

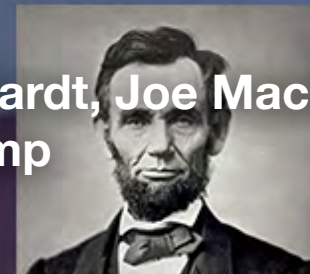
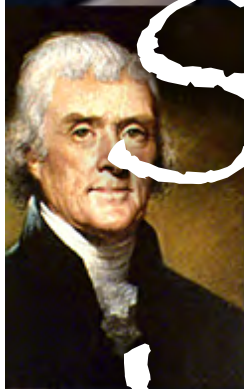
MI OPEN BOOK PROJECT

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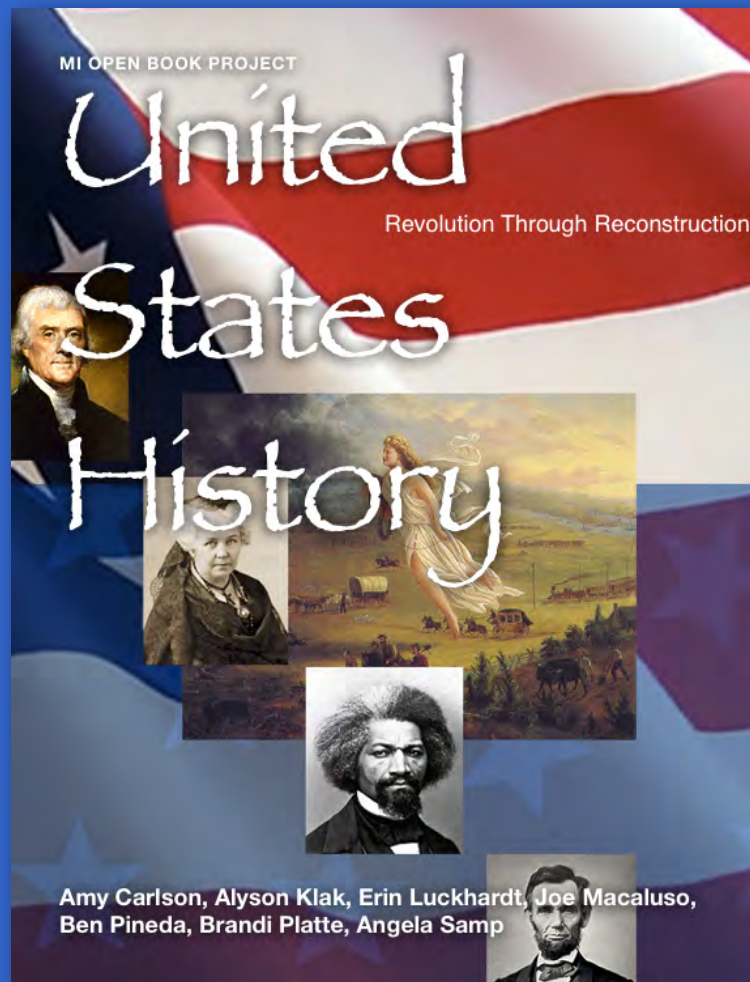
Revolution Through Reconstruction

States

History



Amy Carlson, Alyson Klak, Erin Luckhardt, Joe Macaluso,
Ben Pineda, Brandi Platte, Angela Samp



This is version 1.0.9 of this resource, released in August 2018

Information on the latest version and updates are available on the project homepage: <http://textbooks.wmisd.org/dashboard.html>



MICHIGAN OPEN BOOK PROJECT

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Amy Carlson

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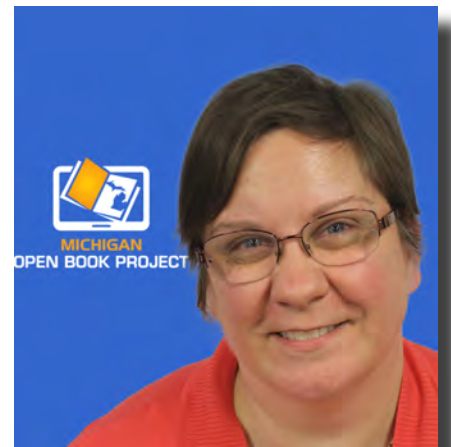
Amy has taught in Alpena Public Schools for many years. When not teaching or working on interactive Social Studies resources like this one she enjoys reading, hunting and fishing with her husband Erich, and sons Evan and Brady.

Allyson Klak

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Erin Luckhardt

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Boyne City Public Schools

Erin is an 8th grade social studies teacher at Boyne City Middle School in Boyne City, MI. She formerly served as the district's technology coach when they were integrating their 1:1 iPad initiative. Before teaching in Boyne City, she taught high school social studies in the Lansing area for 4 years. Erin has her master's in Educational Technology and Educational Leadership, both from GVSU, and has an interest in effective integration of technology into the classroom for teachers as well as students.





Joe Macaluso

Elk Rapids Schools

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Joe earned his Bachelor of Arts from the University of Michigan in 2000 with a major in History concentrating on early United States History. He minored in Social Studies and earned his Certificate of Secondary Education. He graduated from Michigan State University in 2004 with a Masters in Curriculum and Teaching. During his career at Cherryland Middle School in Elk Rapids, MI, Joe has served as Social Studies department head, technology coach, student council advisor, student senate advisor, YMCA Michigan Youth in Government trip coordinator and volleyball coach. He is passionate about using technology in the classroom to engage and enrich student learning. Joe lives with his wife, Amanda, and his two daughters in Elk Rapids. As a family they love traveling and spending their sum-

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Haslett Middle School

Haslett Public Schools

MSU graduate - Go Green! Life is busy and life is good! Ben is a... teacher of 28 years, lead mentor teacher for the TE Social Studies department at MSU, workshop/conference professional development speaker, organization-skills tutor, writer, storyteller, V-ball and Ultimate player, fisherman, camper, cyclist, and MOST importantly, blessed with a loving wife, Meghan, and four amazing children, Emily, Matt, Conner, and Catherine.



Brandi Platte

Central Middle School

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Brandi Platte teaches Social Studies and Language Arts at Middle School Central in Macomb, Michigan. She holds a Bachelor of Science degree in education from Oakland University, and a graduate degree in Curriculum and Instruction from Concordia University. She spends a great deal of time writing curriculum for the Macomb Intermediate School District and the National Parks Service. She is a sponsor for the National Junior Honor Society at her school, and in her free time she enjoys spending time outdoors with her family, especially her two sons, Ethan and Ryan.

