

Unit 3: Creating a Nation

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Standards:

- SSUSH5: A-E
- SSUSH6: A-E
- SSUH7: A-E

Theme:

- Territorial and Economic growth cause change in Politics and Society.

Homework from Workbook:

- Due 10/5: “The Living Constitution, Preamble and Article 1”

Due 1:

- “The Living Constitution, Articles 2 and 3”
- “The Living Constitution, Articles 4-7”

Due 10:

- “The Living Constitution, The Amendments”

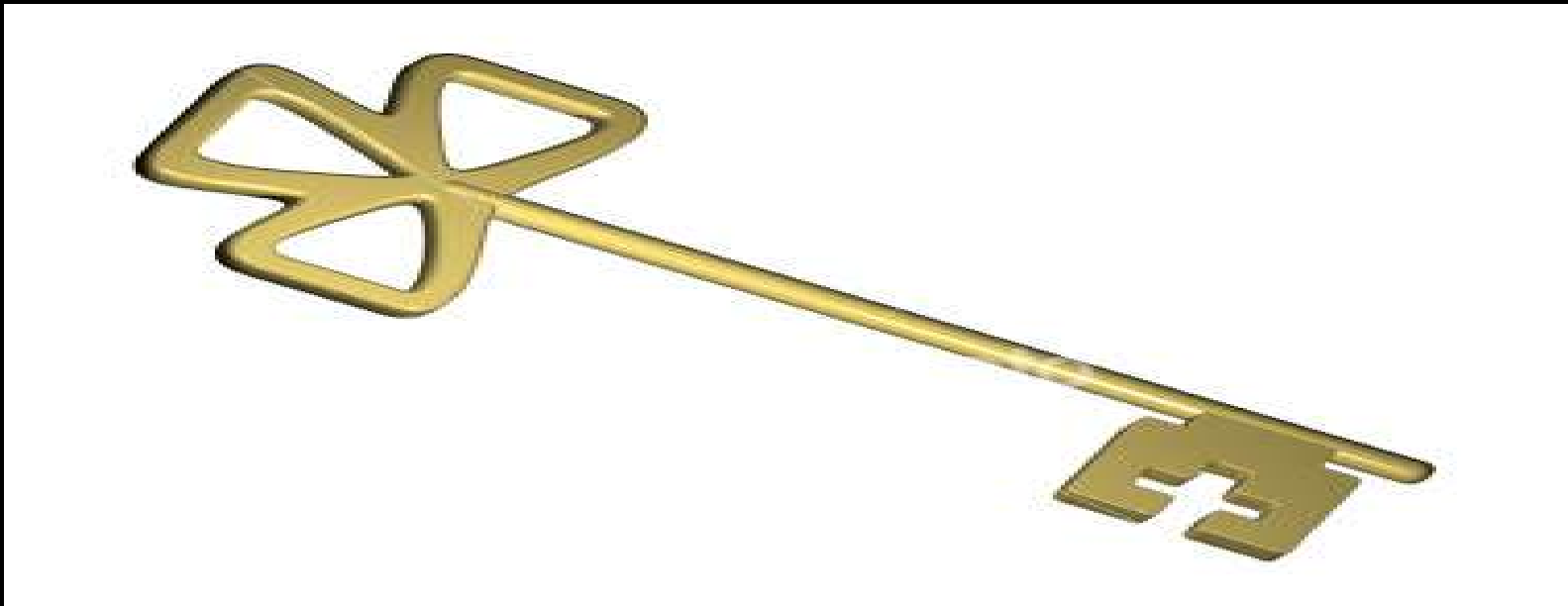
Due 10/04/10 Workbook:

- Chapter 5, Sections 1 (A-C)
- Section 2 (A)
- Section 3 (A-C)

● Chapter 6, Sections
1-4 (A only)

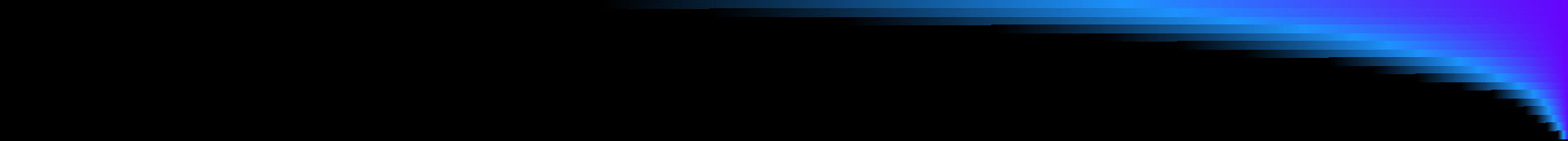

● Chapter 7, Sections
1-3 (A only)

USH5: Specific Events and Key Ideas that brought about the U.S. Constitution.



SSUSH5_A

- Explain how weaknesses in the Articles of Confederation and Daniel Shays' Rebellion led to a call for a stronger central government.

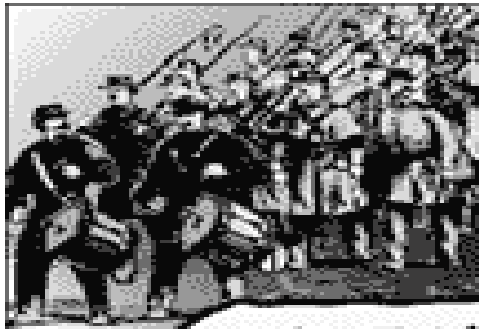
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- 
- An Independent Country with its own Government has been formed, but what happens when the people are not happy and the Gov't is not working?

Changes Occur.....why? What fuels Changes? Today:

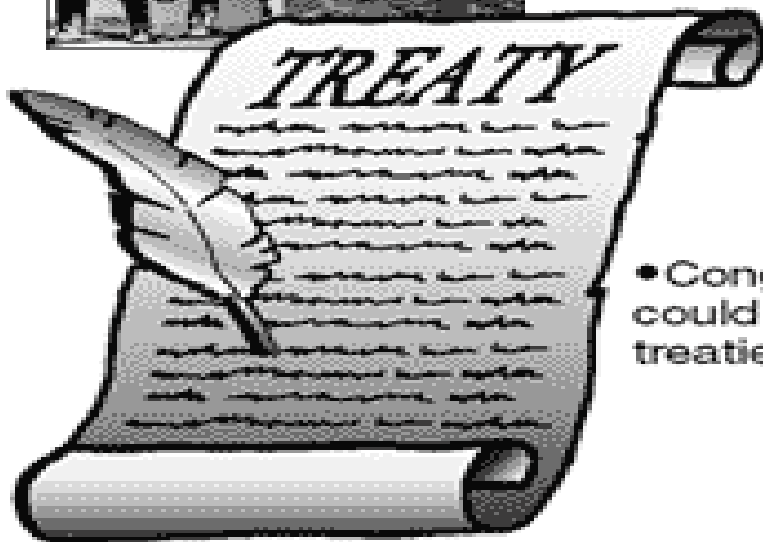


USH5:a_Weaknesses in the Articles of Confederation: Then (1781)

POWERS GRANTED BY THE ARTICLES OF CONFEDERATION



- Congress could raise armies
- Congress could declare war



- Congress could sign treaties

POWERS WITHHELD BY THE ARTICLES OF CONFEDERATION

- Congress could not raise revenue through taxes



- Congress could not regulate trade and collect tariffs



Powers for Congress:

- Raise an Army & Declare War
- Strike agreements with foreign
- Sign Treaties.

Congress Passing Laws: Smart math, but weak logic!

- 9 of 13 states had to agree in order for Congress to pass a law.
- **Effect:** States often had different Interests leading to rare agreements among the country.

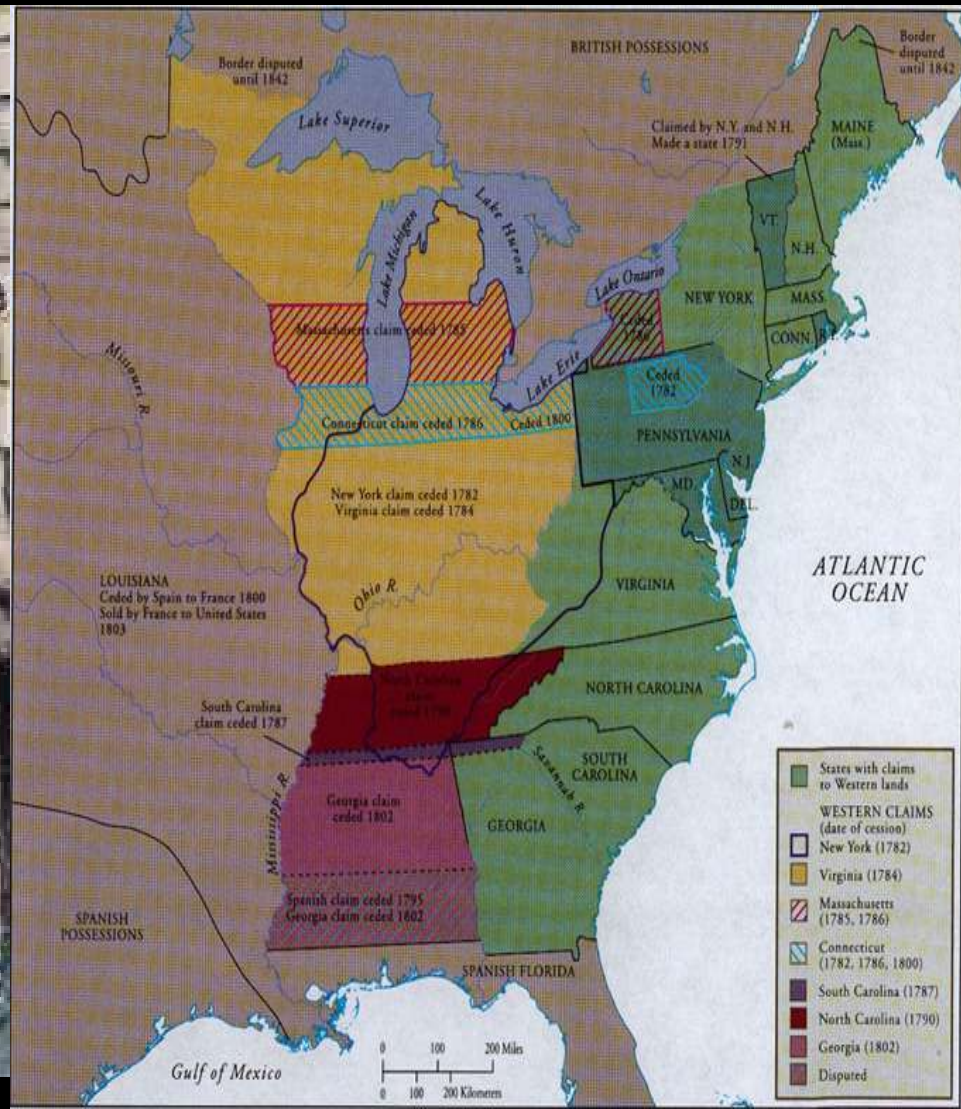
Weaknesses: Did not Give enough power to the Federal Gov't

- Congress couldn't Raise Revenue with Taxes
- regulate Tariff and Trade
- Regulate the Economy

Congress struggled with:

Maintaining National
Security, b/c they could
not pay a standing
army!

