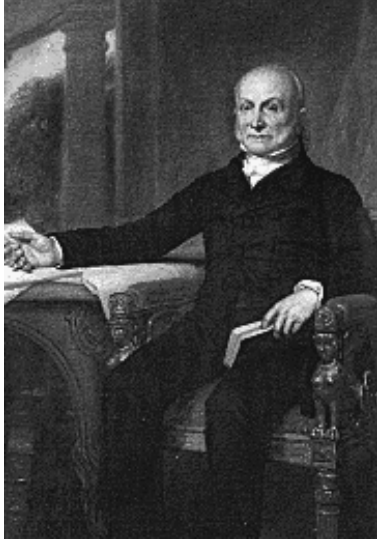


No candidate fared much better or worse than the others in the overall election, and the national results proved inconclusive. Jackson received the most electoral and popular votes but did not gain the majority of votes required to win the presidency. As in 1800, the election went to the House of Representatives for a decision. The 12th Amendment required the House to consider only the top three candidates from the electoral vote, which disqualified Henry Clay. Clay was Speaker of the House and supported Adams over Jackson, whom he strongly disliked. The House elected Adams, with the representatives of 13 states supporting him, as opposed to seven for Jackson and four for Crawford.

This election marked the first time the candidate who received the most electoral votes did not win the presidency. The Constitution requires the winning candidate to receive a majority of the electoral votes, which did not happen. Although at the time it was not officially tallied nationwide, Jackson probably won the popular vote as well.

Shortly before the House vote, a Philadelphia newspaper published a statement allegedly written by a congressman, claiming that Clay had supported Adams in return for Clay's appointment to Secretary of State. When Adams became president, he did appoint Clay to this position, prompting Jackson to accuse Clay and Adams of making a “corrupt bargain.” Since the last four Secretaries of State had become president, Adams appeared to be counting on Clay to be his replacement after his own tenure in office. However, many historians doubt whether Clay and Adams actually conspired in this manner.

The J.Q. Adams Administration



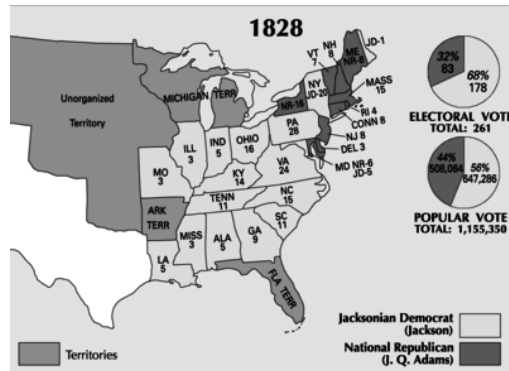
- Supported Clay's American System
- Unable to achieve many of his goals
- Lost congressional support in election of 1826
- Tariff of 1828

As president, Adams supported Henry Clay's American System, promoting a national bank and higher tariffs to help fund the building of roads, canals, and other infrastructure. Because of his narrow margin of victory, many Congressmen (including numerous Jackson supporters) made it difficult for Adams to gain passage of the bills he supported; the congressional election of 1826 resulted in an even less supportive Congress.

In 1828, Congress passed a tariff to protect Northern industry by raising the price of goods imported from Europe. Southerners strongly opposed this tariff, which they named the "Tariff of Abominations," because it inflated prices for goods from the North and reduced Britain's ability to pay for Southern cotton. Adams signed the bill into law, losing much of his Southern support to Andrew Jackson, who would defeat him in that year's election.

The Election of 1828

- National Republican Adams versus Democrat Jackson
- Bitterness and accusations during the campaign
- Jackson's strong base of support
- Jackson won the election
- Ushered in Jackson Era



John Quincy Adams ran for a second term in 1828. Once again, he ran against Andrew Jackson. Vice President John C. Calhoun campaigned against Adams as Jackson's running mate. Adams and his supporters, including his own running mate Richard Rush, became known as "National Republicans." Jackson and his supporters called themselves Democratic-Republicans but became better known as "Democrats." No other major candidates ran in 1828.

The campaign featured a considerable amount of contention and bitterness. The Adams campaign, for example, attacked Jackson and his wife Rachel for having married before her divorce from her first husband was finalized. Adams's supporters also railed against Jackson's Indian massacres and his penchant for engaging in duels. Jackson's campaign, for its part, accused Adams of spending public funds on gambling in the White House (Adams had purchased a pool table and a chessboard). Jackson meanwhile had a strong base of support, including supporters he had gained since the previous presidential election. New York politician Martin Van Buren campaigned on his behalf, helping him gain support from Southerners who favored states' rights. Jackson won 178 electoral votes to Adams's 83. Only in New England and the mid-Atlantic region did Adams win any electoral votes.

Jackson took office in 1829 with much resentment toward the Adams supporters who had attacked his wife. Rachel had died of a heart attack in late December, and Jackson blamed her death on the mudslinging against her during the campaign. Many historians regard Jackson's presidency as the beginning of a new era in American history: the United States was no longer a "new" nation, but a maturing one that would face a different set of problems over the next two decades.

Discussion Questions

1. What was the significance of the Supreme Court's decision in *McCulloch v. Maryland*?
2. What was the Monroe Doctrine, and why was it drafted?
3. What was the outcome of the Missouri Compromise?

1. *McCulloch* was the first major case to pit state authority against the federal government's. In denying Maryland the authority to tax the Second Bank of the U.S., the Supreme Court ruled that federal law trumps state law, as long as the federal law is constitutional. Moreover, the decision affirmed the federal government's authority to take actions not explicitly mentioned in the Constitution, via its "necessary and proper" clause.
2. The Monroe Doctrine was a declaration stating that the U.S. should (and would) support the independent countries of the Western Hemisphere against European interference. It was drafted in response to the threat that European powers might try to reassert control over their former colonies in Latin America that had gained independence and become democratic states while the Napoleonic Wars had Europe's attention.
3. The Missouri Compromise maintained the balance between free and slave states (and therefore their representation in the Senate) by admitting Missouri as a slave state and Maine as free. It also established a line of latitude (36°30') that would help determine in the future where slavery could and could not exist as the U.S. added new western territories and states.



The New Nation

Essential Questions

- What major arguments and discussions occurred with regard to the roles the federal government should play?
- How did the earliest presidents view their roles, and what actions did they take to help establish the office of the presidency?
- How did the new nation's relations with foreign countries affect its earliest years?
- In what ways did sectional differences influence the development of the new nation and its government?
- How were different groups of people affected by the events that occurred and decisions the government made during the early years of the nation?

An Overview of the New Nation

- Most Americans lived on farms
- Largest cities located on Atlantic harbors
- Growth of manufacturing and trade
- Sense of unity and optimism for many (mostly for whites)



Boston harbor in 1791

African Americans in the New Nation: Slaves



Slaves using a cotton gin

- Cotton gin caused expansion in slavery
- Slaves composed a third of the South's population by early 1800s
- Attitudes in the North shifted after the Revolution
- Northern legislatures began to ban slavery

African Americans in the New Nation: Free Blacks

- In the North:
 - Worked in factories or trades
 - Discrimination and segregation
 - Some set up separate schools and churches
- In the South, blacks risked enslavement if they couldn't prove their free status



Many free blacks in cities found work as musicians

Native Americans



- Land disputes with settlers
- Tribes gave up some of their land in exchange for protection, cash, and goods
- Treaties routinely broken
- Native Americans increasingly lost trust in the U.S. government

Women in the New Nation

- “Republican Motherhood”: women’s role in instilling American values in their children
- Practical, domestic education
- Women discouraged from becoming too educated



Women in the New Nation (cont.)