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Keith Erikson - The Church of Jesus Christ of Latter Day Saints

Eric Hemenway - Director of Repatriation, Archives and Records, Little Traverse Bay Bands of Odawa Indians

Jim Cameron, Michigan Department of Education



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Angie Samp

Thunder Bay Junior High

Alpena Public Schools

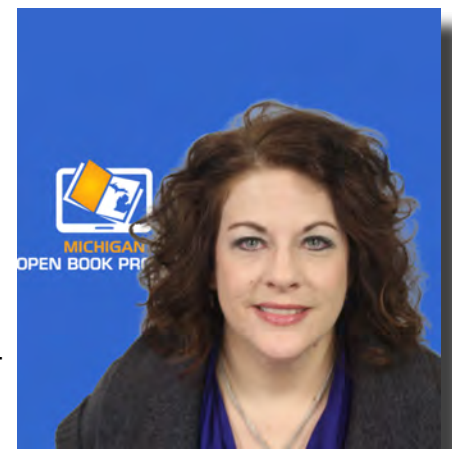
Angie has enjoyed teaching many grades in Alpena Public Schools over the last 13 years. Her passion lies in teaching history to 8th graders. Angie has a Bachelor of Arts in Group Social Studies from Grand Valley State University and a Masters in Education from Marygrove College. When she's not teaching, Angie enjoys many outdoor adventures including camping, traveling, and attending sporting events with her husband Gene, and sons Avery and Eli.

Rebecca Bush

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Rebecca Bush is currently the Social Studies Consultant at the Ottawa Area Intermediate School District (OAISD), where she assists K-12 social studies teachers in developing curriculum, modeling instructional strategies in social studies literacy, and designing district-level formative and summative assessments. Additionally, as Project Director, she has written and received multiple Teaching American History grants, working with teachers throughout an eight-county radius. She has presented at various national conferences on multiple topics surrounding social studies instruction as well as innovative techniques and topics in formative and summative assessment design. Currently she is Co-Project Director of The Performance Assessments of Social Studies Thinking (PASST) Project and assists with the professional development of teacher writers for the MI Open Book Project where she serves as an editor of several of the project's texts. Rebecca currently leads the Michigan Social



David A. Johnson

Project Manager

Michigan Open Book Project

Dave began his career teaching 8th grade United States History in Mesick, Michigan. After almost a decade in the classroom, he took a job at Wexford-Missaukee Intermediate School District (WMISD) as an Instructional Consultant for Social Studies. He is shared across 11 ISDs in Northern Michigan that form the Northern Michigan Learning Consortium. He completed his Masters in Educational Leadership through Central Michigan University in 2011 and is Co-Project Director of the Performance Assessments of Social Studies Thinking (PASST) Project in addition to his duties as the Project Manager for MI Open Book.



Chapter 3

Were the First Presidents More Reactive or Proactive in Dealing with the New Nation's Growing Pains?

1. What details did President Washington and the first Congress need to work out for the new government to function the way the Framers had intended?
2. How did challenges the new country faced build a model for future governments?
3. Was Adams' Presidency a continuation of Washington's Presidency or an entirely different interpretation of the role of President?
4. Did the emergence of political parties significantly influence Adams' and Jefferson's handling of the foreign and domestic challenges facing the young nation?



Section 1

A New Nation

QUESTIONS TO GUIDE INQUIRY

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Terms, Places, People

cabinet

excise

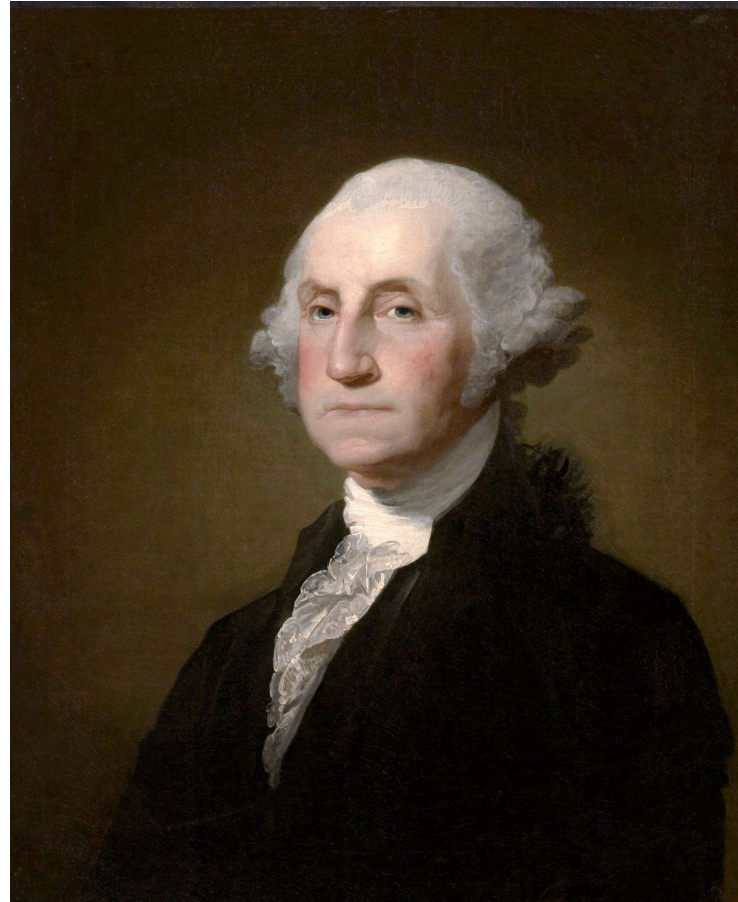


Image source: https://upload.wikimedia.org/wikipedia/commons/b/b6/Gilbert_Stuart_Williamstown_Portrait_of_George_Washington.jpg

George Washington served the country for many years before becoming President. He was a general during the American Revolution and served as president of the Constitutional Convention, where the Constitution was written. After all that, he was ready to retire. The electoral college had different plans for George Washington though. All 69 electors chose him to be the first President of the United States of America. George Washington was the only President to receive all of the electoral college's votes. Americans supported the choice for President and celebrated Washington as he traveled from his home in Mount Vernon to New York City, then onto the nation's capital. On April 30, 1789

George Washington, at age 57, took the first oath of office as President of the United States under the Constitution. John Adams was his vice president.



Image source: <http://s3.amazonaws.com/mtv-main-assets/files/resources/entrytonyc.jpg>

As the first President of the United States of America, Washington knew that he would be an example for future presidents. One of the first decisions to be made was how the first President was to be addressed. Vice President John Adams wanted people to call him “His Highness the President of the United States”. Congress debated the issue and many other title ideas were shared. In the end, they chose the simplistic title “Mr. President”.

Setting up the Executive and Judicial Branches

The President would need to be surrounded by trusted people in with whom he could discuss issues. Article 2 section 2 of the Constitution addressed this with the following phrase, “...may require the Opinion, in writing, of the principal officer in each of the executive Departments, upon any subject relating to the Duties of their respective Offices.” The Constitution does not dictate how many departments there will be, what they will be called or what their roles will be. The President’s trusted group of advisors is called his **cabinet**.

In 1789, Congress established three executive departments: a Department of State to manage foreign affairs, a Department of the Treasury to handle the nation’s finances, and a Department of War to manage the military. Congress also established the Attorney General’s office to handle the government’s legal issues. The office of the postmaster general was organized to direct the postal service. Washington's cabinet would be made up of four members. Over time the number of executive cabinet members has grown.

The people Washington chose to lead the departments were people he trusted. He chose people from different regions of the country to balance the executive branch. Washington chose Thomas Jefferson as Secretary of State, Alexander Hamilton as Secretary of Treasury, Henry Knox as Secretary of War and Edmund Randolph as Attorney General. These men met with

Washington regularly, but there was often tension in the meetings because Jefferson and Hamilton disagreed on many issues.

by the Supreme Court were final. The law also created a lower court system.