USH5:a_Daniel Shay's Rebellion (1786)



- Called for a Stronger Central Gov't, b/c The Federal Gov't couldn't help Mass. Suppress over a 1,000 farmers raiding the Springfield Arsenal.

SSUSH5_B

- Evaluate the major arguments of the anti-Federalists and Federalists during the debate on ratification of the Constitution as put forth in *The Federalist* concerning form of government, factions, checks and balances, and the power of the executive, including the roles of Alexander Hamilton and James Madison.

USH5:b_Factions

- Group of people who are bound by a common cause, usually against another group bound by an opposing cause

*USH5:b_Ratifying the Constitution: The
Debate:*

Strong Federal Gov't w/ a
Powerful Leader

Vs.

Powerful Gov't would
Trample Citizen Rights.



Federalist:

- Strong Central Gov't & supported the Constitution
- Leaders Alexander Hamilton and James Madison

USH5: b_Anti-Federalist Arguments

- “Strict Interpretation” of the Constitution and feared for their individual rights
- Leaders: Thomas Jefferson

The Federalist Papers.....

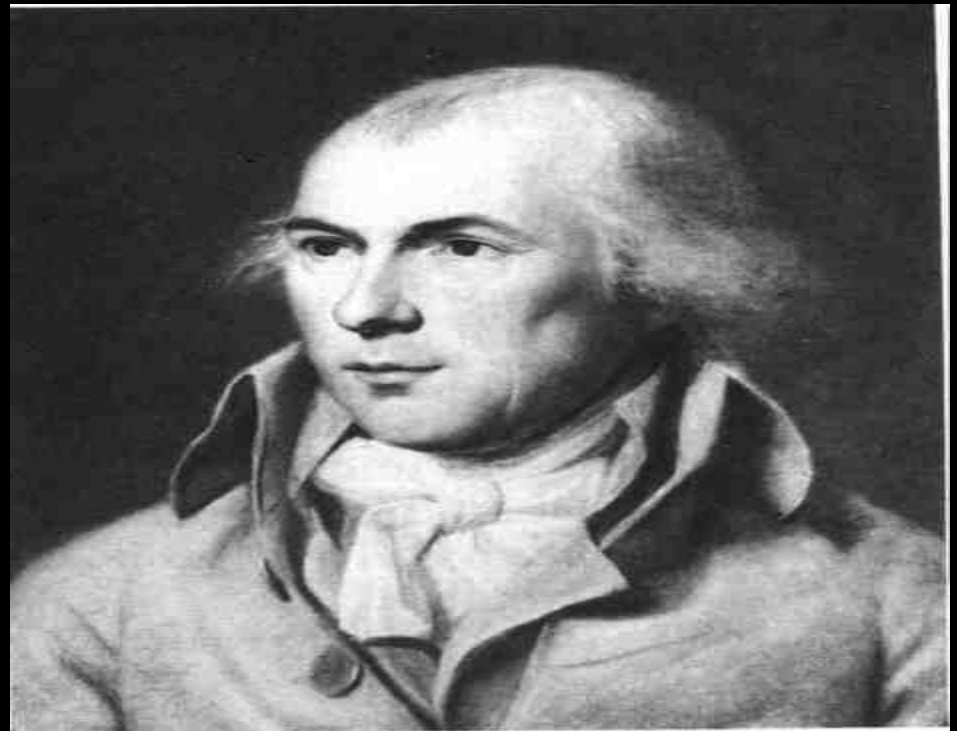
- The key to Ratifying the Constitution. The Federalist ease fears of one faction seizing too much control.....

USH5: b_Checks and Balance

- Allows each branch to check the power of the other two...Keeps one branch from becoming too authoritative.

USH5:b_James Madison

- Drafted the Constitution and is known as the “Father of the Constitution”



The Constitutional Convention 1787



Virginia Plan

- Bicameral Legislature: Two houses elections based on population the larger the state the more people in Legislature Loved by Large States such as disliked by small states Delaware, RI, NH.

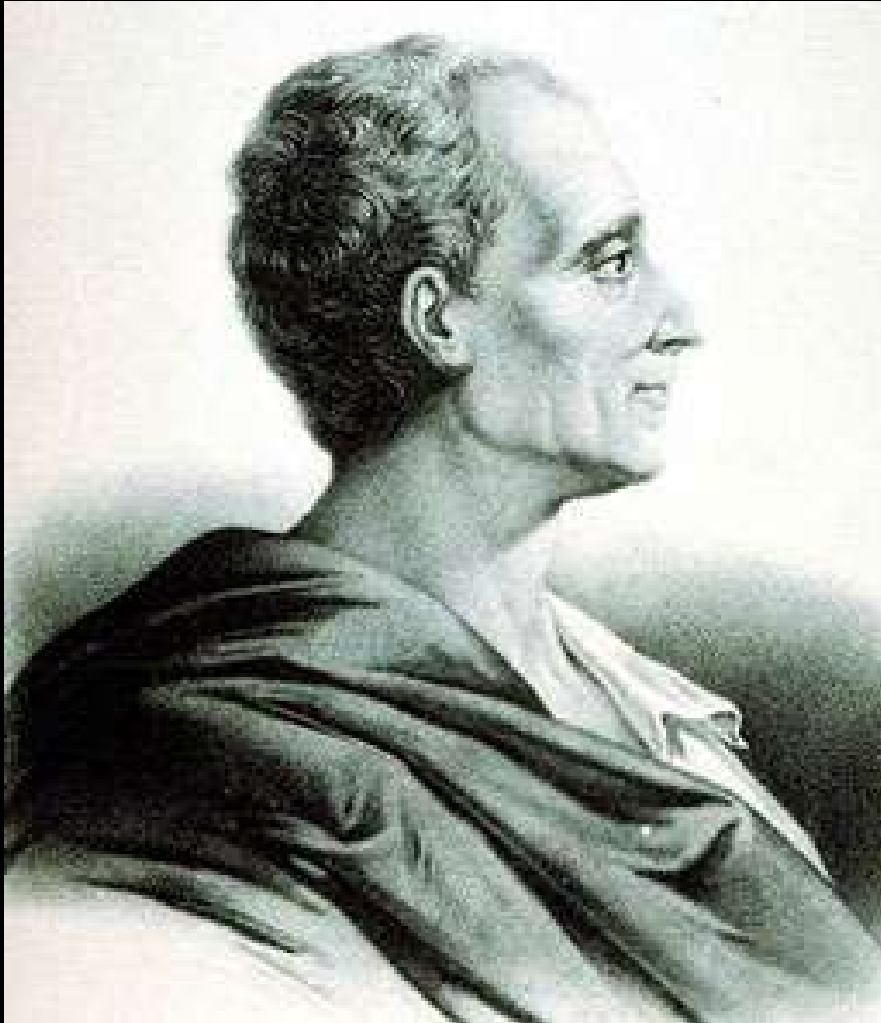
SSUSH5_C

- Explain the key features of the Constitution, specifically the Great Compromise, separation of powers (influence of Montesquieu), limited government, and the issue of slavery.

USH5: c_The Great Compromise

- Congress two Houses: House of Representatives: Elected Directly by the people: Representatives based on state population
- Senate: Elected by state legislatures w/ each state having two electives,

USH5: C. Montesquieu



- Montesquieu argued that the best government would be one in which power was balanced among three groups of officials.

USH5:C_Seperation of Powers

- Divide the authority of Gov't btw different branches of government



Executive

Legislative

Judicial

U.S. Government

*Legislative: Congress: Bicameral: Senate
& House of Reps.*

- Makes laws for
the Country

Executive Branch

- Led by the President responsible for enforcing the laws of the country

Judicial Branch

- Assures laws are applied fairly and appropriately, Federal Court System, Supreme Court Justice

USH5:C_Limited Gov't

- Principle that even gov'ts must obey a set of laws and respect the rights of citizens (Protect Natural Rights of Citizens)

USH5:C_Issue of Slavery

- Problem: “Those in the North feel strongly that slaves are not citizens and therefore should not be counted in the Population, while our Southern Representatives feel just as adamantly that they should be”

~Un known author

The Solution:



USH5: c_Three-fifths Compromise

- Each slave would count as “three-fifths a person”for every five slaves, a state was credited for having three people.

SSUSH_d

- d. Analyze how the Bill of Rights serves as a protector of individual and states' rights.

