

Module 7

Launching the Nation



Essential Question

How did challenges and disagreements help shape the new nation?



About the Photo: The Washington Monument in the nation's capital is one of many tributes to George Washington.

In this module you will learn about the important events of the first three presidencies and how they affected the country. You will also learn about the beginnings of many traditions that still exist today.

Explore ONLINE!

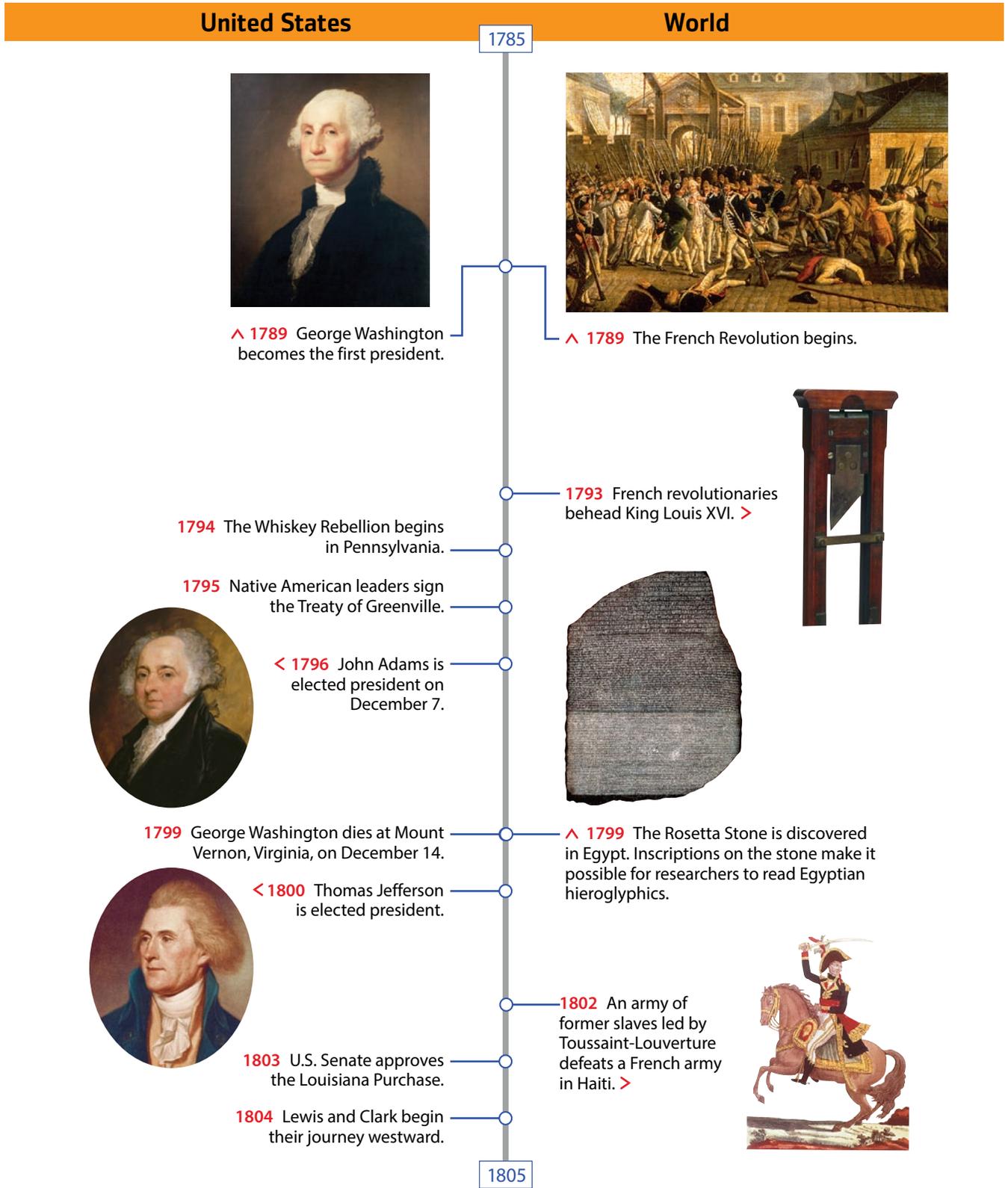


VIDEOS, including...
• George Washington

- Document-Based Investigations
- Graphic Organizers
- Interactive Games
- Interactive Graph: Tackling the Debt
- Image Carousel: Battles in the Northwest Territory
- Image Slider: The Election of 1800

What You Will Learn ...

- Lesson 1: Washington Leads a New Nation 246**
The Big Idea President Washington and members of Congress established a new national government.
- Lesson 2: Hamilton and National Finances 250**
The Big Idea Treasury secretary Alexander Hamilton developed a financial plan for the national government.
- Lesson 3: Challenges for the New Nation 255**
The Big Idea The United States faced significant foreign and domestic challenges under Washington.
- Lesson 4: John Adams's Presidency 263**
The Big Idea The development of political parties in the United States contributed to differing ideas about the role of the federal government.
- Lesson 5: Jefferson Becomes President 268**
The Big Idea Thomas Jefferson's election began a new era in American government.



Reading Social Studies

THEME FOCUS:

Economics and Politics

This module, titled “Launching the Nation,” describes how the early leaders established this nation’s political and economic systems. You will read about Washington’s presidency, Hamilton’s plan for financial security for the nation, the establishment of two parties to elect the president, and Jefferson’s struggles with both Washington and Hamilton. Throughout the module you will see that disagreement often defined these early days.