Image source: <http://image.slidesharecdn.com/presidentialapptmts-140209200609-phpapp02/95/presidential-appointments-4-638.jpg?cb=1391976427>

Congress passed the Judiciary Act of 1789 to create the court systems of the judicial branch. The law provided for six Supreme Court members. Because Washington was the first President, he selected all six justices. The Judiciary Act made it official that the Supreme Court could settle disputes between states. Decisions

The Whiskey Rebellion

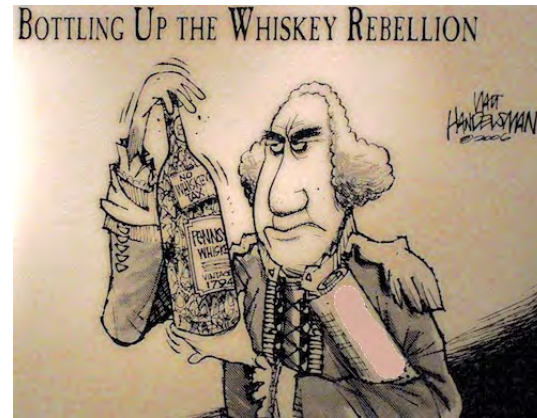
The national debt, left over from the American Revolution, was a problem that weighed on everyone's mind in the early days of the country.

President Washington, with the help of Secretary of Treasury, Alexander Hamilton, proposed a tax to Congress. This was known as an **excise** tax, a tax on the sale or production of goods.

Although some people, including Thomas Jefferson, opposed this tax, Congress passed it. To Washington and Hamilton, this seemed like a simple way to reduce the national debt. In the West, many didn't see it that way. People living on the frontier in western Pennsylvania made whiskey to make use of leftover corn. It was also an easy way to transport grain to sell at market.

Whiskey was also used as form of payment instead of money. The new tax hurt their income, and these small farmers claimed the whiskey tax was no different than the Stamp Act tax. Many farmers in the region were angry and refused to pay the tax. Trouble brewed for several years. In 1794, settlers became

Interactive 3.1 Bottling Up the Whiskey Rebellion



After reading this section check to see if you can answer these analysis questions.

violent. This rebellion quickly became the first challenge to the federal government.

President Washington had to act. On the advice of his advisors, Washington gathered a militia. Washington himself lead more than 12,000 men to western Pennsylvania. By the time they arrived most of the protesters were gone. The militia had been successful in ending the Whiskey Rebellion. Washington's message was loud and clear: force would be used to maintain order and citizens had to follow the steps in the Constitution to get laws changed. For a succinct but thorough explanation of the Whiskey Rebellion view the following video:

Interactive 3.2 The Whiskey Rebellion



For a succinct but thorough explanation of the Whiskey Rebellion view the following video.

Domestic Changes

QUESTIONS TO GUIDE INQUIRY

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Terms, Places, People

treaty

Trouble in the Northwest Territory

The American Revolution was over but the new nation was challenged by multiple domestic battles. One of the most prevalent was an ongoing series of strained and sometimes hostile relationships between American settlers and Indigenous peoples. Many tribes felt threatened by expansion which led them to form an alliance with the British. Due to a loophole in the **Treaty** of Paris, British troops were allowed to remain in the Northwest Territory until the U.S. settled land disputes with indigenous peoples. Also because of the Treaty of Paris, Britain gave up its claim to Ohio. American settlers rushed across the Appalachian Mountains to the Northwest Territory. Many tribes lived in the Northwest Territory and were pushed from their land. Some tribes attempted to fight back to remain on the land they had occupied. Several battles ensued. President Washington responded by sending troops and militia to try and resolve tensions between white settlers and Indigenous peoples. Many indigenous peoples villages were burned and destroyed, and innocent people were killed. Both sides suffered many casualties. The lands of present day Ohio and Indiana became battle grounds and with each battle the hostility and tension rose.



What reasons would have made it difficult for these groups to live on the same land?

In 1790, President Washington sent General Josiah Harmar with 1,400 men to end threat of indigenous attacks in western Ohio. Harmar and his men burned several indigenous villages. To end the attacks, Miami Indian leader Little Turtle and future Shawnee Chief Tecumseh led an ambush on U.S. troops. Harmar eventually retreated. 183 of his men were missing - some were dead, others had run away from the fighting.

Americans continued to try to remove the indigenous tribes from the western frontier, causing both sides to suffer greatly. American troops suffered heavy losses again when General St. Clair led two thousand soldiers against the indigenous peoples in western Ohio, in 1791. Little Turtle led groups of Great Lakes warriors, including some from the Odawa, Potawatomi, and Ojibway tribes in Michigan, to defeat the Americans. St. Clair's regiment suffered almost 1,000 casualties. One survivor recalled, "The ground was literally covered with the dead." The indigenous people had defeated American troops again and tensions continued to rise.

Washington then selected Anthony Wayne to lead a newly trained army to face the indigenous peoples, led by Chief Blue Jacket. In the summer of 1794, General "Mad" Anthony Wayne's troops met what may have been the largest combined group of indigenous people to battle the U.S. The groups met in an area where many trees had been knocked down by a tornado, so the battle was called the Battle of Fallen Timbers. When Wayne and his men

reached the area, a large group consisting of tribes of Chippewa, Miami, Ottawa, Potawatomi, Shawnee, Delaware, and a few other tribes were waiting. The battle was quick and the U.S. declared a victory. The indigenous tribes lost almost twice as many men as the Americans. The British had given supplies to the indigenous peoples before the battle. After the battle the British refused to let them find safety in their fort, Fort Miami. They were afraid to start another war with the U.S. Wayne led his men down the banks of the Maumee River, destroying villages and fields owned by the indigenous peoples. The people who had lived in this area for hundreds of years were forced to find a new home.

On August 2, 1795, the Treaty of Greenville was signed after eight months of negotiation. The treaty was meant to end years of fighting. Several indigenous tribes agreed to live in the Northwest part of present day Ohio, giving up many hundreds of acres they had lived on. Little Turtle encouraged them to live peacefully with the Americans.

