

Unit 3: The New Republic

Name _____ Per _____

LESSON 1: The Cabinet, The Crisis & The Whiskey Rebellion			
Page	Title	Date	Studied
2	Lesson 1 Preview		
3	P.O.T.U.S.		○ ○ ○
4	The Nation's First Economic Crisis (requires reading packet)		○ ○ ○
5	Whiskey Rebellion		○ ○ ○
6	Washington's Farewell Address Part 1		○ ○ ○
7	Washington's Farewell Address Part 2		○ ○ ○
8	Learning Goal #1		○ ○ ○
	Practice Test #1	Score→	



LESSON 2: A New President, Troubles Abroad, More Land!			
Page	Title	Date	Studied
9	Lesson 2 Preview		○ ○ ○
10	The Birth of Political Parties		○ ○ ○
11	The Presidency of John Adams		○ ○ ○
12	The Alien & Sedition Acts		○ ○ ○
13	States' Rights		○ ○ ○
14	Another New President		○ ○ ○
15	The Louisiana Purchase (requires reading packet)		○ ○ ○
16	Learning Goal #2		○ ○ ○
	Practice Test #2	Score→	


LESSON 3: Presidents Madison, Monroe and Jackson			
Page	Title	Date	Studied
1			○ ○ ○
1	Madison (requires reading packet)		○ ○ ○
1	Monroe		○ ○ ○
2	Monroe?		○ ○ ○
2			○ ○ ○
2	(requires reading packet)		○ ○ ○
24-25	Foreign Policy		○ ○ ○
26-27	Andrew Jackson		○ ○ ○
28	Cherokee Removal & The Trail of Tears (requires reading packet)		○ ○ ○
29	Learning Goal #3		○ ○ ○
	Practice Test #3	Score→	



Lesson 1 Preview The Cabinet, The Crisis & The Whiskey Rebellion

Quickly preview Ch. 4, Lesson 1 in your text, then brainstorm and list **WHAT YOU ALREADY KNOW** about George Washington and the establishment of the federal government in the first column below. In the second column, write **WHAT YOU WANT TO KNOW** or find out from the lesson. After the lesson, review your notes and record **WHAT YOU LEARNED** about George Washington and the federal government.

KNOW	WANT TO KNOW	LEARNED
Example: George Washington was the first President of the United States	Example: How did President Washington organize the government?	




P.O.T.U

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




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

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

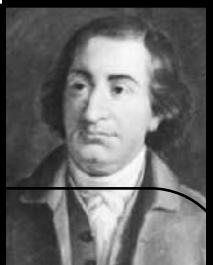


Alexander Hamilton



Henry Knox

The Nation's First Economic Crisis



Edmund Randolph

Introduction: A major problem facing the first federal government was how to deal with the financial chaos created by the American Revolution. States had huge war debts; each state had borrowed large sums of money in European countries to finance the Revolutionary War. There was runaway inflation. Areas of the economy looked dismal throughout the 1780s. Economic hard times were a major factor creating the sense of crisis that produced the stronger central government under the new Constitution. **Directions:** Use the class reading "The Nation's First Economic Crisis"³ and complete the tasks below.



1. Why did the United States have poor credit after the American Revolution?
2. Explain the two components of the first step of Hamilton's plan.
3. Identify two objections to this plan.
4. What was the second step in Hamilton's plan?
5. Why some (like Thomas Jefferson) were opposed this idea?
6. Skip #6we'll have a class discussion on the following topics:
 - a. Strict Interpretation

 - b. Loose Interpretation
7. Hamilton's third step was to focus on a "mercantilistic" economy; this is an economy that focuses on manufacturing. Give two details on how Hamilton planned on achieving this goal.
8. Explain why Southerners opposed tariffs.

Insert "Whiskey Rebellion"
from Publisher

Washington's Farewell Address (Part 1)

Directions: Using this summary and the excerpts on the next page complete the tasks below.