SSUSHd: Bill of Rights

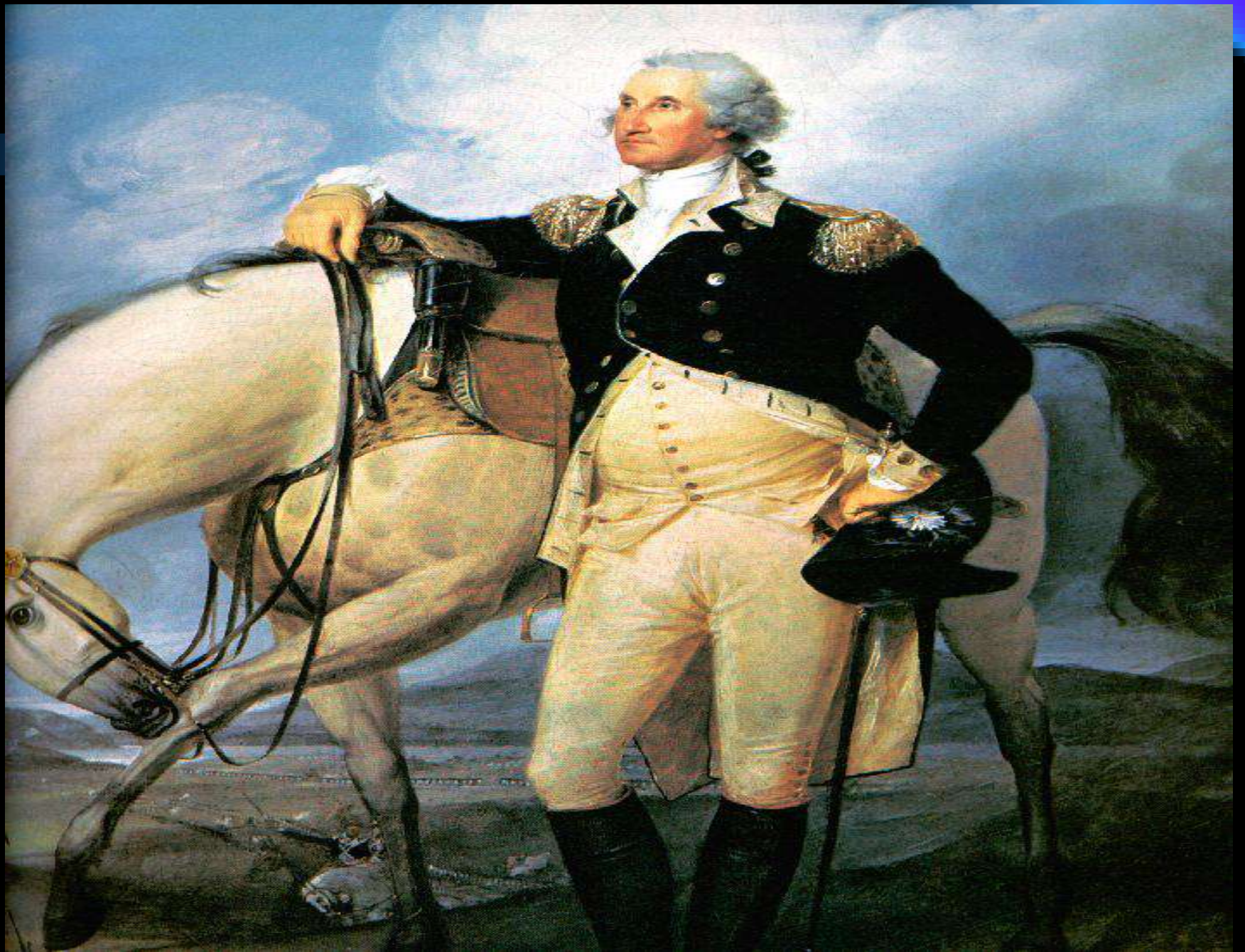
- The first 10 Amendments to the Constitution, and its purpose is to protect citizens' rights and maintain limited government

SSUSH5_e

Explain the importance of the Presidencies of George Washington and John Adams; include the Whiskey Rebellion, non-intervention in Europe, and the development of political parties (Alexander Hamilton).

*USH5D_President George
Washington*





- Elected 1789 and 1792
- Never lived in Washington, D.C.!
- Cabinet Members
- Thomas Jefferson as Secretary of State
- Alexander Hamilton as Secretary of the treasury (a thank you for serving as a trusted aid in the Rev. War)

SUSH5d: John Adams




Served as Vice President to George Washington, a Federalist, and did not get along with T. Jefferson. and 2nd pres. Of America.

USH5D: Whiskey Rebellion

Whiskey Tax angered Grain farmers, because they made their living grain into Whiskey.





Penn. Farmers refused to pay the tax and resorted to violence. The uprising ended when President Washington organized a military force that marched into Pennsylvania and halted the resistance.

Effects of the Whiskey Rebellion

- Organize army halted the uprising
- New Government had the power to enforce its laws
- Led many farmers to see Hamilton's form of government as Tyrannical
- Most flocked to Thomas Jefferson as defender of States' rights.

SSUSH5 G.W. and Neutrality

- Proclamation of Neutrality: The United States would not take sides in the conflict between Great Britain and France.
- G.B. began intercepting American ships, forcing U.S. Sailors to serve as British Navy men.

G.W. and Political Parties.....

- G.Washington's farewell speech had three parts.

- 1. The United States should stay neutral and avoid permanent Alliances with other nations**
- 2. He believed that good government is based on religion and morality.**
- 3. He spoke of dangers of forming political parties. He warned political parties caused people to work for their special interests, rather than the public good.**

Results

- The Federalist Party was formed
was created by James Madison,
John Adams
- Supported strong National
Government
- Large Landowners, Merchants,
agriculture Business.
- Supported Tariffs
- New England Supporters

● The Republicans: opposed the Federalist

● Leaders, Thomas Jefferson, “Jeffersonian Republicans”

● Strong State Governments, weaker National Government

● Favored small farmers and debtors

● Southern Farmers.

The Election of 1800

- Nasty Election...tie vote between Thomas Jefferson and Aaron Burr.
- Alexander Hamilton Hated Burr, Hamilton convinced the House of Representatives to vote in Jefferson (his political opposite). Burr never forgave and challenged him to a duel.



- One of the greatest Treasure minded men in America...died due to a dual between Hamilton and Burr. Burr won the dual in 1804 and was able to keep is position as vice President.

SSUSH6 The student will analyze the impact of territorial expansion and population growth and the impact of this growth in the early decades of the new nation.

- a. Explain the Northwest Ordinance's importance in the westward migration of Americans, and on slavery, public education, and the addition of new states.



Great Lakes

Remainder of MN
added via 1818
Convention &
Louisiana Purchase

Mississippi River

Ohio: 1803

Indiana: 1816

Illinois: 1818

Michigan: 1837

Wisconsin: 1848

Minnesota: 1858

Ohio River

Northwest Territory (1787)

USH6:a_NorthWest Ordinance

- Guaranteed Civil liberties ,
Est. guidelines for expansion
& Statehood five states joined
because of the Ordinance:
Ohio, Indiana, Illinois,
Michigan, and Wisconsin

SSUSHa

- Slavery was illegal for **new** landowners
- Education: 1st time that free education was guaranteed in the state constitutions.
 - ◆ Noah Webster was the driving force behind the education system and forging a national language.

SSUSH6

- b. Describe Jefferson's diplomacy in obtaining the Louisiana Purchase from France and the territory's exploration by Lewis and Clark.



- 
- Inconsistent with Thomas Jefferson's Political Past.

- Meriwether Lewis, was appointed to find a water route to the Pacific Ocean, he opted to take William Clark to help him lead the expedition. Departed from St. Louis in May of 1804 and returned September 1806... *Oregon Trail*

SSUSH6C

- c. Explain major reasons for the War of 1812 and the war's significance on the development of a national identity.