Interactive 3.3 The War of the Northwest



An often forgotten piece of American history is the series of hostilities that led to full-fledged war in the Ohio valley during the end of the 18th century. This war has gone by many names but the combatants were always the same; A coalition of tribes from the Ohio Valley and Great Lake versus the United States. [Learn more here](#)

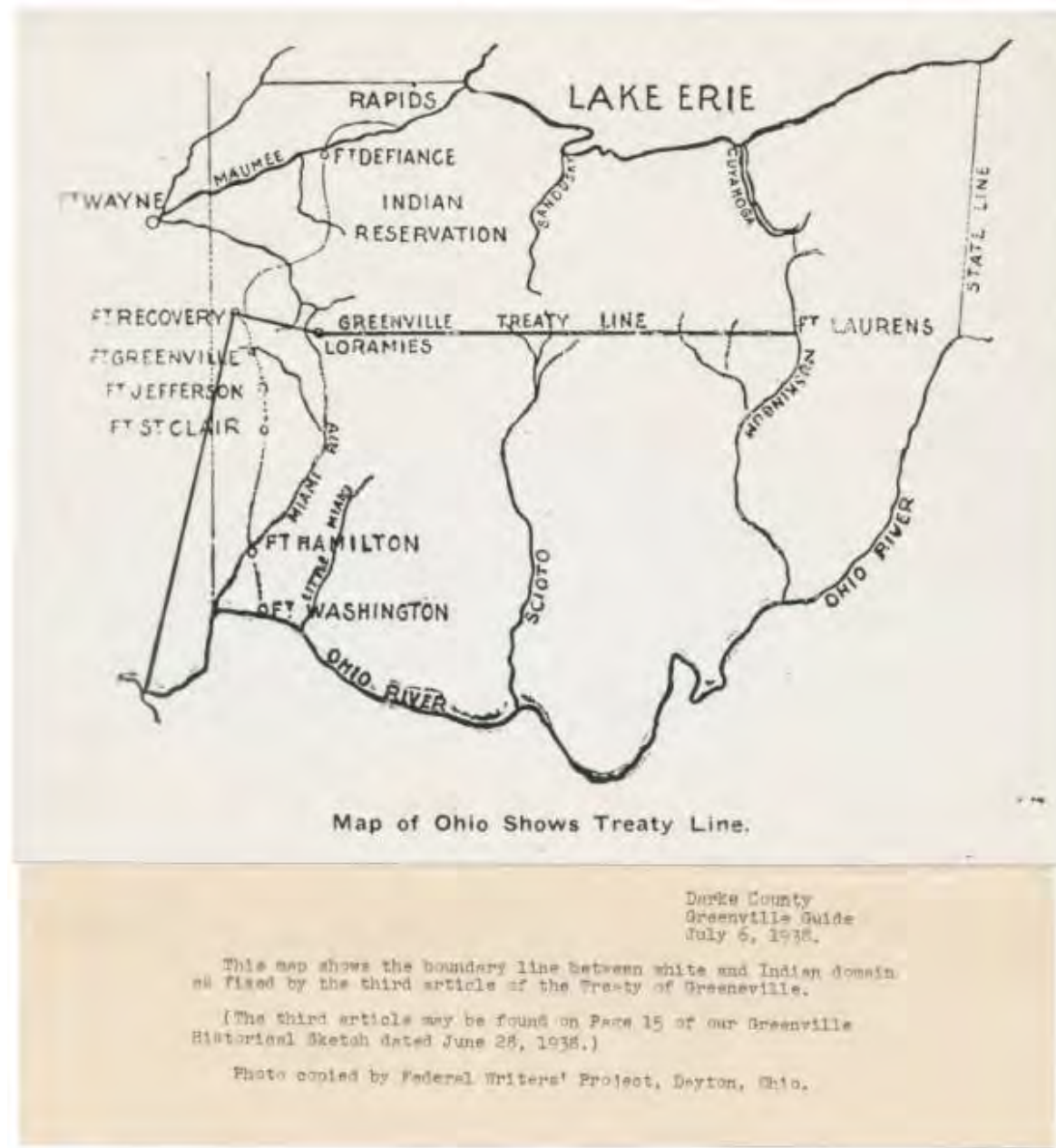


Image source: <http://cdm16007.contentdm.oclc.org/cdm/ref/collection/p267401coll34/id/2637>

In spite of the Treaty of Greenville, white settlers continued to push into the region, and onto land reserved for tribes. More battles occurred and several more treaties were formed, each pushing the indigenous tribes further west. The end result was that many Great Lakes and East coast tribes were pushed off of

their land and to survive, used land of other tribes. The U.S. government and the indigenous people struggled for control over the land for the next 20 years. Tribes felt threatened and had great concern for their future.

In 1812, America declared war on Great Britain as an attempt to end the attacks on American ships and end British restrictions on American trade. At this point the Great Lakes tribes saw an opportunity to fight for their land and succeed. They formed an alliance with the British. Warriors, lead by Shawnee war Chief Tecumseh, fought with the British against Americans in the War of 1812. Would the Great Lakes warriors be able to defeat the American army one more time? You will learn more about this in a future chapter.

Interactive 3.4 Treaty of Greenville



Learn more about the uneasy peace created by the Treaty of Greenville.

Trouble Brewing in Europe

At the same time these events were taking place in the United States, The French lower class had rebelled against their leaders in France. Inspired by the overthrow of King George III by American colonists, French rebels were confident they would be successful in their attempt to do the same. The French Revolution lead to war between Britain and France in 1793.

President Washington had dealt with many domestic issues, but now he would have to make decisions that involved foreign relations with other nations too. Should America stand by France as they had stood by colonists during the American Revolution?

Thomas Jefferson thought so. Jefferson and his followers agreed with the French rebels and supported the uprising of the lower classes. Alexander Hamilton disagreed. He felt America should support England and the upper class Europeans.

Hamilton also worried that supporting France would upset the business American ships did with Britain. President Washington declared the United States would not get involved in the conflict between France and Great Britain. In his Proclamation of Neutrality, Washington warned American citizens not to help either side.



Make a prediction. What event happened because of the Citizen Genet affair?

A - A French spy was captured in the United States and turned over to Great Britain.

B - Americans felt a greater divide in their opinions and began to take sides with like minded people.

C - Citizen Genet invited Thomas Jefferson to visit him in France.

D - America gains control of Florida.

Why do you think so? Then...read on to find the answer!

Citizen Genet Affair

French Representative Edmond Genet arrived in the United States in 1793. When he arrived, Thomas Jefferson and people who supported the French Revolution, believed Genet came to build the relationship between the U.S. and France. Alexander Hamilton did not trust Genet and thought America would be best served staying away from European troubles. Instead of going

directly to meet the President, Genet traveled the South to gather supporters of France who were willing to fight against Spain and Britain. Citizen Genet, as he referred to himself, was welcomed by many Americans who celebrated him with fanfare and parades. He convinced some Americans to join France in the war against Britain even though President Washington had warned citizens not to get involved. He encouraged Americans to fight against Spain in Florida. At the time, Spain was an ally of Britain.

Genet took his time reaching the nation's capital, and continued to ask Americans to fight with France. Though just a guest in the country, Edmond Genet encouraged American citizens to defy the President of the United States. President Washington did not want to get pulled into a foreign war. He had already warned Americans not to get involved with the problems of foreign countries. Washington was angry with Genet and, when they finally met, did not give him a warm welcome.

Genet's actions completely disregarded President Washington's Neutrality Proclamation. The executive cabinet demanded Citizen Genet stop convincing Americans to fight with France and to stop arming French ships with Americans. Genet ignored the request and sailed a ship, The Little Democrat, filled with Americans who were ready to attack British ships. The members of Washington's cabinet wanted Edmond Genet removed from his duties. Even Hamilton and Jefferson agreed it was time for Genet to go back to France. President Washington demanded France recall Genet.

Due to a change in leadership in France, however, Genet would have faced the guillotine if he returned. President Washington allowed him to remain in the United States. Edmond Genet lived the remainder of his life quietly in the United States.