In September 1796, worn out by burdens of the presidency and attacks of political foes, George Washington announced his decision not to seek a third term. With the assistance of Alexander Hamilton and James Madison, Washington composed in a “Farewell Address” his political testament to the nation. Designed to inspire and guide future generations, the address also set forth Washington’s defense of his administration’s record and embodied a classic statement of Federalist doctrine.

Washington’s principal concern was for the safety of the eight-year old Constitution. He believed that the stability of the Republic was threatened by the forces of geographical sectionalism, political factionalism, and interference by foreign powers in the nation’s domestic affairs. He urged Americans to subordinate sectional jealousies to common national interests. Writing at a time before political parties had become accepted as vital extra constitutional, opinion-focusing agencies; Washington feared that they carried the seeds of the nation’s destruction through petty factionalism.

Washington did not publicly deliver his Farewell Address. It first appeared on September 19, 1796, in the Philadelphia *Daily American Advertiser* and then in papers around the country.

The practice of reading the Farewell Address did not immediately become a tradition. The address was first read in regular legislative sessions of the Senate in 1888 and the House in 1899. (The House continued the practice until 1984.) Since 1893 the Senate has observed Washington’s Birthday by selecting one of its members to read the Farewell Address. The assignment alternates between members of each political party. At the conclusion of each reading, the appointed senator inscribes his or her name and brief remarks in a black, leather-bound book maintained by the secretary of the Senate.

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

Washington's Farewell Address (Part 2)

The following excerpts are taken from Washington's Farewell Address. 1) In each excerpt highlight the advice Washington gives. 2) In the space provided rewrite his advice in your own words.



Excerpt #1

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

Excerpt #2

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

Excerpt #3

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

Excerpt #4

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

Learning

#1

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

1. How much do you think you know about the origins of political parties? As you read each statement mark T if you believe the statement to be true, F if you believe the statement to be false. We will come back to these statements at the conclusion of the section.
 - a. The Framers of the Constitution expected political parties to develop.
 - b. The country's first two political parties were the Republicans and the Democrats.
 - c. Washington opposed the development of political parties.
 - d. Both political parties supported a strong central government.
 - e. New political parties have emerged to replace the country's original parties.
 - f. At first, the President and the Vice President were required to be members of the same political party.

2. Read the 3 red headings from Chapter 4 Section 3 *Troubles at Home and Abroad* . Without reading the text turn each heading into a question that you think should/will be answered in that section.
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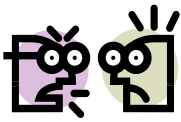
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3. How much do you think you know about the origins of John Adams our second president? As you class read each statement mark T if you believe the statement to be true, F if you believe the statement to be false. We will come back to these statements at the conclusion of the section.
 - a. President Adams led the U.S. into war with France
 - b. In the XYZ Affair, France demanded a bribe from American diplomats.
 - c. The Alien Acts made it impossible for people born outside the U.S. to become citizens
 - d. The Sedition Act limited free speech
 - e. James Madison and Thomas Jefferson opposed the Alien and Sedition Acts
 - f. During Adam' presidency, many individual states asserted their right to overrule federal law.

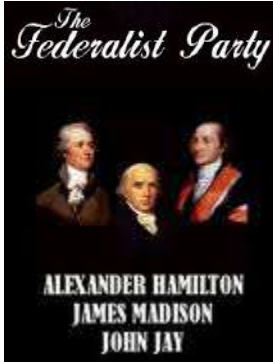


The Birth of Political Parties





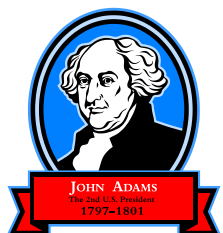
POLITICAL FACTIONS: The Federalists, led by Alexander Hamilton, supported a strong central government that favored industry (manufacturing and trade), landowners, banking interests, merchants; most of their support came from Northern states. Opposed to them were the Democratic-Republicans, led by Thomas Jefferson, who advocated limited powers for the federal government and were supported by farmers, workers, and Westerners. Adams's Federalist leanings and high visibility as vice president positioned him as the leading contender for President in 1796. Today we call these groups “political parties” but in Adam’s time they were referred to as “factions”. Federalist opposed the French Revolution and opposed American support for the antimonarchy group while the D-R saw the debt of America to France for its assistance during the American Revolution as due and unpaid. Federalists favored a strong central government with the power to control commerce, tax, declare war, and make treaties.