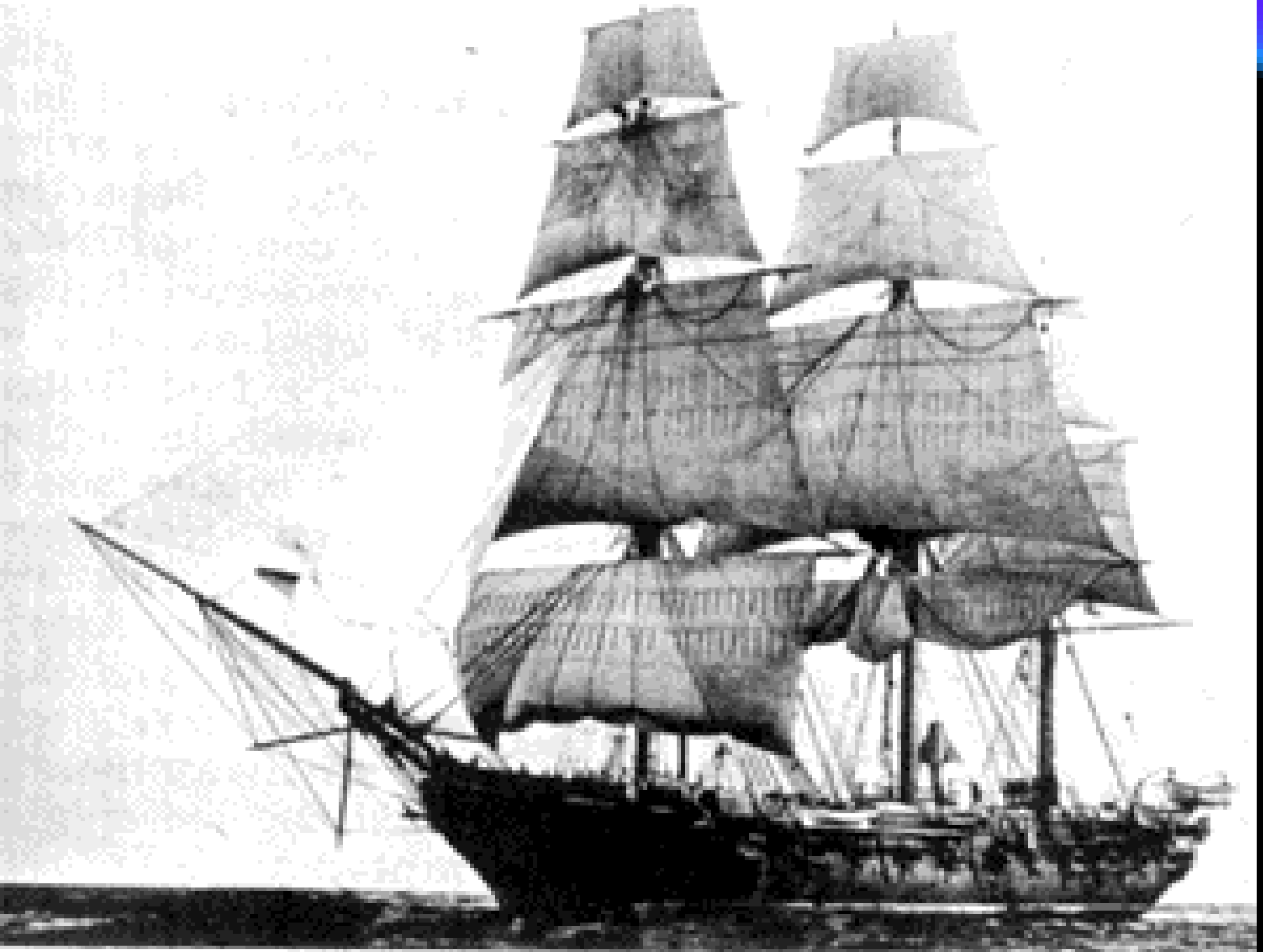
The War of 1812



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SSUH6: War of 1812



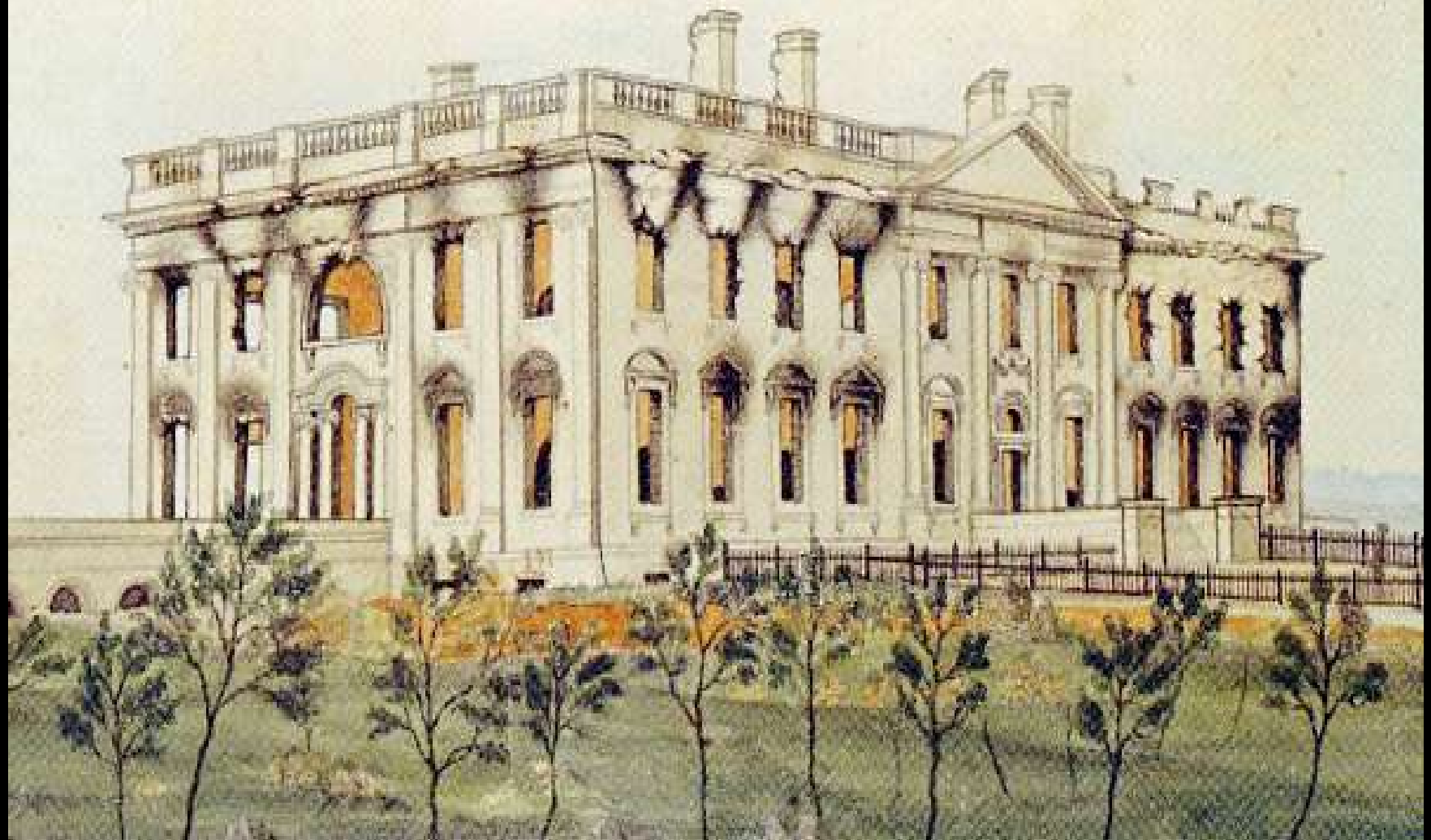


- The British Royal Navy had over 1,000 frigates (gun ships) and our navy had about 7. Would you declare war on someone over 100 times your size? British ships were massive and heavy and carried many guns. That's why the American President, James Madison, invited private ship owners to arm their vessels and act on behalf of the tiny American Navy. These ships, like *Chasseur*, were called privateers. They were smaller, faster clipper ships and sported sharpshooters.
-
- These American privateers often sailed swiftly past the British frigates that blocked our harbors. When we met the Royal Navy on the high seas (in the ocean), we were sometimes able to sail quickly in, fire cannon and back out. Newspaper cartoons of the day drew our navy as an irritating wasp that kept stinging the Royal Navy. You can learn lots more about how these privateers operated in the *Maryland Exploration* entitled [Baltimore and the War of 1812](#)

- Then, in 1814, the powerful British Empire sent a fleet of 24 warships and 20 troop transports to Chesapeake Bay to "make an example of the ungrateful former colonists." The British marched on Washington and burned our new Capital building and White House. The president fled the city.



Encarta Encyclopedia, Anne S.K. Brown Military Collection, Brown University Library





JACKSON
(5,700: 3,200 engaged)

ADAIR

DITCH

DITCH

DITCH

LEVEE

FORMAL GARDENS

PLAUCHÉ

LACOSTE

DAQUIN

44

CARROLL

COFFEE

RODRIGUEZ CANAL

Attack here achieved surprise;
was initially successful.
Not supported.

Only a very small detachment
reached the canal.

95
(Deployed as a covering force)

3 Company

WEST INDIAN

KEANE

93

DITCH

44

21

4

GIBBS

WEST INDIAN

7

43

LAMBERT

(Reserve)

PACKENHAM
(8,000)

THORTON

Marines & Sailors

85

WEST INDIAN

This secondary attack was to take
an American battery on the west bank
of the river which commanded Jackson's
position. Because of the lack of boats,
the battery was not captured until after its
flanking fire had helped repulse
Packenham's attack.

NEW ORLEANS, 1815
THE BATTLE OF NEW ORLEANS
Situation 8 January 1815

0 100 200 300
 SCALE OF YARDS

Cartographic Cell of Excellence
 National Geographic Society

MISSISSIPPI RIVER

LEVEE

CYPRESS

SWAMPS

● Fought Against the British

● Andrew Jackson a
National Hero

● End of the Federalist
Party

● New Sense of National
Identity

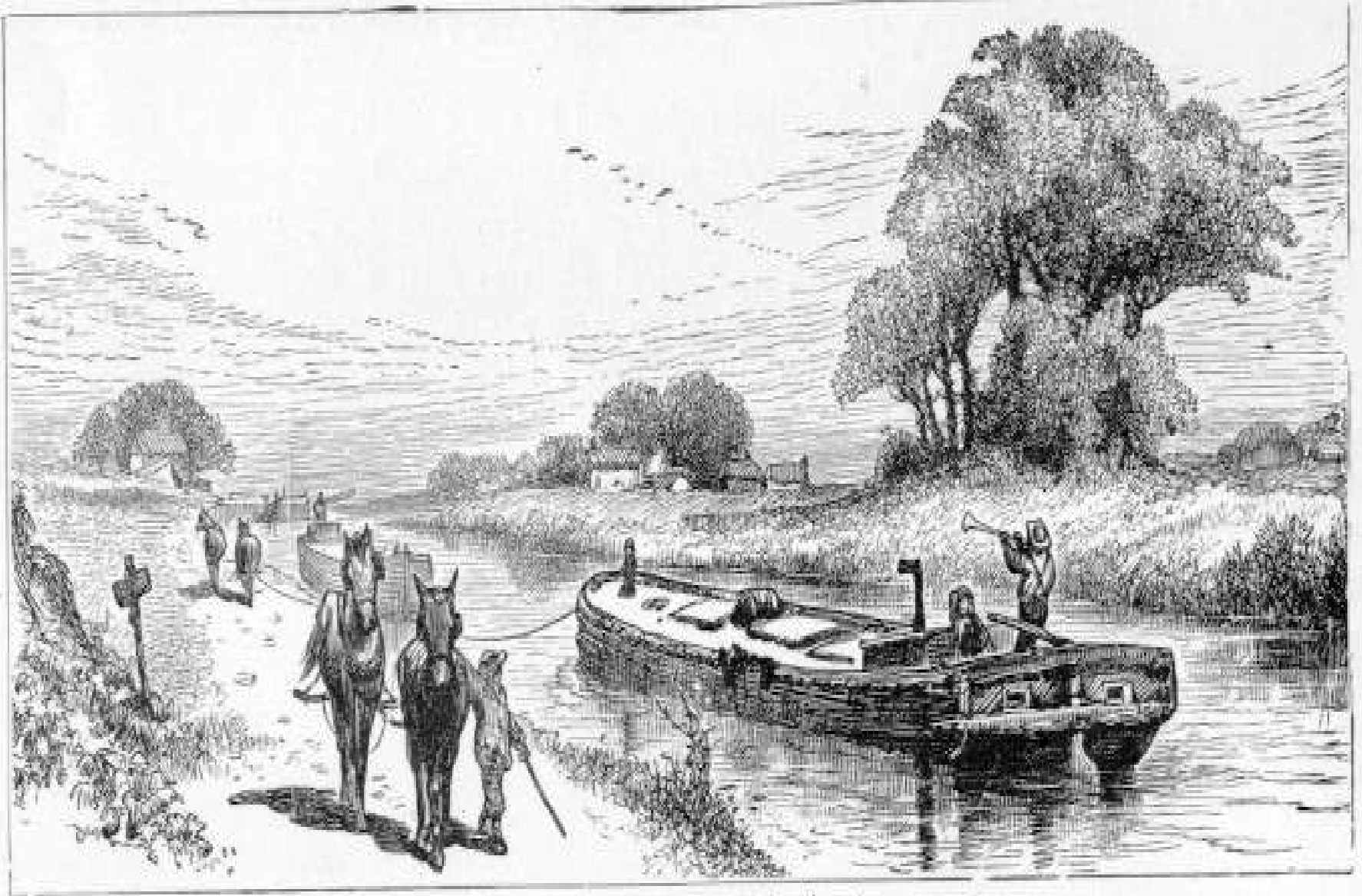
◆ (THINK 9/11/01)