Interactive 3.5 The Citizen Genet Affair



Learn more at this video from HistoryCentral

Interactive 3.6 The Citizen Genet Affair



Test your knowledge with this interactive widget!



Explain why the Citizen Genet affair was an important event in American history.

Jays Treaty

The relationship between Great Britain and the United States was rough for years after the American Revolution. Washington sent Chief Justice John Jay to Britain to attempt to smooth it out.

Britain agreed to leave forts in the Northwest Territory, which it had already agreed to do after the American Revolution, but never had. They also agreed to stop encouraging attacks from indigenous tribes. Jay's Treaty was highly unpopular in the United States because it left many of the United States' wishes unresolved. President Washington, Alexander Hamilton and the Federalist party supported it and the treaty made it through the Senate. The Jay Treaty put off another war with Britain until 1812.

Pinckney's Treaty

The Mississippi River was an efficient way to move goods in the 1700's and 1800's. Unfortunately, Spain controlled the southern section of the river. The United States and Spain argued over nearby land. Spain would not let Americans use the river for shipping. In 1795, President Washington sent Thomas Pinckney to negotiate with Spain. Spain's hold on the region was slipping and population was growing in Tennessee and Kentucky. Spain was ready to make a deal and a treaty was reached quickly.

Americans were given the right to use the Mississippi River and the port of New Orleans. The countries agreed that the 31st parallel would be the United States-Florida border. This treaty is also known as the Treaty of San Lorenzo.



Image source: <http://image.slidesharecdn.com/washingtondaytwo-131213115020-phpapp02/95/washington-day-two-17-638.jpg?cb=1386935511>

The First Political Parties

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Terms, Places, People

political parties

President Washington was careful when he selected the members of his first cabinet. They would head important departments in the new government and help make powerful decisions. He chose people with different backgrounds and from different regions of the country. When the president chose Alexander Hamilton and Thomas Jefferson, he knew their influences and beliefs would greatly impact the nation but he had no idea that Americans would choose to side with one or the other, thus giving birth to the nation's first **political parties**.

Alexander Hamilton's Personal Background

Alexander Hamilton was born in the West Indies and raised by his mother. He was educated by his mother and a local clergyman. He had high hopes of attending college. He took his first job at a young age, determined to create a better life for himself. One boss saw Alexander's effort and intelligence. He helped raise money for young Hamilton to go to New York. In New York, Hamilton attended college and made a better life for himself. He married Elizabeth Schuyler, whose family was

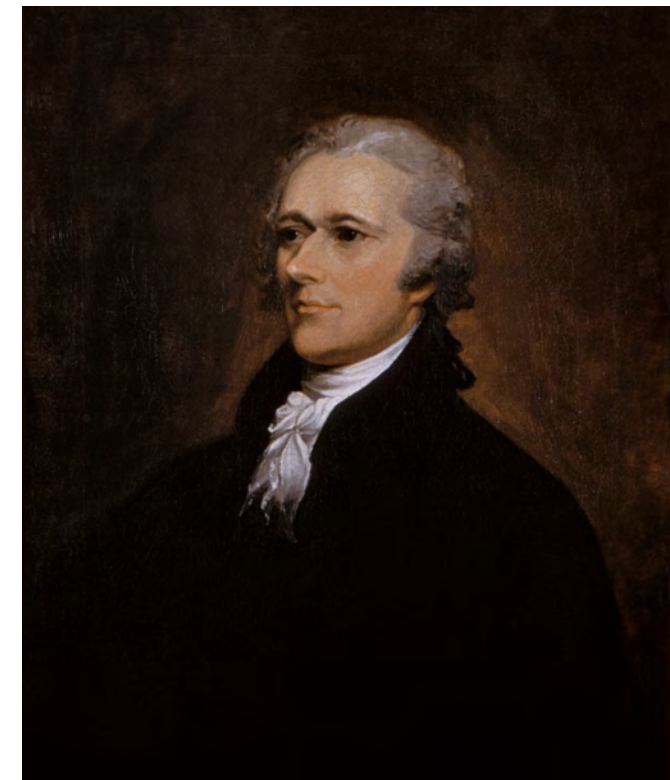


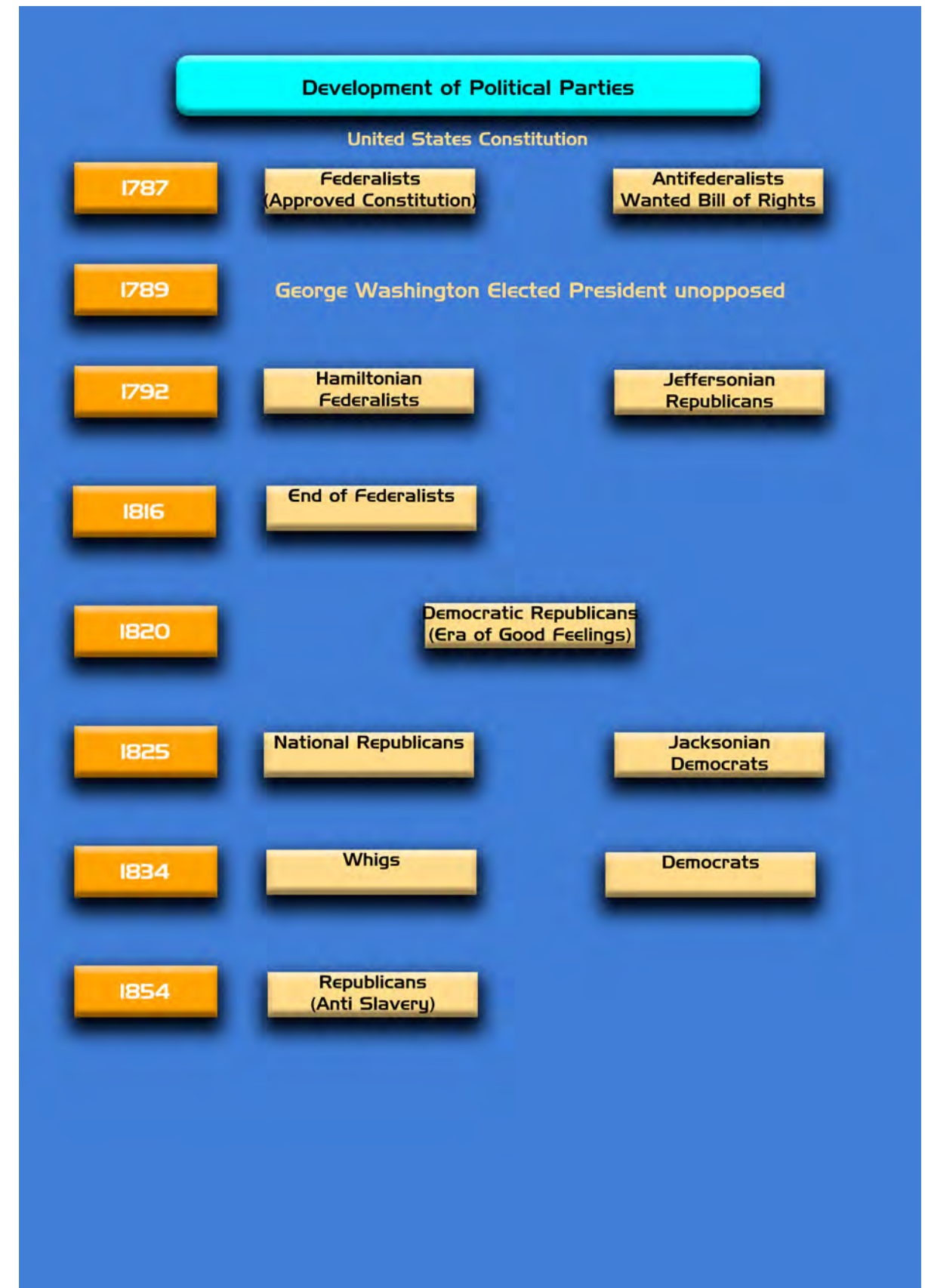
Image source: https://en.wikipedia.org/wiki/Alexander_Hamilton

wealthy and had many connections. Family connections helped Hamilton advance his political career.