Illustration depicting many of the ideals of the “cult of true womanhood”

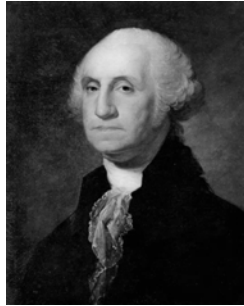
- “Cult of True Womanhood”: pious, chaste, domestic, submissive
- Domestic work seen as a divine calling
- Women lacked legal standing apart from their husbands

Discussion Questions

1. What made relations between the U.S. and Native Americans increasingly strained?
2. What was expected of women as part of Republican Motherhood?
3. How did American society define women’s roles?

Washington Becomes President

- Admired for intellect, good judgment, and integrity
- 1789 election; Adams as VP
- Initially refused a salary



Washington and Slavery



Washington (right) and his slaves at Mount Vernon

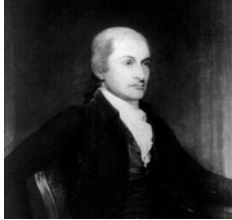
- Held slaves in Virginia
- Took slaves to serve him in his presidency; had to rotate them every six months
- Fugitive Slave Act
- Emancipated slaves upon Martha's death

Washington: Political Philosophy and Early Actions

- Strict separation of the three branches of government
- Established executive departments headed by Cabinet secretaries
- Strong federal government
- Neutral foreign policy



Foreign Relations Challenges



John Jay

- Tensions with Britain remained high:
 - Tariffs and trade imbalance
 - Seizure of American ships
 - Refusal to withdraw from forts
- Jay Treaty improved relations, but stoked controversy
- Washington continued to support neutrality

The Rise of Political Parties

- Washington opposed parties
- First Bank of the U.S. controversy:
 - Hamilton: strong central government, broad interpretation of Constitution
 - Jefferson: weaker central government, strict interpretation



The Bank of the United States

The Rise of Political Parties (cont.)



Hamilton



Jefferson

- Federalists:
 - Supported Hamilton
 - Northerners, industrialists
- Anti-Federalists (later, Democratic-Republicans, or Republicans):
 - Supported Jefferson
 - Southerners, farmers
- Washington reelected in 1792

The Whiskey Rebellion

- 1791 tax to help pay off war debt
- Western farmers opposed to the tax fought federal collectors
- Washington sent troops to quell rebellion in western PA in 1794
- Established government's authority to use force
- Increased rural support for Democratic-Republicans



Washington leading troops to put down the Whiskey Rebellion

Washington's Farewell and the Election of John Adams

- Washington's Farewell Address
- Adams elected in 1796:
 - Leader in independence movement
 - Washington's VP
 - Federalist
- Opposed slavery, but kept the issue out of the spotlight



John Adams

Discussion Questions

1. What did George Washington see as the president's role in the federal government?
2. What was Washington's position on foreign relations? Was this a realistic policy? Why?
3. What were the main points of disagreement between the Federalists and the Anti-Federalists?
4. What did the federal government's response to the Whiskey Rebellion demonstrate?

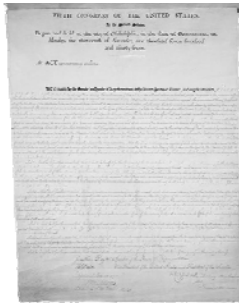
The XYZ Affair

- Adams wanted neutrality in the war between Britain and France; others took sides
- Delegation sent to France
- French ministers “X, Y, and Z” demanded bribes
- Uncovered in 1798; sparked public outrage in the U.S.
- Resulted in the “Quasi-War”



British cartoon making fun of French-American relations after the XYZ Affair

The Alien and Sedition Acts

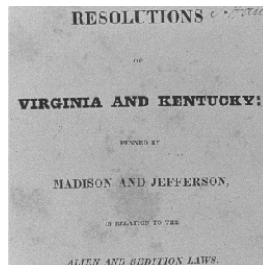


The Alien and Sedition Acts

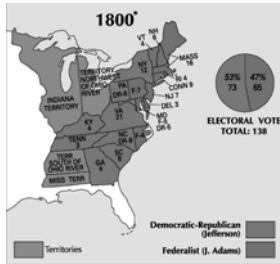
- Federalists hoped to quell Republican dissent
- Naturalization Act
- Alien Friends Act and Alien Enemies Act
- Sedition Act

The Alien and Sedition Acts (cont.)

- Madison and Jefferson’s Kentucky and Virginia Resolutions
- As president, Jefferson pardoned all convicted under the acts
- All expired or repealed by 1801



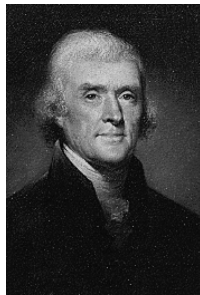
The Election of 1800



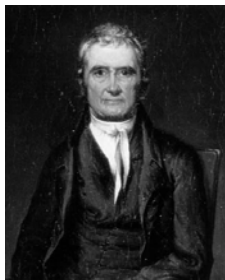
- Federalists Adams and Pinckney
- Democratic-Republicans Jefferson and Burr
- Rift in Federalist Party
- Tie between Jefferson and Burr threw election to the House; Jefferson won
- 12th Amendment

Jefferson: Political Philosophy and Early Actions

- Wanted a reduced role for the federal government
- Reversed many Federalist policies, but kept some for Hamilton's support
- Jefferson gained support in Congress



Marbury v. Madison (1803)

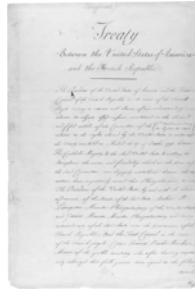


John Marshall

- Adams's "midnight" appointments to federal courts
- Jefferson refused to fill appointments
- Judge Marbury sued
- Supreme Court overturned part of Judiciary Act of 1789
- Established judicial review

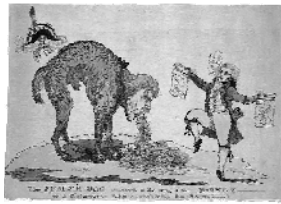
The Louisiana Purchase

- U.S. wanted access to Spanish-controlled New Orleans
- Spain secretly ceded Louisiana Territory to France
- U.S. and Britain worried about French control
- Madison, others sent to France to buy New Orleans



The Louisiana Purchase treaty

The Louisiana Purchase (cont.)

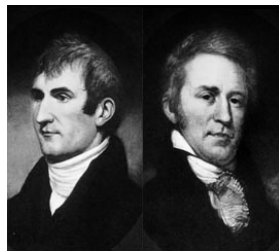


Cartoon making fun of Jefferson for overpaying France

- Napoleon wanted to avoid a U.S.—Britain alliance and needed resources for his wars in Europe
- U.S. purchased Louisiana Territory for \$15 million (over \$200 million today)
- Controversy over constitutionality of purchase

Lewis and Clark

- Jefferson wanted to find a “northwest passage” to the Pacific
- Corps of Discovery set out from St. Louis in 1803
- Required the help of Native Americans, including Sacagawea



Lewis and Clark (cont.)