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- 
- Watch music video.

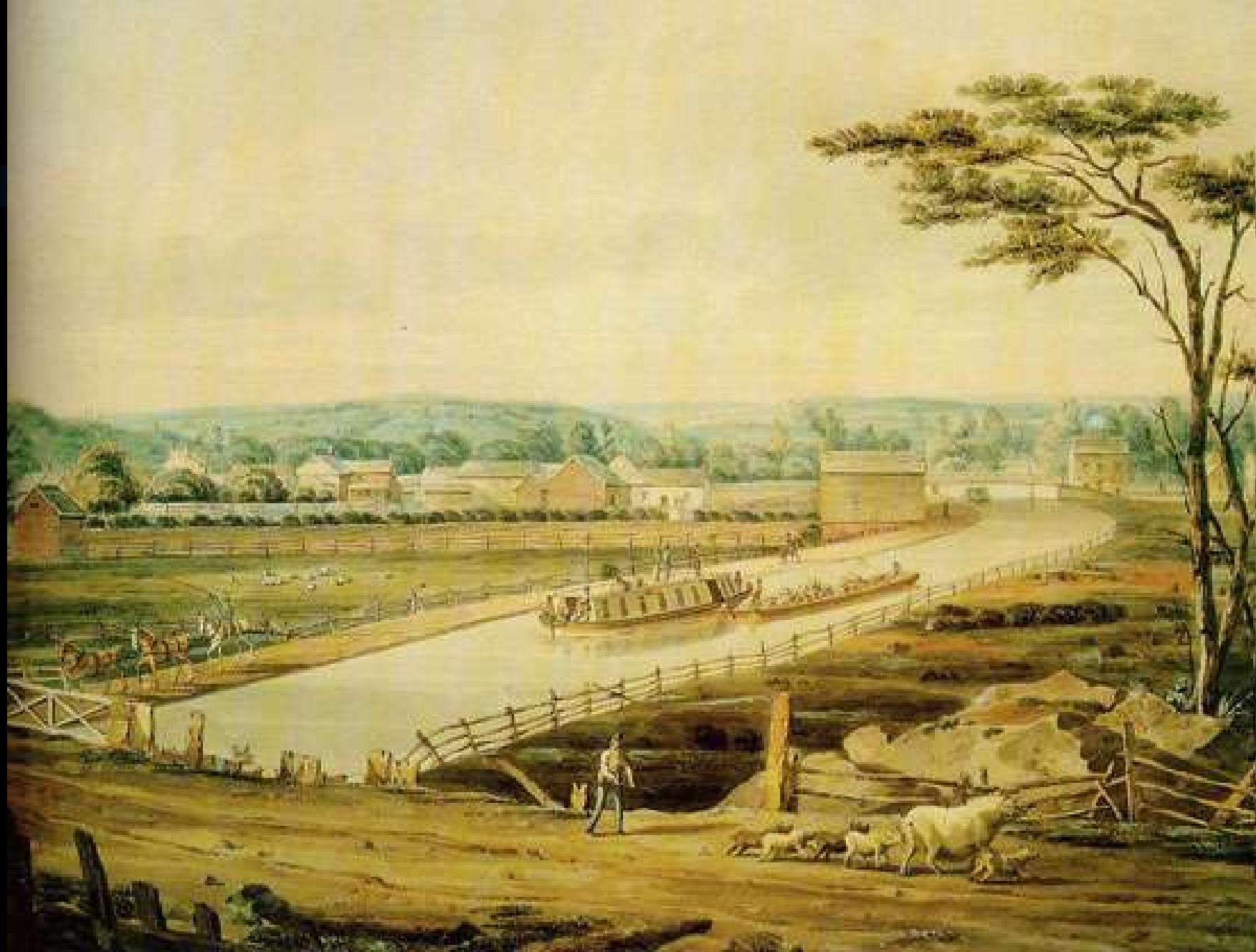
- d. Describe the construction of the Erie Canal, the rise of New York City, and the development of the nation's infrastructure.

USH6:d_Erie Canal

- Links The Hudson River to Lake Erie
- Expand Commerce to the country's interior



Grain-Boat on the Erie Canal.





LOCKPORT.
HOME OF WHEAT & FLOUR













Oswego

Fulton

Phoenix

Cleveland

Sylvan Beach

Rome

Browerton

Onondaga Lake

Oriskany

Whitesboro

Utica

Frankfort

Ilion

Mohawk

Little Falls

St. Johnsville

Nelliston

Pajantine Bridge

Fonda

Fort Johnson

Fultonville

Canajoharie

Amsterdam

Schenectady

Albany

Syracuse

81

90

88

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1

Whiteha

Lake George

Fort Ann

Hudson's Falls

Fort Edward

Schuylerville

Victory

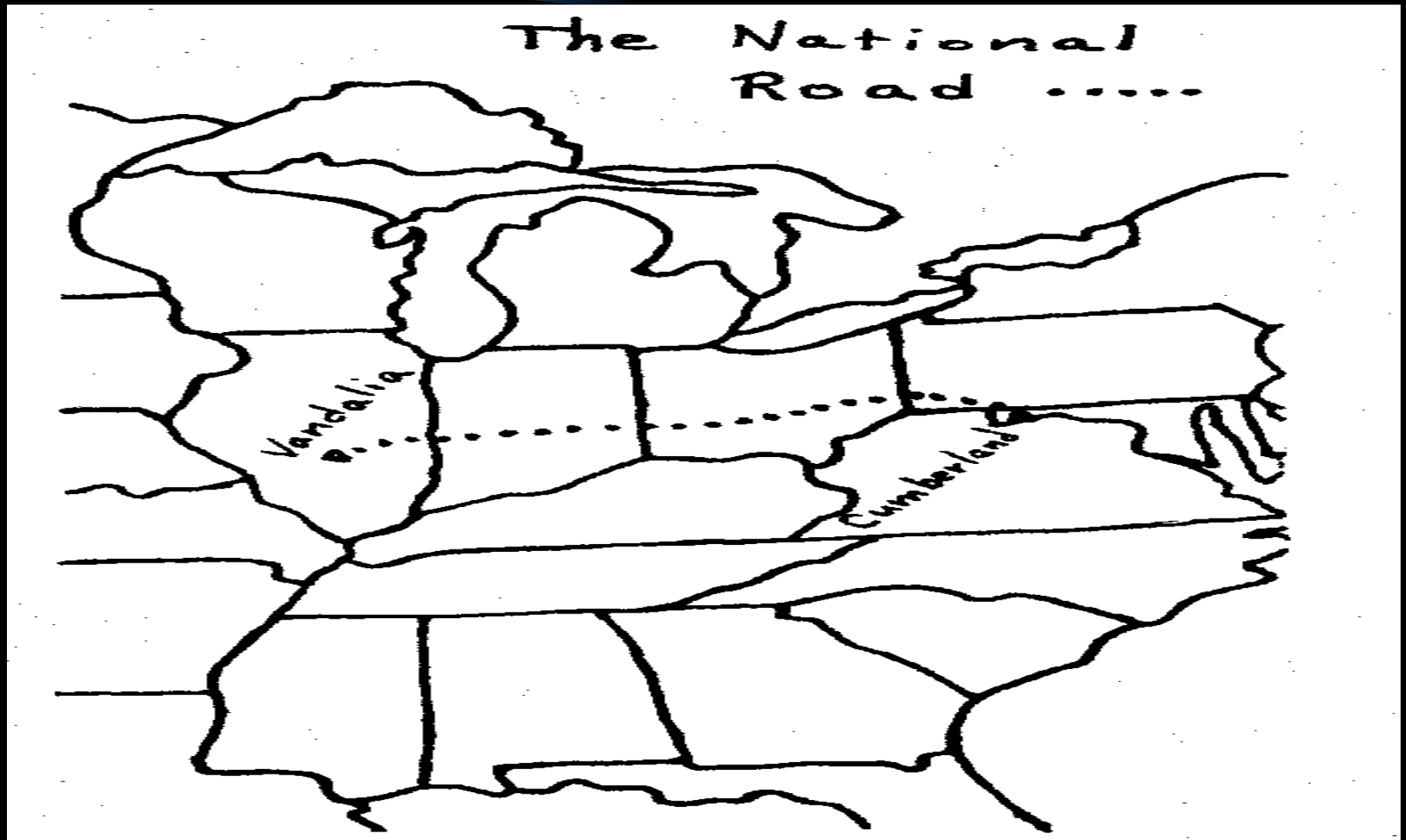
Stillwater

Mechanicville

Waterford

Troy

Infrastructure: National Road






EXPLANATION.