Hamilton served America in many ways. He was not born in the United States, and therefore, was never able to be President.

Hamilton served in the American Revolution as General George Washington's personal assistant at the age of 20. Hamilton worked in Congress for a year, was a lawyer in New York, and was a delegate from New York to the Constitutional Convention. Hamilton wrote at least half of the Federalist papers, a series of essays urging states to ratify the constitution. Then Hamilton was then selected by Washington to serve on the first presidential cabinet as Secretary of the Treasury. Hamilton had strong ideas about how the American government should run.

The more he shared his ideas, the more like-minded people gathered around him. Soon Hamilton was a leader of the Federalist Party, one of America's first political parties. The meaning of the word "federalist" changed over time. In the 1790's the word was used to describe a group of people who shared views on how the country should be governed. Most members of the Federalist party were New Englanders who made a life working as bankers, merchants, or manufacturers. Some wealthy Southern plantation owners were also Federalists. Most Federalists had a good education and owned land. They favored banking and business, a strong central government, and they admired Britain's stability. They gained their support from people



in the Northeast and from wealthy plantation owners of the South. Though President Washington denied party association, he often agreed with the Federalist viewpoint.

In opposition to the Federalist party, the Democratic-Republican party formed. Thomas Jefferson was the party leader. This early political party is not the same as any present day political parties.

This party is sometimes referred to as the Jeffersonian Republicans or the Republicans. They were mostly shopkeepers, small farmers, artisans, and frontier settlers. Many Democratic-Republican were uneducated and could not read or write. The Democratic-Republicans usually favored the common man and state governments. They gained support from the Middle Atlantic states, small Southern farmers, and from the West.

Thomas Jefferson's Personal Background

Thomas Jefferson was born and raised in Virginia. His family owned a plantation and many slaves, several of which Jefferson eventually inherited. As a young boy Thomas Jefferson enjoyed practicing the violin, playing in the woods, horseback riding and reading. He began getting his education at age 9, from a boarding school. He studied Latin, Greek and French. In 1760 he went to the College of William and Mary. He studied many topics, and was fascinated with history, politics, culture, and understanding people. Jefferson was fortunate to receive a high quality education that many people of the times could not afford.

Jefferson began his career as a lawyer. His job changed many times before he retired.

Jefferson spoke powerfully with his pen but was a poor public speaker. He was chosen to write the Declaration of Independence because of his great writing ability. During the American Revolution, Jefferson was the governor of Virginia.

President Washington chose Jefferson to be in the his presidential cabinet and serve as the first Secretary of State. In this position

Jefferson helped President Washington deal with other countries. During this time Jefferson really began to disagree with Alexander Hamilton's ideas. Jefferson would go on to serve as Vice President to President John Adams and then become the third President of the United States.

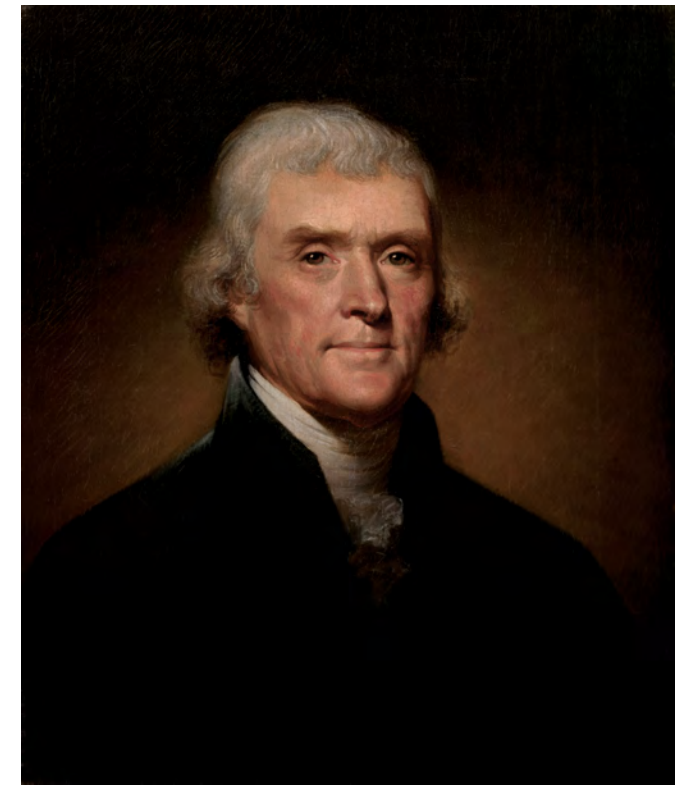


Image source: [https://upload.wikimedia.org/wikipedia/commons/0/07/Official_Presidential_portrait_of_Thomas_Jefferson_\(by_Rembrandt_Peale,_1800\).jpg](https://upload.wikimedia.org/wikipedia/commons/0/07/Official_Presidential_portrait_of_Thomas_Jefferson_(by_Rembrandt_Peale,_1800).jpg)

Debate About the National Bank

Hamilton felt that the national government should pay off the debt of the states from the Revolutionary War. Most states owed a lot of money and people did not have much trust that debts would be paid. Hamilton argued that by paying off debt for the states, citizens would work harder to help the national government succeed.

Hamilton believed that a national bank would help steady the economy. The Bank of the United States would be a place to store tax money collected by Congress and keep it safe. The bank would create a national currency - one type of money for the entire country. Business and manufacturing would increase because of the national bank's ability to loan money. The bank could also loan money to the government. Under Hamilton's plan, the Bank of America would be authorized for 20 years. Like many of Hamilton's plans, the Democratic Republicans were against it.

Many people thought creating a national bank was unconstitutional. Hamilton argued that the Constitution gave Congress the power to do anything "necessary and proper" to carry out its jobs. As one duty of Congress was to collect taxes, Hamilton argued that Congress needed a bank to keep the collected money safe. The Constitution's meaning would stretch to allow for the creation of a national bank.

Jefferson and the Democratic Republicans disagreed with the national bank. They felt that the national bank would favor

wealthy business owners but not help farmers. Jefferson believed it would give wealthy people too much control over the nation's finances. Having a national bank would make it more difficult for state banks to open. The national bank was unfair to farmers. It would loan money to business owners, but not to farmers to purchase land.