Artist's version of the Lewis and Clark expedition

- Did not discover a “northwest passage”
- Collected much new, valuable information
- U.S. claimed Oregon Country
- Sparked increasing interest in the West

Discussion Questions

1. Why did the Federalists pass the Alien and Sedition Acts?
2. What spurred Jefferson to begin negotiations for the Louisiana Purchase?
3. How did *Marbury v. Madison* clarify the relationship between branches of the federal government?

The Burr Conspiracy

- Burr sought support from Britain, France, and Spain against U.S.
- Tried to raise his own military, possibly to take over the West
- Exposed by Burr's ally
- Burr charged with and acquitted of treason



Aaron Burr

The Embargo Act

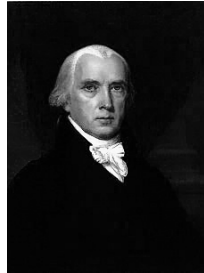


The USS Chesapeake under attack

- Jefferson reelected in 1804
- Attack on the *Chesapeake* by British ship
- Embargo Act kept U.S. ships from foreign ports
- Hurt U.S. economy; extremely unpopular
- Jefferson decided not to seek reelection; Madison elected in 1808
- Act repealed in 1809

Further Difficulties with Britain and France

- Britain and France continued to attack American ships
- Non-Intercourse Act of 1809
- Macon's Bill Number 2
- Madison tricked by France into stopping trade with Britain
- Public distrust of both France and Britain increased



James Madison

Territorial Expansion to 1810



- Settlers flocked westward
- Northwest Territory divided
- Mississippi Territory
- Louisiana Territory
- Intentions for the country to extend to the Pacific

Native Americans and Early Westward Expansion

- Native Americans increasingly squeezed off their lands
- Pressure mounted to remove Native Americans
- Jefferson hoped Native Americans would settle in the Louisiana Purchase
- Forced removals and treaties



The Battle of Tippecanoe



- Shawnee resistance to white encroachment
- Tenskwatawa and Tecumseh
- Treaty of Ft. Wayne
- W.H. Harrison's troops defeated Tenskwatawa in the Battle of Tippecanoe
- Tecumseh later aligned with the British in the War of 1812

The War of 1812: Origins

- Tensions with Britain mounted
- "War Hawks" vs. New Englanders in Congress
- Madison asked Congress to declare war
- Britain announced it would repeal its order to seize American ships, but message didn't reach the U.S. in time
- War began on June 18th



Impressment, depicted here, caused relations between the U.S. and Great Britain to worsen

The War of 1812: The Military and Major Battles

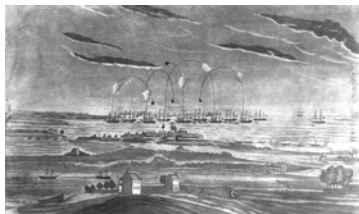


The Battle of Lake Erie

- U.S. military ill-equipped to fight the British
- Large minority in U.S. opposed war
- Most battles occurred near Canadian border at the Great Lakes
- Battle of Lake Erie

The Military and Major Battles (cont.)

- Battle of Montréal
- Battles of Chippewa and Lake Champlain
- British invaded Washington; burned the White House and Capitol
- U.S. stopped the British at Ft. McHenry



The Battle of Fort McHenry

The Hartford Convention

- New England largely opposed the war
 - Commerce affected
 - Resented Madison's conduct of war
- Federalists still dominant in New England
- 26 delegates met in Hartford to discuss secession from U.S.



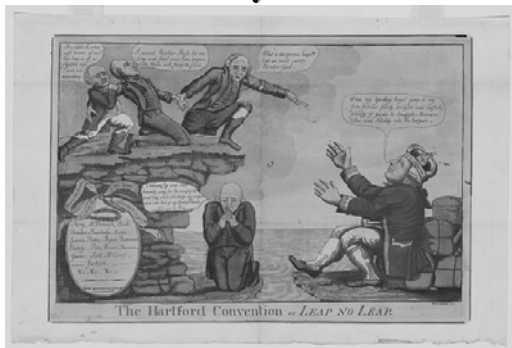
The Hartford Convention (cont.)



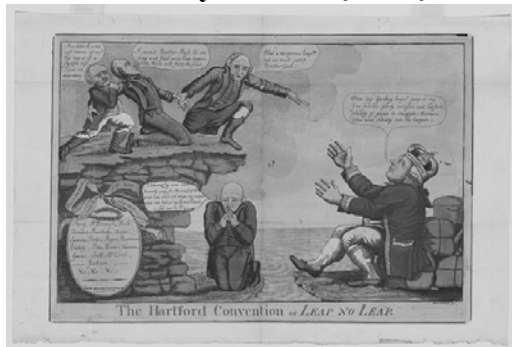
Harrison Gray Otis

- Delegates issued a final report:
 - Asserted New England's duty to oppose infringements on its sovereignty
 - Proposed Constitutional amendments
- With war's end, Federalists appeared treasonous and subversive
- Support for Federalists vanished; party soon collapsed

The Hartford Convention: Primary Source

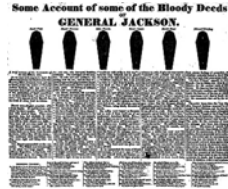


The Hartford Convention: Primary Source (cont.)



Andrew Jackson and Horseshoe Bend

- Jackson wanted Alabama open to white settlement
- Joined with Lower Creeks and others to fight Red Stick Creeks
- 800 Red Sticks killed at Horseshoe Bend
- Creek land ceded to U.S. government, angering Creeks who had supported Jackson



A newspaper broadside accusing Jackson of atrocities during the Creek War

The Treaty of Ghent



A painting commemorating the Treaty of Ghent

- Treaty signed in August 1814
- American victory at New Orleans, January 1815
- All territories remained in the same hands as before the war
- Tensions between Britain and the U.S. dissolved after the war

Discussion Questions

1. What was Jefferson's rationale for passing the Embargo Act? Did it achieve its desired effect?
2. What led to the Battle of Tippecanoe, and who fought in it?
3. What were delegates to the Hartford Convention trying to achieve? What was the convention's outcome?

The War's Legacy and the Monroe Presidency

- “Era of Good Feeling”
- “Elder statesman” Monroe elected in 1816
- Monroe had cautious attitude toward governmental powers
- Henry Clay’s “American System” paved the way for faster western development
- Agreements with Britain on land claims



James Monroe

Canals and Railroads



The Erie Canal at
Syracuse, New York

- The Erie Canal: Hudson River to Buffalo, NY; connected the Atlantic to the Great Lakes
- New technologies, such as lift locks
- Railroads made canals less important
- Government support was important for success of the canals and railroads
- Henry Clay

The Emergence of Factories

- New machines and tools
- Industrial growth centered in the Northeast
- Canals made transportation easier
- Decline of British imports



Shoe factory in Massachusetts

Lowell, Massachusetts



- Growth of the textile industry
- “The Lowell System”
 - Workers lived in boardinghouses
 - Company owned everything
 - Provided entertainment and leisure activities
- Declined as other cities increased production

The First Seminole War

- Jackson ordered to fight Seminoles and Creeks in GA
- Also attacked Seminoles in Spanish Florida
- Jackson captured Pensacola
- Spain ceded Florida in the Adams-Onís Treaty (1819)