Democratic-Republicans Sought to limit the role of the national government, favoring state control. The D-R opposed Hamilton’s and the Federalists financial plans for paying off debt. They saw them as aiding his cronies, Northern states which had not yet paid off their debts, and as generally weakening the power of the states. The Federalists believed in a loose interpretation of the Constitution, expanding the role of the federal government. The D-R wanted preferred a strict interpretation of the Constitution, keeping more control with the states.

	<u>Federalists</u>	<u>Democratic Republicans</u>
<u>Supporters & Leader</u>		
<u>National vs. State Government</u>		
<u>French Revolution</u>		
<u>Hamilton's Economic Plan</u>		
<u>Economic Views</u>		
<u>Other Issues</u> <ul style="list-style-type: none"> • <u>Interpreting the Constitution</u> • <u>Tariffs</u> • <u>National Bank</u> 		

The Presidency of John Adams



OVERVIEW: Before becoming President in 1797, John Adams built his reputation as a blunt-speaking man of independent mind. A fervent patriot and brilliant intellectual, Adams served as a delegate from Massachusetts to the Continental Congress between 1774 and 1777, as a diplomat in Europe from 1778 to 1788, and as vice president during the Washington administration. In the early days of the American electoral process, the candidate receiving the second-largest vote in the electoral-college became vice president. This is how Thomas Jefferson, who opposed Adams in the election, came to serve as Adams's vice president in 1797. In 1800, Adams faced a much tougher battle for reelection, as the differences between the Federalists and the Republicans intensified—by that time, the terms "Democratic-Republican" and "Republican" were used interchangeably.

Troubles with France

- France was angry that the United States remained _____ in the war between France and Britain. The French also felt that Jay's Treaty favored Britain.
- France _____ an American diplomat and continued to seize _____.
- XYZ Affair
 - French officials demanded a _____ from three American _____.
 - Many Americans, especially _____, were outraged.
- American anger over the XYZ Affair led to an _____.
- Adams increased the size of the _____ and established a _____.
- In 1800, France and the United States signed a treaty. France agreed to _____, and the United States _____.
- The treaty angered many Federalists, which _____ President Adams' political power.

Use the space provided to draw a storyboard representation of the XYZ Affair, the treaty, and people's reactions.

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The Alien & Sedition Act

And no Free Speech?

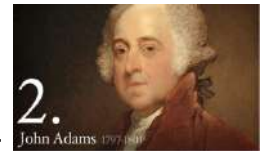


Directions: Read the section below and answer the questions that follow in complete sentences.

No protesting the government? No immigrants allowed in? No freedom of the press? Lawmakers jailed? Is this the story of the Soviet Union during the Cold War? No. It describes the United States in 1798 after the passage of the **Alien and Sedition Acts**.

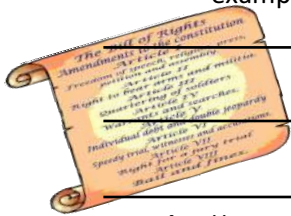
Adams responded to the XYZ Affair by asking Congress to appropriate funds for defensive measures. These included the expansion of the Navy, improvement of coastal defenses, the creation of a provisional army, and authority for the President to summon up to 80,000 militiamen to active duty, created the Navy Department, and organized the Marine Corps. Adams also pushed Congress to pass the Alien and Sedition Act, a series of laws known collectively as the **Alien and Sedition Acts** were passed by Congress in 1798 and signed into law by President Adams. These laws included new powers to deport foreigners as well as making it harder for new immigrants to vote. Previously a new immigrant would have to reside in the United States for **five** years before becoming eligible to vote, but a new law raised this to **fourteen** years.