Railways in Operation,   
 Railways in Progress,
 Still Proposed,
 State Capitals,

APPLETON'S
RAILWAY MAP
 OF THE
SOUTHERN STATES.

TO ACCOMPANY
 Appleton's Hand-Book of American Travel.
SOUTHERN TOUR.

- 
- e. Describe the reasons for and importance of the Monroe Doctrine.

Monroe Doctrine

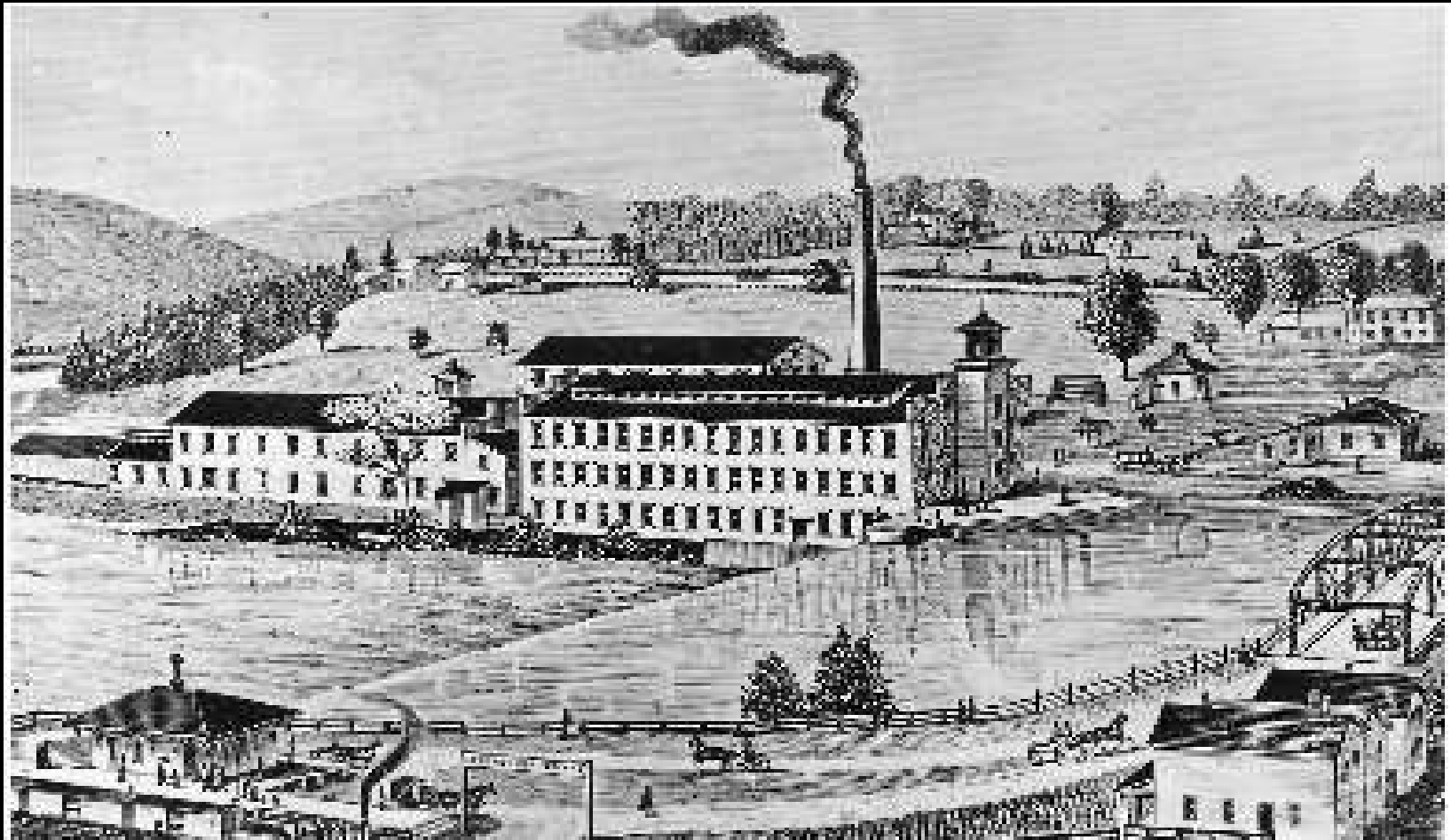
- North America stay out of Foreign Policy & Prevent European Settlements

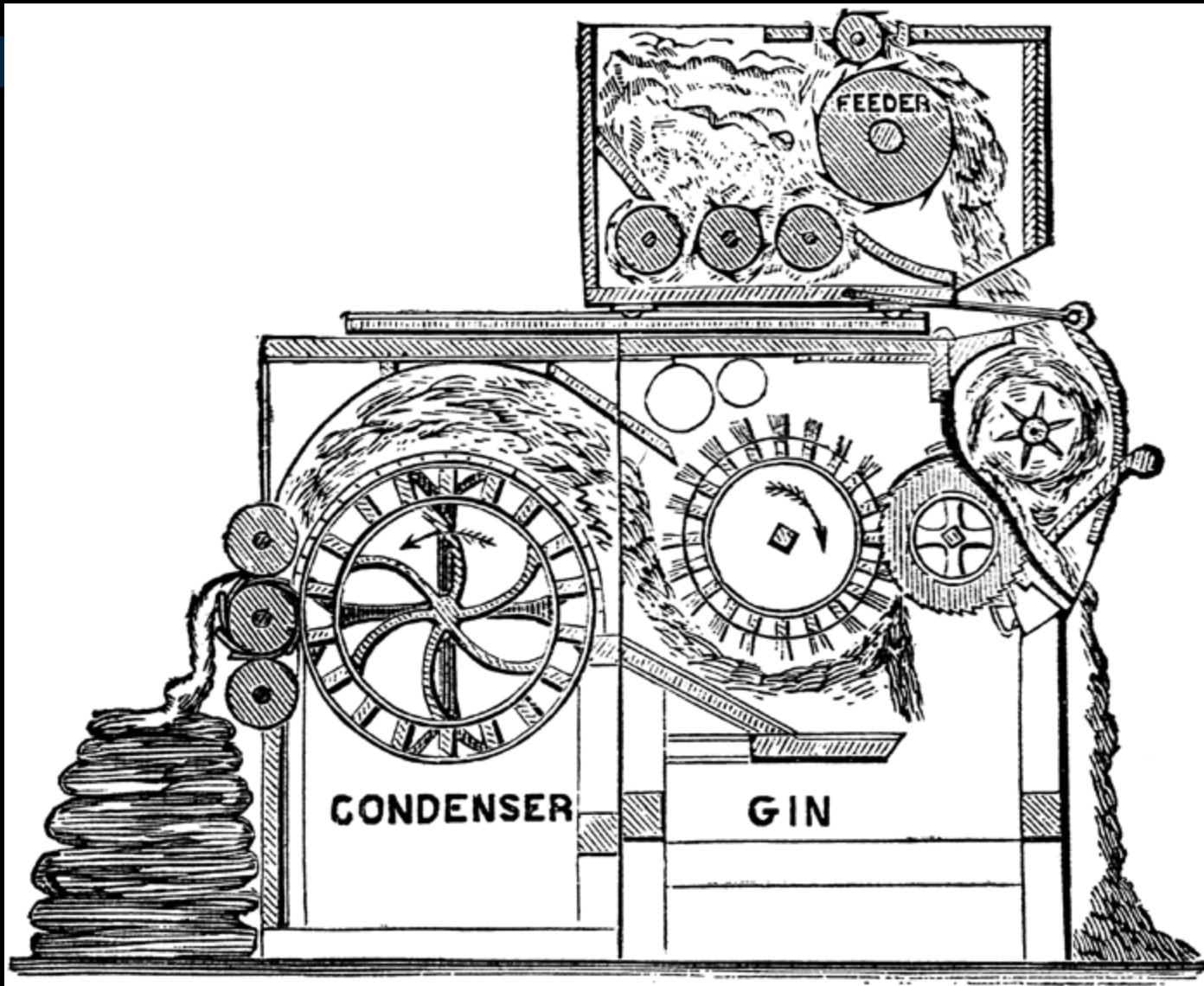
SSUSH7 Students will explain the process of economic growth, its regional and national impact in the first half of the 19th century, and the different responses to it.

- a. Explain the impact of the Industrial Revolution as seen in Eli Whitney's invention of the cotton gin and his development of interchangeable parts for muskets.
- b. Describe the westward growth of the United States; include the emerging concept of Manifest Destiny.

- c. Describe reform movements, specifically temperance, abolitionism, and public school.
- d. Explain women's efforts to gain suffrage; include Elizabeth Cady Stanton and the Seneca Falls Conference.
- e. Explain Jacksonian Democracy, expanding suffrage, the rise of popular political culture, and the development of American nationalism.