The Panic of 1819



- Economic recession began in 1818
- Banks failed; unemployment and foreclosures soared
- Overspeculation in land; recovery of European agriculture
- Monroe took small actions
- Ended by 1823

McCulloch v. Maryland

- Second Bank of the U.S. had a Baltimore branch
- Maryland voted to tax the bank
- Bank head McCulloch refused to pay
- MD called the bank unconstitutional; sued for payment
- Supreme Court ruled for federal government (1819):
 - Constitution’s “necessary and proper” clause allowed bank, though not explicitly stated
 - States cannot contravene federal laws if laws are constitutional

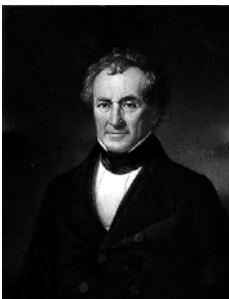
The Monroe Doctrine

- Stated that the U.S. would defend the Western Hemisphere from European interference
- Spain, others might try to regain former colonies in Latin America
- Britain wanted a joint declaration; U.S. made the statement alone
- Mainly invoked in the 20th century



Monroe announces the doctrine to his Cabinet

The Missouri Compromise



James Tallmadge

- Question of whether to permit slavery in new states and territories
- No clear way to determine Missouri’s status
- Admission as a slave state would skew political balance
- Tallmadge Amendment defeated in Senate

The Missouri Compromise (cont.)

- Maine applied for admission
- MO admitted as a slave state, ME as free
- Balance in Senate preserved
- Set 36°30' as boundary between slave and free territories



The Election of 1824



Adams



Jackson



Clay



Crawford

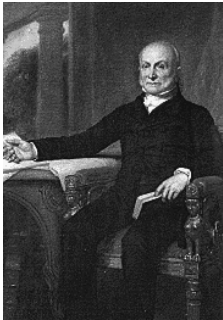
- Four Republican candidates,
 - J.Q. Adams (MA)
 - Andrew Jackson (TN)
 - William H. Crawford (GA)
 - Henry Clay (KY)
- Each had regional support

The Election of 1824 (cont.)

- Jackson won the electoral vote, but not a majority
- Election decided by the House; Speaker Clay supported winner Adams
- Jackson accused Clay and Adams of “corrupt bargain”



The J.Q. Adams Administration



- Supported Clay's American System
- Unable to achieve many of his goals
- Lost congressional support in election of 1826
- Tariff of 1828

The Election of 1828

- National Republican Adams versus Democrat Jackson
- Bitterness and accusations during the campaign
- Jackson's strong base of support
- Jackson won the election
- Ushered in Jackson Era



Discussion Questions

1. What was the significance of the Supreme Court's decision in *McCulloch v. Maryland*?
2. What was the Monroe Doctrine, and why was it drafted?
3. What was the outcome of the Missouri Compromise?

The New Nation: Backwards Planning Activities

Stage 1: Identify Desired Results

Enduring understandings:

- Some fundamental differences existed in the philosophies about how the new nation should be structured and governed, leading to numerous political debates and to the establishment of the party system
- A good deal of political discussion and effort in the early years of the nation went into defining the office and role of the presidency, as well as the functions of Congress and the Supreme Court
- Relations between the U.S. and foreign countries, particularly Britain and France, played an important role in shaping events and major decisions in the nation's earliest decades
- Not all regions developed in the same way or shared the same interests; these differences led to considerable tensions and arguments between different parts of the country
- Even in these early years, westward expansion created pressures on Native Americans and aggravated tensions between Native Americans on one hand and white settlers and the U.S. government on the other
- The issue of slavery became more and more contentious and led to increasing sectional disagreement as the years passed
- Most of the documentation available from this time period comes from the Founding Fathers and other prominent white men; women, African Americans, Native Americans, and other groups experienced the new nation differently from these men, but few written documents directly describe their concerns and experiences

Essential questions:

- What major arguments and discussions occurred with regard to the roles the federal government should play?
- How did the earliest presidents view their roles, and what actions did they take to help establish the office of the presidency?
- How did the new nation's relations with foreign countries affect its earliest years?
- In what ways did sectional differences influence the development of the new nation and its government?
- How were different groups of people affected by the events that occurred and the decisions the government made during the early years of the nation?

Learning Experiences and Instruction

Students will need to know...	Students will need to be able to...
<ol style="list-style-type: none"> 1. The general philosophies and actions of the first six presidents of the U.S. and other prominent political figures 2. The political debates and challenges that the nation's leaders faced, including the debates that led to the first political parties 3. How relations with Great Britain and France helped shape events and political decisions 4. The status of African Americans, Native Americans, and women in the new nation 5. The process of westward expansion and the introduction of new territories and states in the nation's earliest years 6. How the nation's leaders dealt with the growing debate over slavery 	<ol style="list-style-type: none"> 1. Analyze and debate political arguments that arose in the nation's early years, particularly between the Federalists and the Democratic-Republicans 2. Calculate communication speed in the new nation, and consider what this meant for people who lived during this period 3. Interpret information about what life was like during this time period, and describe their observations from the perspective of someone who lived back then 4. Analyze information about the War of 1812, and draw their own conclusions about the war

Overview:

Teaching and learning activities that will equip students to demonstrate targeted understandings:

- Overview of essential questions and basic understandings
- Class discussion of subject matter questions in the New Nation presentation
- Teacher introduction of common terms and ideas in the essential questions and related projects
- Provide students with primary source materials from which they will complete the related projects in the unit
- Students conduct research in groups to be used later in individual and group projects
- Informal observation and coaching of students as they work in groups
- Evaluation and delivered feedback on projects and research reports
- Students create and present their unit projects
- Posttest made of multiple-choice questions covering the presentation, with one or more essential questions as essay questions

Project #1: A Debate between the Federalists and the Democratic-Republicans

Overview:

The Federalists and the Democratic-Republicans held very different views about how the new nation should be structured and governed. This lesson asks each student to assume the role of either a Federalist or a Democratic-Republican. They divide into subgroups under each party to investigate the views that members of their party held on specific topics. Students then engage in a structured debate of the issues. This lesson is intended for more advanced students who are able to effectively research and understand these parties' philosophies.

Before beginning this lesson, make a few copies of the “Debate Topics” page below this lesson, and cut the sections into strips that students are to draw out of a bag or hat. Make sure you have enough strips so that, out of a group the size of half your class, each student can draw a topic and that topics will be divided as evenly as possible among members of a group this size.

Also before the lesson, make extra copies of the “idea web” in Section 2 of the Student Handout. During the lesson, you will give each student two idea webs—one for their own party when they are working in their small groups, and one for the other party immediately before the debate.

Objectives:

As a result of completing this lesson, students will be able to:

- Identify significant philosophical differences between Federalists and Democratic-Republicans
- Articulate these philosophies in written and oral statements
- Develop their own opinions about whether they might have supported the Federalists or the Democratic-Republicans

Time required:

Three to four class periods

Methodology:

Use the PowerPoint presentation to review the main differences between Federalists and Democratic-Republicans in the early years of the nation. List the fundamental differences between these two parties on the board.

Divide the class into two groups, with one representing Federalists and the other representing Democratic-Republicans. Place the pieces of paper into a bag or hat, and have each “Federalist”

student draw one. Ask them to record the topic they've drawn, and then place the strips back into the container. Have each "Democratic-Republican" student draw a strip and make note of the topic they have drawn.