The Constitution did not specifically address the creation of a national bank; therefore Jefferson said Congress did not have the power to create one. He argued with amendment 10--if the Constitution did not give the power to the federal government or specifically deny it to the states, then that power remains with the states and the people. Both Hamilton and Jefferson presented their beliefs about the national bank to Washington. The President eventually sided with Hamilton and the Bank of America was chartered by Congress on February 25, 1791.

Interpreting the Constitution

The main question about whether a national bank could be established was whether or not it was Constitutional. Hamilton and Jefferson had different views on how the Constitution should be interpreted. Hamilton believed that the government could do anything it needed to do in order to carry out its responsibilities, unless a specific action was prohibited in the Constitution. Hamilton is said to have believed in a loose interpretation of the Constitution. Jefferson and the Democratic Republicans believed in a strict interpretation of the Constitution--powers of the

government were expressly detailed in the document itself and powers should only be stretched when absolutely necessary.

Interactive 3.7 The National Bank Quiz



Test your knowledge of the National Bank controversy with this one question quiz.

Differing Views

Hamilton and the Federalist party favored a strong national government. The Constitution was a guide that could be stretched and molded to allow the government to perform its duty. A loose construction of the Constitution would allow federal power to grow. A strong national government could bring all the states together and build up federal power.

Federalists believed only the best men should run the country. Those men would have been men like themselves--wealthy and educated. The belief was that American government should be modeled after the British government, with a strong nation government and elite leaders.

Jefferson and the Republicans favored democracy over any other form of government. Common men were capable of governing themselves. The national government should be limited and weaker--state governments should be stronger. The central government should be limited to the powers specifically listed in the Constitution. A national government that grew too strong could lead to loss of individual and states' rights. Jeffersonian Republicans believed state governments were closer to the people. Because they had a better understanding of what the people wanted and needed. Jefferson and the Republicans thought the state government would govern the people better than a far removed federal government.

Hamilton and the Federalists thought the best type of economy was one based on business and manufacturing. They wanted the national government to promote business, manufacturing and trade. This would increase the nation's wealth and help with national debt.

The Republican party favored the common man and an economy based on farming, particularly the small farmer. They typically disagreed with ideas that promoted business and manufacturing.

In a letter to President Washington, Thomas Jefferson shared how he valued farmers, "Agriculture....is our wisest pursuit, because it will in the end contribute most to real wealth, good morals and happiness".

Washington’s Farewell Address

President Washington was a man ready for retirement when he was chosen to become the nation’s first President. After serving



Image source: <https://www.loc.gov/exhibits/religion/images/vc006505.jpg>

one term he was once again ready to retire but was elected president once again. Washington realized that the country had many challenges, and was worried who would take office after him. After his second term, Washington gave his farewell address, telling the nation his time as President was over.

Washington’s Farewell Address was printed in a newspaper. He hoped Americans would read his address in the years to come, and remember its message. First, President Washington addressed the importance of keeping the country unified. Second, he warned the nation of the dangers of political parties,

cautioning American that party loyalty could distract Americans from running a successful government and drive the country apart. Washington also warned about another threat to America. He thought America should stay away from permanent alliances with other countries. A war was brewing between Britain and France, and Washington believed that the young nation should not get involved.

After two terms, Washington had much to be proud of. As the first leader of the United States of America, he had shown the world what the Presidency could be like, both socially and politically, earning the love and deep respect of most Americans.

Washington set one last precedent by leaving after two terms. America had a government that was up and running successfully. The young nation was growing quickly. During Washington’s presidency five new states were added to the country - Kentucky, Tennessee, Vermont, Rhode Island and North Carolina.

As you learn about the presidents that followed Washington, ask yourself if they followed the advice given in his farewell address.

Interactive 3.8 Letters to Washington



President Adams

QUESTIONS TO GUIDE INQUIRY

1. What details did President Washington and the first Congress need to work out for the new government to function the way the Framers had intended?
2. How did challenges the new country faced build a model for future governments?
3. Was Adams' Presidency a continuation of Washington's Presidency or an entirely different interpretation of the role of President?
4. Did the emergence of political parties significantly influence Adams' and Jefferson's handling of the foreign and domestic challenges facing the young nation?

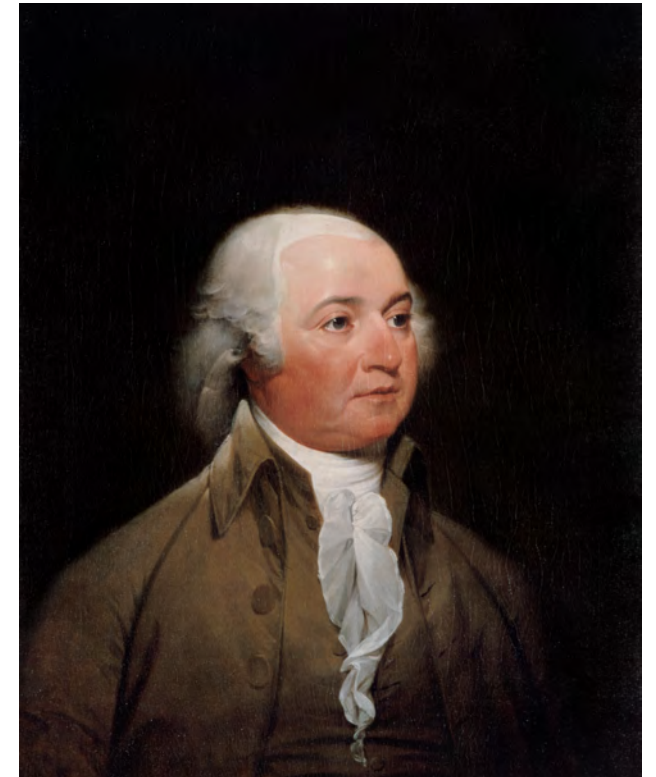
Terms, Places, People

states' rights

nullify

John Adams becomes President

The Presidential election to fill Washington's shoes was an unique one. For the first time voters were influenced by political parties. The Federalists chose to support Vice President John Adams in the race for the Presidency, and the Democratic Republicans chose Thomas Jefferson. Both parties worked hard to get voters to take their side. In an attempt to improve their chances of winning, both parties also presented the opponent as a disgrace. One Federalist claimed that Jefferson was so dazzled by France that he could not focus on doing what was best for America.



[https://upload.wikimedia.org/wikipedia/commons/d/df/Official_Presidential_portrait_of_John_Adams_\(by_John_T_rumbull_circa_1792\).jpg](https://upload.wikimedia.org/wikipedia/commons/d/df/Official_Presidential_portrait_of_John_Adams_(by_John_T_rumbull_circa_1792).jpg)

John Adams won the election. He had three more electoral votes than Thomas Jefferson. At this time, the candidate who received the most votes won the Presidency and the candidate receiving the second highest number of votes became the Vice President. The country had a President from one political party and a Vice President from another. These two men were leading a country together but they often did not see eye to eye. Would both men be able to set

aside their personal feelings toward one another and work together to do what was in the best interest of the young nation?