1. Why did President Adams sign the Alien and Sedition Acts into law



2. What powers did the new Alien and Sedition Acts give to the federal government?

3. In your opinion, did the Alien and Sedition Act violate any of your rights as an American citizen? Give examples to support your opinion



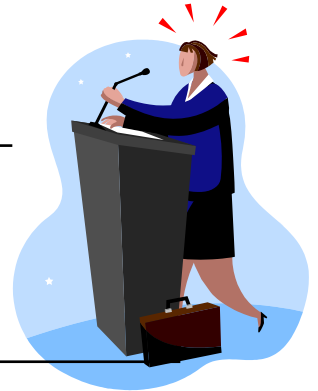
4. How would the D-R respond to immigrants not being allowed to vote for 14 years? Hint: what do you think most immigrants did for a living once they got to the U.S.?

STATES' RIGHTS

Read "States' Rights" on p.174-175 of your textbook and take notes below.

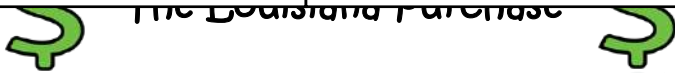
- The legislatures of Virginia and _____ passed resolutions stating that the Alien and Sedition acts were unconstitutional and that states had the right to _____.
- The long-term effect was to establish the principles of states' rights and _____, or the idea that states have the power to deprive a federal

Imagine that you are a Republican senator; use the reading to help you create a press release to your constituents condemning the Alien and Sedition Acts. Make sure to include reasons for your opposition.



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

A Bitter Campaign	New Republican Policies
Supreme Court & Judicial Review	Looking West
Barbary States	Embargo Act



Directions: Use the class set reading, titled *Louisiana Purchase*, and complete the following tasks.

- 1. Introduction:** List some of the key events that happened in the first twenty-five years of the United States' history.

2. **Our Country's Neighbors:** Sketch a quick outline of the United States, as shown on p.1. Shade and label your map to look like the example.

3. **The Mississippi River:** Why was the Mississippi River important to the U.S.? Who used this river?



4. **Fear of France:** What concerns did President Jefferson have about losing access to the Mississippi River? What were Jefferson's options?



5. **France's Grand Plan:** How did Napoleon intend on use the Louisiana Territory? Explain what happened to Napoleons North American plans?

6. **Livingston and Monroe:** Describe the goal of their mission (include their secret mission as well).



7. **The Louisiana Purchase:** What offer did Napoleon make? Explain the reaction of Congress. What affects did the purchase have on the U.S.?



Learning Goal #2



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

After his veto of the Bank of United States bill, President Andrew Jackson's opponents accused him of abusing his Presidential powers. This cartoon shows Jackson as a tyrannical king, trampling on the Constitution.

1. What does this cartoon suggest about Jackson's attitude toward the Constitution?

2. How does this cartoon particularly comment on Jackson's use of presidential power?



The War of 1812 is depicted in this political cartoon. The United States is represented on the right by James Madison, who was President at the time of the war.

1. Using details from the picture, what country might be represented by the figure on the left?

2. In this "Boxing Match" (or the War of 1812), who appears to be victorious? What evidence leads you to believe that?



Introducing, from Virginia,

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

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

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

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

Insert "War of 1812 Overview" page 1

Insert "War of 1812 Overview" page 2

Who Had the Advantage?



The following are facts about the state of the Great Britain and the U.S. leading in to the War of 1812. After each fact, write a “B” for British, or “A” for American, or “N” for No Advantage.