Ask students to form subgroups with other students in the same party who have drawn the same topic. Redistribute the strips of paper so that each subgroup has one or two for its topic. Ask these subgroups to conduct research to find out how their political party felt about that particular topic. For example, the group of Federalist students who drew the Constitution topic should find out what Federalists would have believed regarding the role of the Constitution and how it should be interpreted.

Ask the subgroups to fill out the appropriate section of the idea web in Section 1 of the Student Handout showing their party's views on this topic. They should provide as many details as they can, using the questions on the strips of paper as guides.

Once all of the subgroups have completed their idea webs, have them trade with other subgroups of their party to fill out the other sections. In this way, they will gain a more complete picture of how members of their party would have felt about various topics.

Ask each subgroup to write a statement, in the form of a brief paragraph, that someone from their party might have given regarding their assigned topic. This is the statement they will present in the debate. They may embellish their statements with early 19th-century language, if they wish. Have them use Section 2 of the Student Handout to write their statements. Statements should include the following points:

- How someone from their party would have felt about this topic (a statement of opinion)
- Examples of how their political party had been putting this belief into action (for example, specific policies or recommendations from the perspective of someone living during that time)
- The reasons someone from their party would have felt that this viewpoint was best for the country (to this end, they might include one or two examples of events that have happened or that could happen to illustrate why their view of governing is the best; for example, Democratic-Republicans felt that the central government should not be too strong because they did not want to risk the type of experience they recalled having with the King of England, whom they felt had too much power)

Before the debate, hand out a blank idea web to each student.

Structure the class debate so that each topic is addressed by one party and then by the next. For example, for the Constitution topic the class would hear from the Federalists and then from the Democratic-Republicans. You may want to reverse the party order for different topics so that the same party does not always go first. Each student should read a part of the subgroup's statement. After each subgroup has presented its statement, allow time for impromptu rebuttals from the other side.

During the debate, ask students to fill out their blank idea webs with information from the other party's statements. It may be difficult to structure the debate's pace so that students can do this effectively. If you find this to be the case, ask them to do the best they can during the debate. Then, after the debate is over, discuss as a class the topics that each party has addressed, allowing members of each subgroup to restate their points so that other students can clearly understand them.

Close the debate and the lesson by taking a class vote as to which party students agree with the most. They should consider what they have learned about each party's viewpoints and about the early decades of United States history.

As an option, follow up this lesson with a discussion about how these early political philosophies resemble political viewpoints commonly held today.

Evaluation:

Use a rubric to evaluate students' work. A sample rubric is included at the end of this lesson, or you may use another one of your choice.

Federalists and Democratic-Republicans

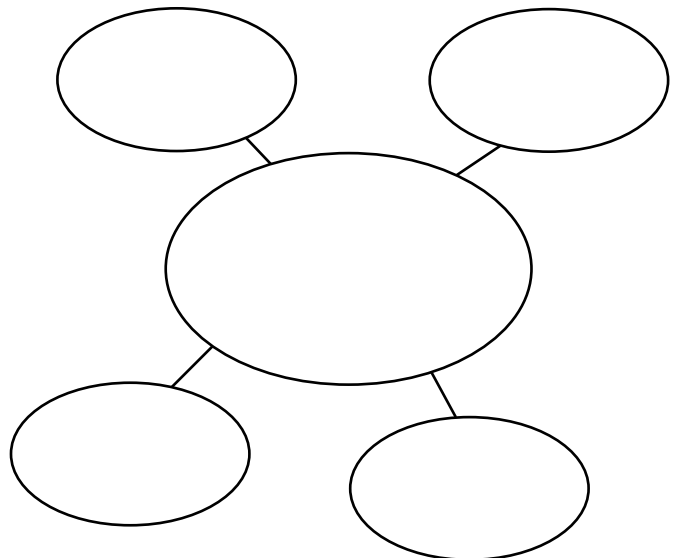
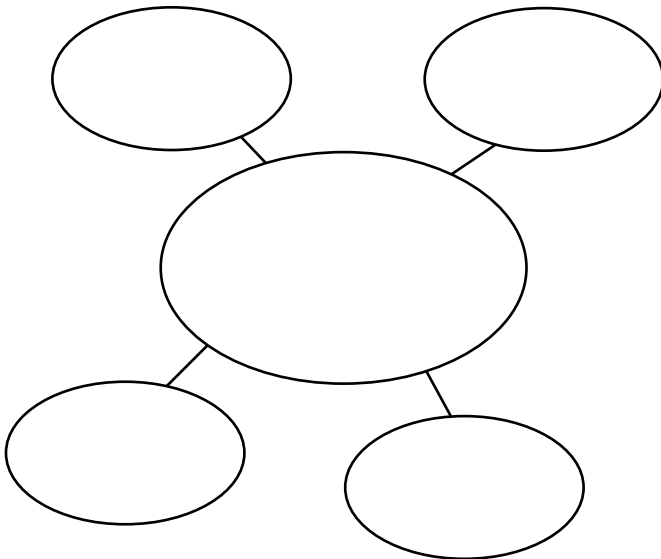
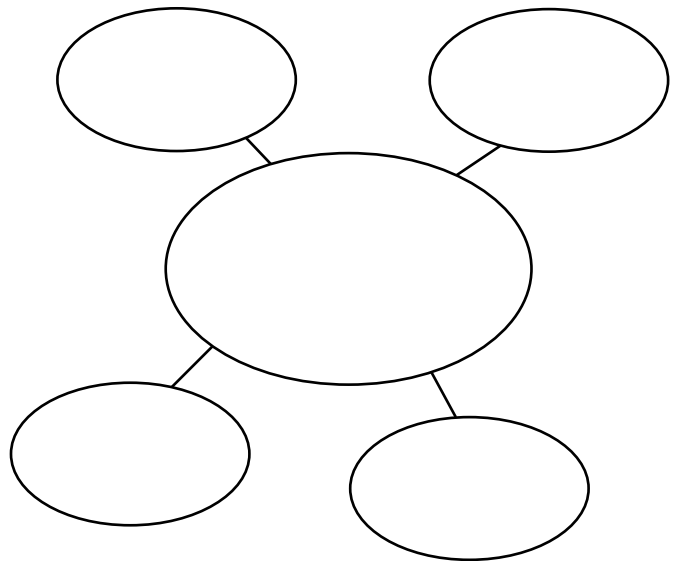
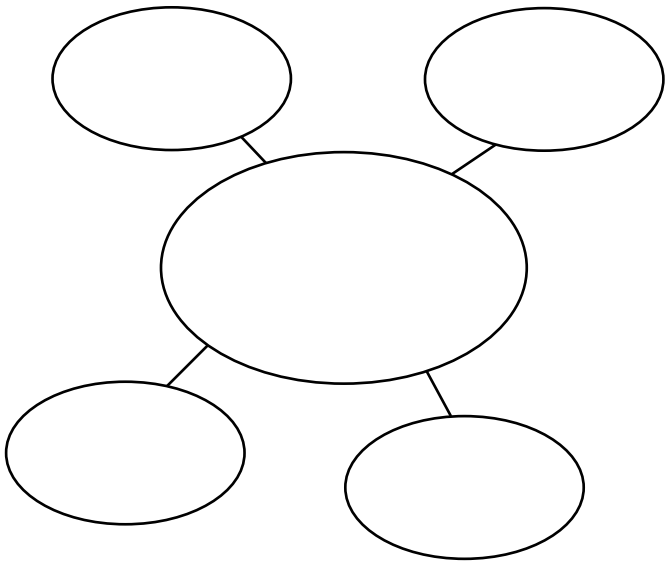
Debate Topics