How did President Adams deal with foreign countries?

As you read earlier, from 1794-1795 President Washington had sent John Jay to make a treaty with Great Britain in an effort to prevent war. The Jay Treaty is known for delaying another war between the United States and Great Britain. However, the French did not like the treaty and saw it as a betrayal by the United States, justifying an attack on U.S. ships headed to Britain.

President Adams sent Elbridge Gerry, Charles Cotesworth Pinckney, and John Marshall to negotiate with the French.

Attacking American ships had to stop. Foreign Minister Talleyrand refused to meet with the Americans. Instead he sent 3 men in his place. They would later be known as X Y and Z. The French men demanded the United States pay \$250,000 and give France a loan of \$10 million. No money was given to France. All but one of the Americans left France, upset with the events.

Elbridge Gerry remained in France and tried to prevent a war.

Many people were angry about the “XYZ Affair” and wanted Congress to declare war on France. A popular slogan was “Millions for defense, not a penny for tribute”. The word tribute referred to paying for peace. The Federalist-controlled Congress started to prepare. They gathered an army and called President

Washington out of retirement to lead it. They decided to pay to have 40 more ships built. President Adams did not want to go to war with France, and he stood his ground with Congress. The Federalist party threatened to stop supporting Adams.



Given what you’ve read about the XYZ Affair, predict what happens next.



Image source: <http://www.johnadams.us/p/john-adamsspecial-session-message-to.html>

It turned out that a war was not necessary. Talleyrand invited the Americans back to France to work out a deal. No deal was made, however, because Napoleon Bonaparte came to power in France, and wasn't interested in the issue with the Americans.

France and the United States reached an agreement at the Convention of 1800. The agreement eliminated the alliance between the two countries that dated back to the American Revolution. France did not have to pay for any of the damages done to American ships. The United States had avoided war with France and maintained neutral status in the conflict between France and Britain.

Interactive 3.9 XYZ Affair



Learn more about the XYZ Affair in this video.

Do you agree with the way President Adams handled this problem? Use specific examples to explain why or why not.

The Alien and Sedition Acts

The Federalist party controlled the Presidency and Congress. Like Jefferson, many Democratic Republicans struggled with having the opposite party in control. In some states the members of the Democratic Republican party refused to enforce some laws.

Others called for secession, or wanted their state to leave the United States. Some worried about another revolution, like the one in France. The Federalists feared losing power. The United States had reached an agreement with France, but many people still felt there was a threat of war with France. All of this led to Congress passing the Alien and Sedition Acts. The Federalists claimed the laws were to guard against people who made trouble for the government. These acts were divided into 4 parts.

The first part was called the Naturalization Act. It focused on aliens becoming citizens of the United States. This law said immigrants would have to live in the U.S. for fourteen years before they could become a citizen. Before this law, immigrants only needed to live in the U.S. for five years. Most immigrants voted for Democratic Republican candidates. Now immigrants would not be allowed to vote for 14 years. Jefferson and his party saw this act as a move to strengthen the Federalist party.

The other two Alien Acts allowed the president to remove foreigners from the country. Any alien that was from a country the United States was at war with could be removed. If the President had reason to believe a person was dangerous to the country,

that person could also be removed. These two laws were to protect the United States during wartime.

Next President Adams signed a bill that went against the first amendment. The Constitution was just over 10 years old and the government was struggling to follow it.

The Sedition Act made it a crime for a person to write or say anything negative about the government. The act of sedition--encouraging rebellion against the government, was defined as “printing, writing or speaking in a scandalous or malicious (hateful) way against the government....Congress...or the President”. There was no mention of protecting Vice President Thomas Jefferson. Some thought it was because he was from the opposite party.

The Alien and Sedition Acts were meant to quiet and weaken the Democratic-Republicans. Several Democratic Republican newspaper writers were arrested. Instead of sitting back quietly, some leading Democratic -Republicans went to work to fight these laws. Eventually the Naturalization Act was repealed, but not while John Adams was President. The other sections of the law were allowed to expire on March 3, 1801 - the last day of President Adams’ term.

Two Democratic-Republicans that felt strongly that the Alien and Sedition Acts were unconstitutional were Thomas Jefferson and James Madison. If the federal government wouldn’t protect

America’s right of freedom of speech and freedom of press then the states needed to. They saw the Constitution as a compact, or strong agreement, between the states. Therefore, the states could decide if an act of Congress was unconstitutional. This theory is known as **state’s rights**. (Remember that the Supreme Court’s power to declare laws as unconstitutional was not specifically addressed in the Constitution and that important detail had not been worked out yet.) To get their points across, Jefferson and Madison wrote resolutions and asked the states to approve them. The resolutions were a group of statements opposing the acts. By passing the resolutions, states would **nullify** the laws, or declare them ineffective. The only states to adopt the resolutions were Kentucky and Virginia.

Though no other states passed the Kentucky and Virginia Resolutions, many people thought less of President Adams and the Federalist party. The Alien and Sedition Acts are believed to have helped Thomas Jefferson win the presidential election of 1800.

Election of 1800

President John Adams was on the ballot for a second term. His opponent was Vice President Thomas Jefferson. Also running for the Democratic Republicans was Aaron Burr. Even though the campaigning and the competition were strong, the election ended in a tie. Thomas Jefferson and Aaron Burr, from the same party, were tied for President. The House of Representatives was

supposed to break the tie, but they were evenly split too. Since Thomas Jefferson had been Vice President and was a party leader, Aaron Burr could have voluntarily accepted the position of Vice President. Instead, he held on to the hope of becoming President. Alexander Hamilton encouraged the Federalist Congress to vote for Jefferson. Hamilton saw Jefferson as the smaller threat. On February 17, 1801 Congress decided that Thomas Jefferson would be the third President of the United States. Leadership in the United States had changed from one party to another without any violence.

The election of 1800 illustrated a flaw in the Constitution. When voting for President, each elector voted twice. The person with the most votes became President and the runner-up became the Vice President. The framers of the Constitution never considered what might happen if there was a tie. They also did not think about political parties and how the President and Vice President could be from opposite parties, as in the election of 1796.

Congress solved this problem by passing the twelfth amendment in 1804. The 12th amendment changed the voting process. The electoral college would each still have two votes but one would be for the President specifically and one would be for the Vice President.

State	Jefferson	Burr	Adams	Hamilton
New Hampshire		6	6	
Massachusetts		16	16	
Rhode Island		4	3	1
Connecticut		9	9	
Vermont		4	4	
New York	12	12		
New Jersey		7	7	
Pennsylvania	8	8	7	7
Delaware		3	3	
Maryland	5	5	5	5
Virginia	21	21		
Kentucky	4	4		
North Carolina	8	8	4	4
Tennessee	3	3		
South Carolina	8	8		
Georgia	4	4		
Total	73	73	65	64

Image source: <http://www.archives.gov/global-pages/larger-image.html?i=/legislative/features/1800-election/images/1800-election-l.jpg&c=/legislative/features/1800-election/images/1800-election.caption.html>



Were the First Presidents More Reactive or Proactive in Dealing with the New Nation's Growing Pains?

Create an argument with evidence from the chapter to support your claim