1. The United States had a population of more than **four million** in 1812

2. Great Britain had a **much larger** and better trained navy than the United States in 1812.
3. The Americans were **facing uprisings** from Native groups upset with American settlers moving westward into their territories.
4. The economy of British North America and Upper Canada was agricultural. Almost all manufactured **goods were imported**.
5. The American military was made up of approximately **7,000 regular troops**.
6. All military stores and equipment for British North America had to be **imported from Great Britain**.
7. Great Britain was unsure of the **loyalty of the French Canadians** in Lower Canada and that of settlers who had newly arrived from the United States
8. Not all Americans supported the idea of war. Many New Englanders, in fact, **openly opposed the war**.
9. Many of the younger American officers and regular troops had **no experience with fighting**.
10. Most of the British officers and regular army soldiers had at least **some war experience**.
11. Most of the top military leaders in the United States were older and only had **experience fighting** during the Revolutionary War over thirty years earlier.
12. Most of the people who lived in Upper Canada were **United Empire Loyalists** or people who had recently moved there from the United States.
13. Great Britain had approximately **6,000 regular troops** in British North America with 1,500 in Upper Canada.
14. The **United States had factories** that could produce military weapons located quite close to the borders of British North America.
15. General Brock, the leader of the British troops, had been **in charge of the military** in Upper Canada for 10 years.
16. An **American militia with 50,000 volunteers** was set up in 1812.
17. The population of all of British North America was approximately 500,000. About **100,000 lived in Upper Canada**.
18. **Great Britain was already at war** with France in Europe. Most of Great Britain's navy was involved in the blockade in Europe in 1812.
19. The economy of the United States was both **agricultural and industrial**.
20. All men in British North America were **technically part of the militia** and could be called upon in time of war. Only a few had any training. The voluntary militias in both the United States and British North
21. America were **very poorly fed, clothed and equipped**.

Decision Time!

Who would have the advantage at the beginning of the War of 1812?





Reason 1

Evidence:

Reason 2

Evidence:

Reason 3

Evidence:



Follow Up Questions



After looking at the *Detailed Chronology of the War* handout, determine if the side you chose to have the advantage at the beginning of the war really did have an advantage. Did that that advantage continued to the end of the war?

Answer the following questions to think about who had the advantage during the War of 1812.

1. Who won the most battles in 1812?

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

Directions: Answer the questions below and then create an 8 sentence response to the DBQ prompt.

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

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

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

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

Excerpt B: *With the movements in this hemisphere we are of necessity more immediately connected, and by causes which must be obvious to all enlightened and impartial observers. The political system of the allied powers is essentially different in this respect from that of America. This difference proceeds from that which exists in their respective governments; and to the defense of our own, which has been achieved by the loss of so much blood and treasure, and matured by the wisdom of their most enlightened citizens, and under which we have enjoyed unexampled felicity (the greatest happiness), this whole nation is devoted. We owe it, therefore, to candor (honesty) and to the amicable (friendly) relations existing between the United States and those powers to declare that we should consider any attempt on their part to extend their system to any portion of this hemisphere as dangerous to our peace and safety.*

4. How would the U.S. view any attempt by Europe to continue to colonize the Americas?

Excerpt C: *With the existing colonies or dependencies of any European power we have not interfered and shall not interfere. But with the governments who have declared their independence and maintained it, and whose independence we have, on great consideration and on just principles, acknowledged, we could not view any interposition (interference) for the purpose of oppressing them, or controlling in any other manner their destiny, by any European power in any other light than as the manifestation of an unfriendly disposition toward the United States. In the war between those new governments and Spain we declared our neutrality at the time of their recognition, and to this we have adhered and shall continue to adhere, provided no change shall occur which, in the judgment of the competent authorities of this government, shall make a corresponding change on the part of the United States indispensable to their security.*

5. How has the U.S. responded to European colonies in the Americas?

6. What would the reaction of the U.S be if a European country attempted to establish a new colony in the Americas?

7. **Critical Thinking:** Why might the U.S. want no more European colonies in the Americas?

8. **Short Answer:** Using the excerpts and your outside knowledge answer the following prompt in an 8 sentence paragraph. Prompt→ Explain how the Monroe Doctrine sent a clear message to Europe about the U.S.' foreign policy in the Americas.

Andrew Jackson (#7)



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

1) Who were the candidates in the 1824 presidential election? Who won? Why?

2) Describe the presidency of John Q. Adams.

3) Who were the candidates in the 1828 presidential election? Who won? Why?

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

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

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

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

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

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

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

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

Cherokee Removal & The Trail of Tears

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



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



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



This is Major Ridge. Explain his role.



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