<p>Foreign policy:</p> <ul style="list-style-type: none"> • What did members of this party believe about the way the U.S. should relate to other countries? • Did this party tend to favor Britain or France? Why? • What examples can you find to illustrate this belief? 	<p>Foreign policy:</p> <ul style="list-style-type: none"> • What did members of this party believe about the way the U.S. should relate to other countries? • Did this party tend to favor Britain or France? Why? • What examples can you find to illustrate this belief?
<p>The Constitution:</p> <ul style="list-style-type: none"> • How did members of this party feel the Constitution should be interpreted—in a broad or a narrow manner? • What examples can you find to illustrate this belief? 	<p>The Constitution:</p> <ul style="list-style-type: none"> • How did members of this party feel the Constitution should be interpreted—in a broad or a narrow manner? • What examples can you find to illustrate this belief?
<p>The national bank:</p> <ul style="list-style-type: none"> • How did members of this party feel about the national bank? • What examples can you find to illustrate this belief? 	<p>The national bank:</p> <ul style="list-style-type: none"> • How did members of this party feel about the national bank? • What examples can you find to illustrate this belief?
<p>States' rights:</p> <ul style="list-style-type: none"> • What did members of this party believe regarding the topic of states' rights? How much power did they feel the states should have in relation to the federal government? • What examples can you find to illustrate this belief? 	<p>States' rights:</p> <ul style="list-style-type: none"> • What did members of this party believe regarding the topic of states' rights? How much power did they feel the states should have in relation to the federal government? • What examples can you find to illustrate this belief?

Federalists and Democratic-Republicans Debate

Student Handout

Section 1:



Section 2:

In your group, write a brief paragraph to serve as your statement. The statement should be something that a member of your party might have said regarding your topic. You will present this statement in the debate, with each member of your group saying part of it. You may embellish your group's statements with early 19th-century language, if you wish.

Your statement should include the following points:

- How someone from your party would have felt about this topic (the statement of your opinion, from the perspective of someone from your political party in the nation's early years)
- Examples of how your political party is putting this belief into action (again, imagining yourself back in time in the early years of the nation)
- The reasons why you as a party member feel that your philosophy is best for the country

Write your statement here:

Federalists and Democratic-Republicans Debate Rubric

Criterion:	Level 1 (0–10):	Level 2 (11–20):	Level 3 (21–30):	Level 4 (31–40):	Group score:
Idea webs (for subgroup’s assigned party and topic)	Idea web demonstrates little or no understanding of the party’s views, or is very incomplete	Idea web demonstrates some understanding of the party’s views, but lacks detail or is only partially complete	Idea web demonstrates a good understanding of the party’s views, but lacks some clarity or detail	Idea web demonstrates an excellent understanding of the party’s views, with clear detail	
Written statements (Section 2 of the Student Handout)	Statement is not at all clear, and/or lacks all of the required components	Statement is somewhat unclear, and/or lacks some of the required components	Statement is mostly clear and contains all of the required components	Statement is very clear and contains all of the required components with a good level of detail	
Spoken statements	Group presented statement in a very sloppy way, or students did not take turns	Group presented statement in a rather unclear way, or not all students took equal turns	Group presented statement in a clear way, with all students taking an equal turn; some students may have lacked focus	Group presented statement very clearly, with all students taking an equal turn and taking the assignment seriously	
Overall ability to follow directions	Student has done a poor job of following directions to complete the lesson	Student has done a fair job of following directions to complete the lesson	Student has done a good job of following directions to complete the lesson	Student has done an outstanding job of following directions to complete the lesson	
Total points:					

Project #2: Letters as Communication in the Nation's Early Years

Overview:

In the days before electronic communications, handwritten correspondence was essential. While most poor whites and slaves could not read or write, those Americans fortunate enough to have these skills could communicate with relatives and business acquaintances in other parts of the country through written letters. Since it took a long time for a horse to travel from place to place, and a solid infrastructure for handling the transport of mail did not yet exist, communication could be a challenge.

In this lesson, students research and discuss the practicalities and purposes of letter writing in the new nation. They read some of the letters of John and Abigail Adams (some of the most famous letters from this era). They'll conclude by researching daily life in this period and writing letters that they might have sent to a relative or acquaintance if they had lived during this time. In the process, students gain an understanding of why some letters (such as those written by the Adamses) have been preserved, while most others have not, and why certain groups of people wrote letters while others did not.

Objectives:

As a result of completing the lesson, students will be able to:

- Describe communication methods and speeds in the early years of the nation.
- Understand the importance of letters as a form of communication at that time
- Identify some of the topics that John and Abigail Adams discussed in their letters and understand why they wrote them and why they've been preserved
- Describe elements of daily life in the new nation, and communicate these in the form of a letter

Time required:

Three to four class periods

Methodology:

Discuss the types of communication in common use today. Students are used to having nearly instant access to their friends and news of the world. Can they imagine having to wait days or even weeks to hear about an important occurrence?

Ask students to brainstorm and describe the relationship between transportation and communication in the early 19th century. They should realize that then, in the days before

electronic transmissions of signals (e.g., telegraph, radio, TV), messages could only travel as fast as the fastest mode of transportation. In the nation's earliest years, the fastest means of transportation were horses and ships—even trains had not been introduced. Letters and messages sent within the U.S. were typically delivered by hand via horseback.

Have students research how fast a horse typically walks and trots. Explain that since people on horseback in the early nation did not generally gallop their horses over long distances, walking and trotting speeds would be the most realistic to research. Have students calculate the fastest possible speed at which a message or letter, delivered via trotting horse, could travel 300 miles, the approximate distance from Boston to Philadelphia. Next, have them find out how long a walking horse would take. (They should discover that it would take about 30 hours if a horse were to trot the entire way at ten miles per hour, which no horse could actually do; a walking horse would take about 75 hours, or over three days, at four miles per hour).

Ask students why they think people would have written letters in those days. What might they have communicated in their letters? Who would have been likely to write letters?

Tell the class that some of the most famous letters from this time period come from the correspondence between John Adams and his wife Abigail. Have each student or pair of students read two of the letters between John and Abigail Adams. (One place to find these letters is the Adams Electronic Archive: <http://www.masshist.org/digitaladams/aea/letter>.) In keeping with the time period of this unit, students should choose letters that John and Abigail wrote after the U.S. became a country. Ask them to answer the questions in Section 1 of the Student Handout as they read.

Discuss students' answers as a class. What sorts of things did John and Abigail discuss? Why might their letters have been so important to them? How do these letters help us today?

Ask students why they think the letters of John and Abigail Adams have been preserved, while many other letters from this time period have not. Also, ask them who they think might not have written any letters during this period. In other words, who has been excluded from our first-person written record that we have today, and why?

Students should recognize that the Adamses' correspondence has been preserved in large part because the couple was so prominent. The letters of people we would consider "regular people" were much less likely to have been preserved. John and Abigail wrote to each other so much because they were often apart; couples or families who were always together would not have felt the need to write letters to each other (although they might have kept diaries). The fact that John and Abigail spent so much time apart reflects John's prominence, although this separation could also have occurred if a husband were away at war or on business. In addition, many people in those days could not read or write at all, so a large portion of the population could not have left a written legacy.