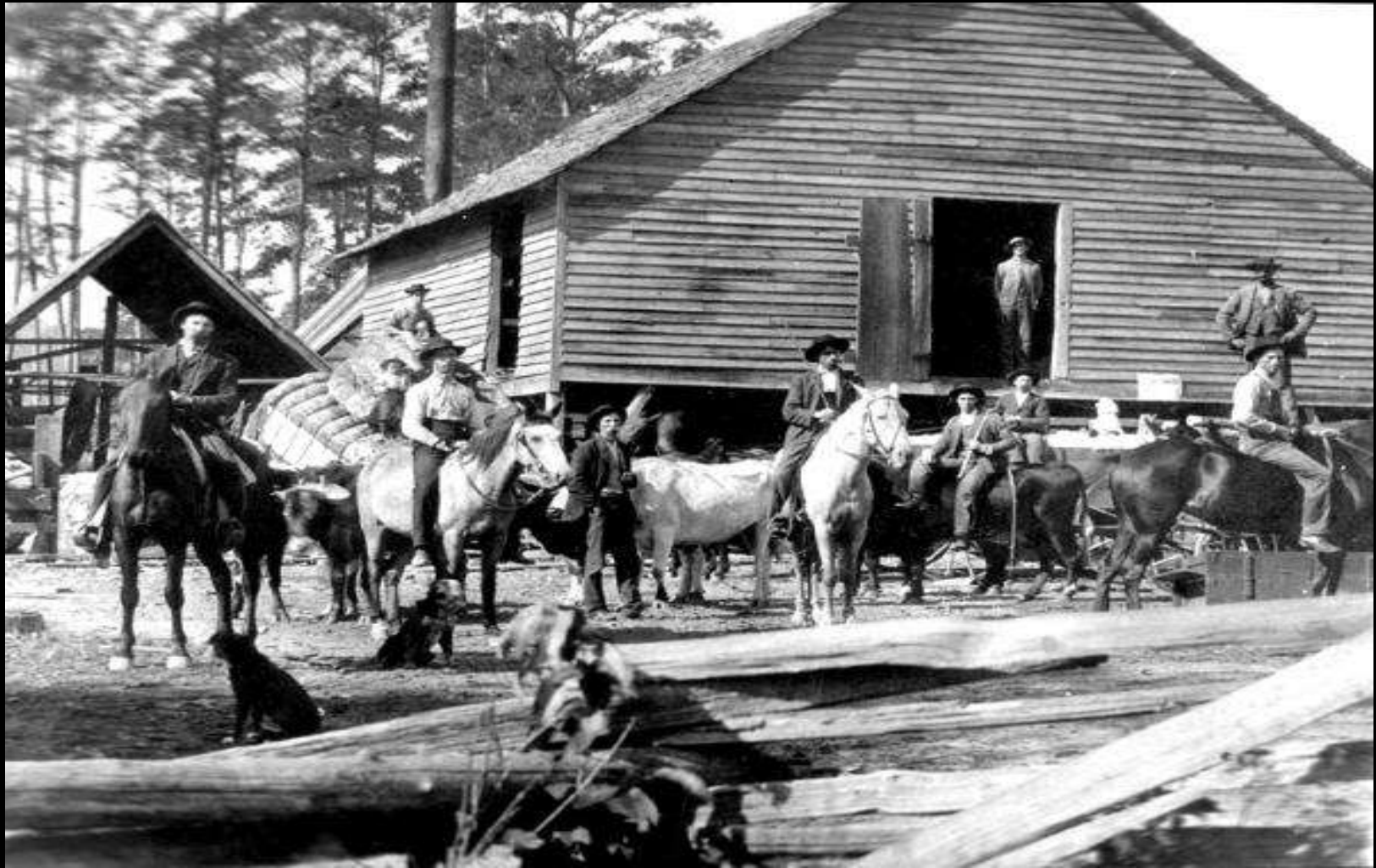
USH7: Industrial Revolution







Cotton Gin



Muskets

GUN MAKING.

PLATE COLLYNNE.

Fig. 5.



Fig. 6.

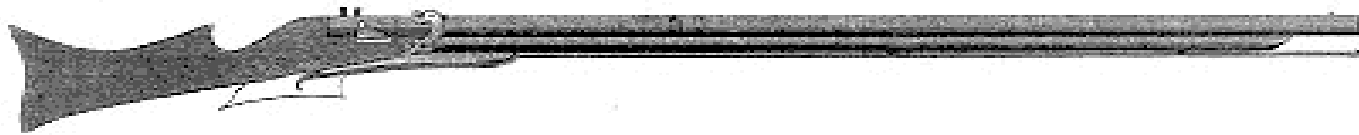


Fig. 9.

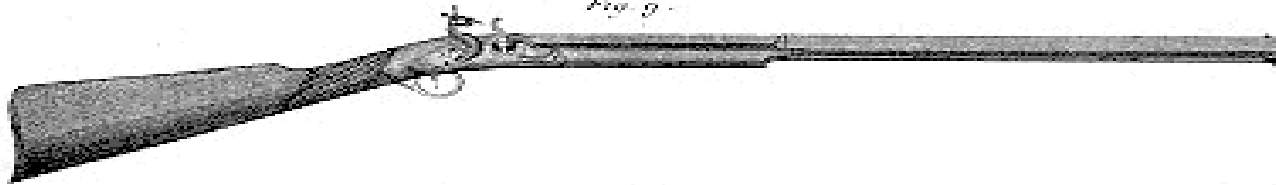


Fig. 7.



Fig. 1.

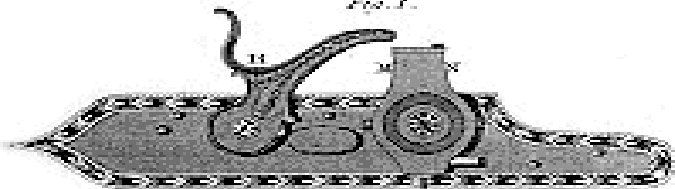
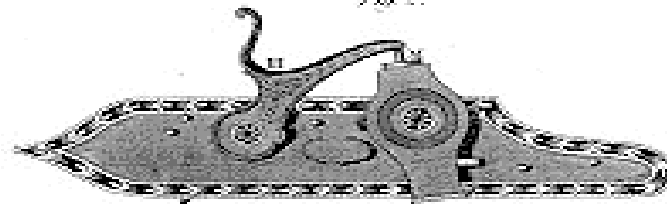


Fig. 2.





Model 1792 rifle manufactured at the US Armory at Harper's Ferry. Instead of individual hand-crafting by a blacksmith/gunsmith, rifles were made with machine tools and had the advantage of interchangeable parts. Lewis & Clark used these rifles on their expedition of the Louisiana Purchase. They also took extra locks (the hammer actions) with them which proved valuable as some of the rifles required repair