Ask students to research daily life in the early decades of the U.S., using whatever resources they can find and focusing as much as possible on the lives of regular people. They might find more

information in books than on the Internet, depending on what's available in the school library. Ask them to take notes in Section 2 of the Student Handout.

Have students write letters from the point of view of a regular person (not a famous politician) living during this time period. The letters should include:

- A statement of where the writer lives, how old they are, and what they do for a living (or where they go to school, if applicable)
- A description of some of the things the writer has been doing lately
- This person's opinion of how things are going in the new nation
- An acknowledgment of how long this letter might take to reach its destination (thus, they should know where they'll be sending the letter)

Evaluation:

Use a rubric to evaluate students' answers to the questions on the handout and their letters. A sample rubric is provided at the end of this lesson.

Letters as Communication in the Nation's Early Years Student Handout

Section 1:

Choose two letters by John and/or Abigail Adams. If possible, read one letter and then the one written in response to that letter. As you read the letters, answer the questions below:

Letter 1:

- Who wrote this letter? What is the date?
- What is this letter about? What are the main issues and topics the writer discusses? From what you read in this letter, what was going on in the U.S. when it was written?
- Why did John or Abigail write this letter?
- What if this letter had not been written? What might have been some of the consequences had the recipient not received it?

Letter 2:

- Who wrote this letter? What is the date?
- What is this letter about? What are the main issues and topics the writer discusses? From what you read in this letter, what was going on in the United States when it was written?

- Why did John or Abigail write this letter?
- What if this letter had not been written? What might have been some consequences had the recipient not received it?

General questions:

- Why was John Adams so often away from home?
- Why do you think John and Abigail Adams wrote to each other so often?
- Why do you think these letters have been preserved and published in modern times?
- What are some reasons why we can today read the letters between John and Abigail Adams but not the letters written by many other people living then?

Section 2:

Research daily life in the new nation. Try to fill out each section of this chart with information you've gathered.

Topic	Notes
What men, women, and children did for work	
What men, women, and children did for fun	
The role of religion in daily life	
Health and health care	
How people obtained information about politics and events	

Letters as Communication in the Nation's Early Years Rubric

Criterion	Poor (0–5):	Fair (6–10):	Good (11–15):	Excellent (15–20):	Student score:
Notes in Section 1 of the Student Handout	Student took no notes or extremely sloppy notes	Student took inadequate notes, either partially answering or skipping some questions	Student took adequate notes, answering most questions thoughtfully and thoroughly	Student took careful and thorough notes, answering all questions thoughtfully and thoroughly	
Letters: Clarity	Letters lack clarity and make little sense	Letters are somewhat unclear and difficult to understand	Letters are somewhat unclear and easy to understand	Letters are very clear and easy to understand	
Letters: Content	Letters contain little substance or detail and/or fail to cover the required elements	Letters lack adequate substance and/or cover only some of the required elements	Letters contain an adequate level of substance and cover all of the required elements	Letters are highly substantive and cover all of the required elements	
Total:					

Project #3: The War of 1812 in Hindsight

Overview:

As students know from their own life experiences, it's almost always easier to assess a situation in hindsight rather than before it happens, since in the early stages we don't have all the information we have later. This lesson asks students to review the positions people took both in favor of and against the War of 1812 prior to the war. This analysis includes examining the political cartoon provided in the PowerPoint presentation. Students will then determine their own opinions about whether the U.S. should have declared war on Britain, based on what we know today. They'll conclude by drawing political cartoons illustrating their opinions.

Objectives:

As a result of completing this lesson, students will be able to:

- Recognize the arguments for and against the United States entering the War of 1812 from the perspective of Americans and their leaders right before the war.
- Gain a better understanding of the potential impact of political cartoons.
- Reflect on the merits of the United States declaring war on Britain, and illustrate their opinions as to whether the United States should have entered this war

Time required:

Two to three class periods

Methodology:

Show students the political cartoon on slides 41 and 42 of the PowerPoint presentation, and review the information on the slides. Hold a brief class discussion reviewing the meaning of this cartoon in the context of the War of 1812. Use these questions to guide your discussion:

- Why did the artist draw the cartoon?
- What was he trying to show and say?
- Why do you think political cartoons were popular during this time period?
- What do you think the purpose of political cartoons is? What impact can they have?

As a class, discuss the arguments both for and against the War of 1812, from the perspective of Americans and their leaders right before the war. Ask students to fill in the chart in Section 1 of the Student Handout showing these pro- and anti-war positions.

Ask students to consider what they've learned about the War of 1812 and its outcomes. It may be helpful to review this section of the PowerPoint (slides 36–44).

Point out that it's easy to have different opinions about events in hindsight, when we have more information than we do at the beginning. Of course, we can only make decisions with the information we have at the time. Asking students to keep these realities in mind, pose this question to the class: "Knowing what you know now, do you think the U.S. should have declared war on Britain?"

Hold a class discussion on this question, or have students discuss it in small groups. Regardless of how you structure the discussion, have students write their opinions in Section 2 of the Student Handout. They should provide at least two (and preferably three) specific reasons to illustrate their opinions. (In order to receive the maximum points possible according to the sample rubric provided with this lesson, students must provide three reasons for their opinion.) Some students may not have a yes-or-no answer to this question, which will affect the cartoon they are about to draw (see the last paragraph below).

Have students create their own political cartoons that illustrate their opinions about whether the War of 1812 should have been fought. They may use ideas from the cartoon in the PowerPoint to help them come up with their own cartoons, or they can start completely from scratch.

After analyzing the evidence and considering the above question, some students may feel strongly that the answer remains ambiguous. They may identify with both sides of the argument, or they may argue that whether or not the U.S. declared war really did not make a difference in the long run. Students who take this position may draw cartoons that illustrate this unresolved question, or they may choose a side for the sake of the assignment and draw their cartoons from that perspective.

Evaluation:

Use a rubric to evaluate students' completion of the handout and their cartoons. See the sample rubric, which may either be used as is, or adapted as needed.

The War of 1812 in Hindsight

Student Handout

Section 1:

Review the arguments that the country's leaders made both for and against entering the War of 1812, then write these opinions in the columns of this chart.

	Arguments for going to war:	Arguments against going to war:
What were the arguments on each side?		
Which groups of Americans made these arguments?		

Section 2:

Knowing what you know now, do you think the U.S. should have declared war on Britain? Discuss this question with other students, and explain your opinion in the appropriate section below. Provide at least two (and preferably three) reasons why you hold this opinion. These reasons should be related to specific things that happened before, during, or after the war.

Yes, I do think the U.S. should have declared war on Britain. I feel this way because:

- (reason 1):
- (reason 2):
- (reason 3):

No, I do not think the U.S. should have declared war on Britain. I feel this way because:

- (reason 1):
- (reason 2):
- (reason 3):

I cannot state a strong opinion about this question. I feel this way because¹:

- (reason 1):
- (reason 2):
- (reason 3):

¹ If you choose this option, you must provide at least two reasons that show you have given this question a good deal of thought. Your reasons should mention specific things about the war and its outcomes.

The War of 1812 in Hindsight Rubric

Criterion:	Poor (0–5):	Fair (6–10):	Good (11–15):	Excellent (16–20):	Student score:
Answers to questions in Section 2 of the Student Handout	Student has not answered the question or has provided very vague reasons	Student has answered the question with two reasons but lacks clarity or evidence of thoughtful consideration	Student has answered the question with two clearly stated reasons	Student has answered the question with three clearly stated reasons, reflecting thoughtful consideration	
Cartoons	Cartoon is drawn with little attention to detail or to the goals of the assignment	Cartoon demonstrates some attention to detail and to the goals of the assignment, but lacks clarity or thoughtful input	Cartoon demonstrates good attention to detail and to the goals of the assignment	Cartoon demonstrates outstanding attention to detail and to the goals of the assignment	
Total:					

The New Nation: Multiple-Choice Quiz

1. What is the main reason for the rapid expansion of slavery in the South in the early 19th century?
 - a. Eli Whitney's invention of the cotton gin resulted in the growth of sugar plantations
 - b. More Southerners could afford to buy slaves
 - c. As the North turned away from slavery, Northern slaves migrated to the South
 - d. Cotton production increased exponentially after Eli Whitney invented the cotton gin.
2. Which of the following does *not* describe George Washington's political philosophy?
 - a. He called for a relatively strong role for the federal government.
 - b. He was opposed to all import taxes.
 - c. He favored intervention on behalf of Great Britain.
 - d. He favored neutrality in foreign affairs.
3. Which of the following statements is true?
 - a. Federalists tended to be Northern industrialists, while Democratic-Republicans were more commonly Southern agriculturalists
 - b. Democratic-Republicans tended to be Northern industrialists, while Federalists were more commonly Southern agriculturalists
 - c. Alexander Hamilton was a prominent Democratic-Republican
 - d. George Washington identified with the Federalist party
4. Which of the following statements is *not* true?
 - a. George and Martha Washington kept slaves to help them in their Philadelphia residence
 - b. George Washington signed the first Fugitive Slave Act, which made it a crime to help slaves escape
 - c. The Washington Administration lobbied Congress to restrict slavery in the states
 - d. George Washington asked that his slaves be freed upon Martha's death
5. Which of the following statements best summarizes the XYZ Affair?
 - a. A successful attempt to embarrass Federalists
 - b. A failed attempt to negotiate a treaty with France
 - c. The end of the Quasi-War with France
 - d. Proof that the country could never remain neutral in foreign affairs

6. Which rule was *not* included in the Alien and Sedition Acts?
- New immigrants had to wait 14 years to become citizens
 - Immigrants could more easily be deported
 - All news stories must be approved by government officials before being published
 - Publishing “scandalous” writing was outlawed if it seemed to threaten the government
7. What was *not* an expected role for or attitude of a woman in the early 19th century?
- Raising children to be virtuous citizens
 - Finding housework to be her moral calling
 - Countering men’s roughness with her purity
 - Taking care of the family’s financial accounts
8. What is one reason Thomas Jefferson won the election of 1800?
- The public responded negatively to the Alien and Sedition Acts
 - The House of Representatives was under Democratic-Republican control
 - The 12th Amendment had recently been passed
 - Alexander Hamilton supported Jefferson from the start of the campaign
9. Which of the following statements about Thomas Jefferson is true?
- He supported a more limited role for the federal government and greater power for the states than had John Adams
 - He increased military expenditures tenfold
 - He supported a stronger role for the federal government and less power for the states than had John Adams
 - He strongly favored the national bank
10. Which of the following is an example of judicial review?
- The president signs a bill into law
 - The Supreme Court overturns a law that Congress has passed
 - Congress passes a law that overrules a previous law
 - The Chief Justice of the Supreme Court writes an opinion for the court
11. Which statement about the Louisiana Purchase is true?
- It allowed France to keep a portion of the upper Mississippi River
 - It extended to present-day Arizona and southern California
 - It involved a transfer of land from France to Spain and then to the United States
 - It gained control of the Mississippi River for the United States

- 12.** How did Thomas Jefferson and many other early leaders of the country feel the nation should “deal” with Native Americans?
- a. He felt they should all be removed to areas of the newly acquired Louisiana Purchase, and he ordered the army to do this
 - b. He felt they should be encouraged to intermarry with whites
 - c. He felt they should be encouraged to settle in the Louisiana Purchase and lead quiet lives of farming and trading with whites
 - d. He felt they should be moved to Oklahoma Territory
- 13.** Which region of the country was the most opposed to the War of 1812, and why?
- a. The South was the most opposed because its residents feared the war would weaken the institution of slavery
 - b. New England was the most opposed because its residents feared the war would hinder their ability to explore their western hinterlands
 - c. New England was the most opposed because its residents feared the war would hurt their manufacturing and trade
 - d. The western territories were the most opposed because their residents feared the war would make it more difficult to settle western lands
- 14.** Which of the following statements about the War of 1812 is *not* true?
- a. Most battles were fought in the Great Lakes region, near the U.S.–Canada border
 - b. The United States won the Battle of Lake Champlain, forcing the British to retreat into Canada
 - c. The British burned the White House
 - d. The United States captured Montreal
- 15.** Which of the following occurred as a result of the Battle of Horseshoe Bend?
- a. The United States gained half of Mississippi
 - b. The Creek Indians felt betrayed by Jackson because he ceded even the land of those Creeks who had supported him in the battle
 - c. Jackson pardoned the Red Stick chiefs
 - d. The Creek Indians were elated that Jackson only ceded the land that had belonged to the Red Sticks
- 16.** Which of the following statements about Lowell, Massachusetts, is true?
- a. Lowell was intentionally planned to be a model “company town”
 - b. Lowell “mill girls” lived near the town of Lowell and were given free transportation into the town each day
 - c. The “mill girls” were treated as indentured servants and were not allowed to leave the town until they had repaid their debt to their employers
 - d. Lowell was located too far from a river or canal to sell its goods outside of the state

17. Why was *McCulloch v. Maryland* such an important Supreme Court case?

- a. It clarified the federal government's powers to establish laws that override state laws
- b. It established strong federal laws regarding the conduct of banks
- c. It allowed states to pass laws that overrode federal laws
- d. It declared the Second Bank of the United States unconstitutional

18. What did the Monroe Doctrine supposedly guarantee?

- a. That the United States would defend any European democracy from invasion
- b. That President Monroe would personally defend any country in the Western Hemisphere
- c. That the United States would defend itself against foreign invaders
- d. That the United States would defend any country in the Western Hemisphere from European interference

19. What made the outcome of the 1824 election so controversial?

- a. Adams won the most electoral votes, but the House still had to vote on whether he should become president
- b. Clay and Adams had clearly made a "corrupt bargain," and historians have proved this
- c. Jackson won the most electoral votes and the popular vote but still did not become president
- d. The House did not have a quorum to conduct the vote

20. Which statement best summarizes this period of United States history?

- a. It was a period of peaceful adjustment to the new nation's role in the world
- b. It was a period of adjustment to the governmental roles established by the Constitution and of debate over how powers should be distributed
- c. It was a period of heated debate over the issue of slavery, leading the nation to the brink of civil war
- d. It was a period of reconciliation between the various factions within the United States government

The New Nation: Multiple-Choice Quiz Answer Key

1. D
2. B
3. A
4. C
5. B
6. C
7. D
8. A
9. A
10. B
11. D
12. C
13. C
14. D
15. B
16. A
17. A
18. D
19. C
20. B