USH_7:b_Manifest Destiny





- 
- Search for Gold,
Religious Faith and
Desire for Land



**CHILDREN
STOP
CROSSING**

USH7: d_ Reform Movements: Temperance: Ban Alcohol



Abolitionism



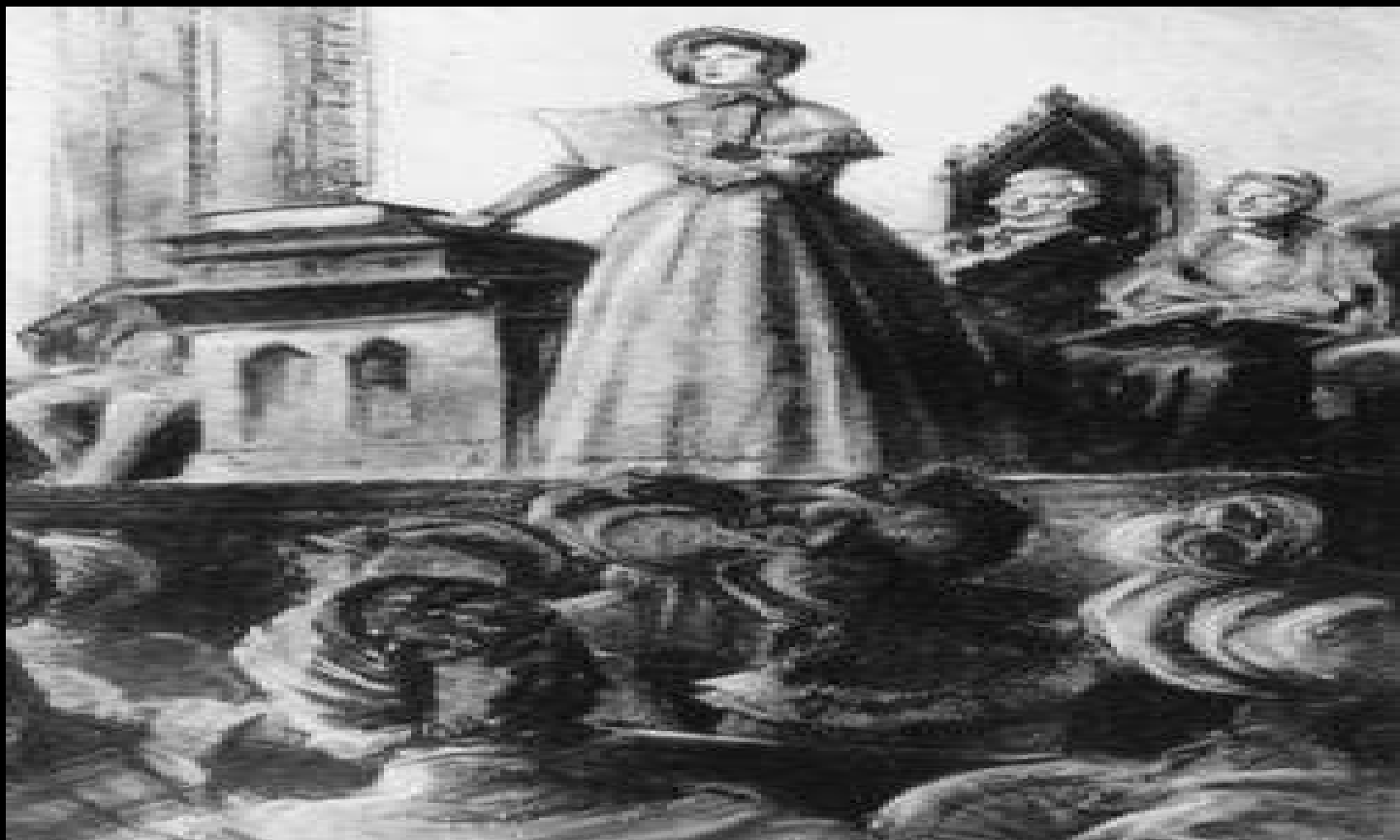
Public School: Cady Stanton



USH7: Elizabeth Cady Stanton



Suffrage: Seneca Falls Conference

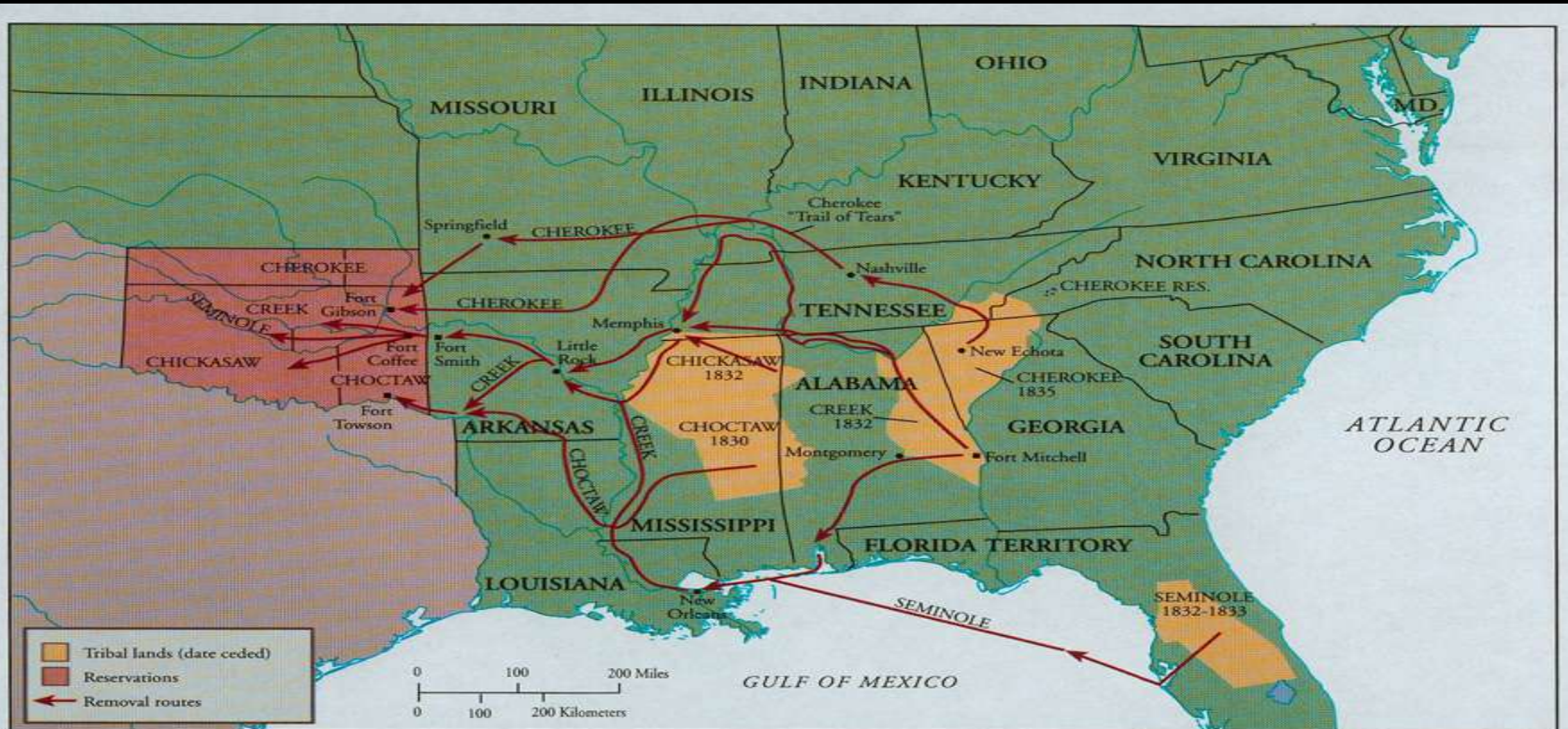


Homestead Act

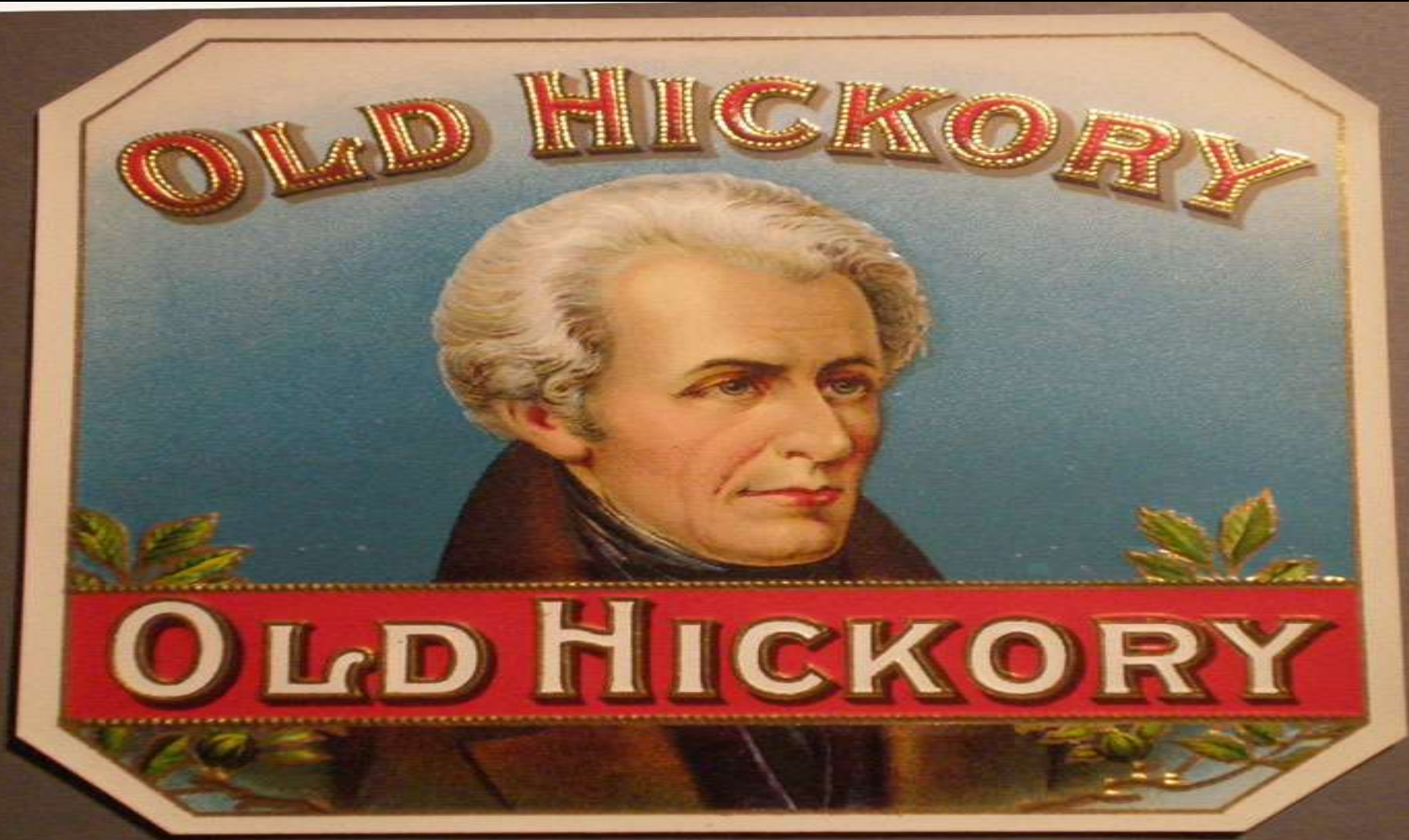
- Allowed people to own land in the western territories after five years of residence

Indian Removal Act

● Trail of Tears



Jacksonian Democracy



Two New Parties Face Off

The American System and the National Republicans

- ⑩ Adams and Clay pushed for laws authorizing the federal construction of roads, canals, bridges, and other public improvements.
- ⑩ Supporters of Andrew Jackson in Congress blocked such plans at every turn.
- ⑩ Supporters of Adams and Clay began calling themselves the Adams Party or National Republicans, later to be known as Whigs.

Jackson and the Election of 1828

- Supporters of Andrew Jackson called themselves Jacksonians or Democratic Republicans. Historians now call them Jacksonian Democrats.
- Jackson won the presidential election of 1828 by a large margin.
- Many men who did not own property were allowed to vote for the first time. These voters chose Jackson, the candidate they felt was a man of the people.

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USH7_Expanding Suffrage: for Non-Land Holders

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Jackson's Ingurgitation

When Jackson was inaugurated, supporters immediately rushed forward to greet him. They followed him into the White House to try to get a glimpse of their hero, the first President from west of the Appalachians.

Jacksonian Democracy

- Jackson's support came from thousands of new voters. New laws that allowed all white men to vote, as well as laws that let voters, rather than state legislatures, choose electors, gave many more people a voice in choosing their government. (universal suffrage)

The Spoils System

The practice of **patronage**, in which newly elected officials give government jobs to friends and supporters, was not new in Jackson's time. Jackson made this practice, known as the **spoils system** to critics, official.

Limited Gov't

Jackson believed in limiting the power of the federal government and used his veto power to restrict federal activity as much as possible. His frequent use of the veto helped earn him the nickname “King Andrew I.”

The Bank War

The Bank of the United States

- Like many Americans, Jackson viewed the Bank of the United States as a “monster” institution controlled by a small group of wealthy easterners.

Jackson Vetoes the Charter

- Jackson vetoed the bill to recharter the bank, claiming that the bank was a tool of the greedy and powerful.
- Despite Clay and Webster’s intentions, the veto did not hurt Jackson’s campaign. Jackson won reelection in 1832 by a huge margin, defeating Clay, the National Republican candidate.