READING FOCUS:

Inferences about History

What’s the difference between a good guess and a weak guess? A good guess is an *educated* guess. In other words, the guess is based on some knowledge or information. That’s what an **inference** is, an educated guess.

Make Inferences about What You Read To make an inference, combine information from your reading with what you already know, and make an educated guess about what it all means. Once you have made several inferences, you may be able to draw a conclusion that ties them all together.

Question What kind of person was Alexander Hamilton?

Inside the Text

- Hamilton ran a company when he was just a teenager.
- He had a career as a lawyer.
- He became the secretary of the treasury under Washington.

Outside the Text

- Running a company takes intelligence and cleverness.
- Becoming a lawyer takes dedication.
- Washington probably wanted someone clever and capable.

Inference Alexander Hamilton was an intelligent, clever, and dedicated man.

Steps for Making Inferences

1. Ask a question.
2. Note information “Inside the Text.”
3. Note information “Outside the Text.”
4. Use both sets of information to make an educated guess, or inference.

You Try It!

Read the following passage and answer the questions that follow.

Economic Differences Hamilton wanted new forms of economic growth. He wanted to promote manufacturing and business. He even suggested that the government award a prize to companies that made excellent products.

In addition, Hamilton wanted to pass higher tariffs. Known as protective tariffs, these taxes would raise the prices of foreign products. Hamilton hoped this would cause Americans to buy U.S. goods. As a result, American manufacturing would be protected from foreign competition.

Jefferson worried about depending too much on business and manufacturing. He believed that farmers were the most independent voters . . . Jefferson wanted to help farmers by keeping the costs of the goods they bought low. Lower tariffs would help keep prices low.

Answer these questions based on the passage you just read.

1. Which two questions can be answered directly from the text above and which one requires that you make an inference?
 - a. Who wanted higher tariffs—Hamilton or Jefferson?
 - b. Why do you think Hamilton and Jefferson had different views on the importance of manufacturing?
 - c. Which man wanted to help the farmers?
2. To answer question b, it might help to know that Hamilton lived in New York City and Jefferson was from the more rural area of Virginia. Use that information and information in the passage to explain why one man might have valued manufacturing more than the other.

As you read Module 7, remember that you need to combine what you already know with the information in the module to make inferences.

Key Terms and People

Lesson 1

George Washington
electoral college
Martha Washington
precedent
Judiciary Act of 1789

Lesson 2

Alexander Hamilton
national debt
bonds
speculators
Thomas Jefferson
loose construction
strict construction
Bank of the United States

Lesson 3

French Revolution
Neutrality Proclamation
privateers
Jay's Treaty
Pinckney's Treaty
Little Turtle
Battle of Fallen Timbers
Treaty of Greenville
Whiskey Rebellion

Lesson 4

political parties
Federalist Party
Democratic-Republican Party
XYZ affair
Alien and Sedition Acts
Kentucky and Virginia
Resolutions

Lesson 5

John Adams
Louisiana Purchase
Meriwether Lewis
William Clark
Sacagawea
John Marshall
Marbury v. Madison
judicial review

Washington Leads a New Nation

The Big Idea

President Washington and members of Congress established a new national government.

Main Ideas

- In 1789 George Washington became the first president of the United States.
- Congress and the president organized the executive and judicial branches of government.
- Americans had high expectations for their new nation.

Key Terms and People

George Washington
electoral college
Martha Washington
precedent
Judiciary Act of 1789

If YOU were there . . .

You are a seamstress in New York City in 1789. You've joined the excited crowd in the streets for Inauguration Day. Church bells are ringing, and people are cheering. Even though you were just a young child during the Revolution, Washington is your hero. Now you watch as he takes the oath of office. You are proud to see that he is wearing a suit of American-made cloth.

What do you think America's future will be like under President Washington?

The First President

Americans believed in **George Washington**. They saw him as an honest leader and a hero of the Revolution. Many believed he should be the first U.S. president. Washington had been looking forward to retirement and a quiet life on his Virginia farm. When he hesitated at becoming a candidate for the presidency, his friends convinced him to run. Fellow politician Gouverneur Morris told him, "Should the idea prevail [win] that you would not accept the presidency, it should prove fatal . . . to the new government." Morris concluded confidently, "Of all men, you are the best fitted to fill that office."

In January 1789 each of the 11 states that had passed the Constitution sent electors to choose the first president. These delegates formed a group called the **electoral college**. The electoral college is a body of electors who represent the people's vote in choosing the president. The electoral college selected Washington unanimously, and John Adams became his vice president.

Washington's wife, First Lady **Martha Washington**, entertained guests and attended social events with her husband. She described the scene to her niece: "I have not had one half-hour to myself since the day of my arrival." She ran the presidential household with style.



Martha Washington

Other women of the time period, such as author Judith Sargent Murray, believed that women needed to play a greater

Reading Check

Analyze Information Why was Washington selected to be president?

role in the new nation than Martha Washington did. Murray, Abigail Adams, and others believed in Republican Motherhood, the idea that women played an important role in teaching their children to be good citizens.

Some promoters of Republican Motherhood did not expect women to participate in politics or business. Other people, however, hoped that Republican Motherhood would lead to greater opportunities for women. They hoped more women would receive an education. Only a few families were willing to provide much education for their daughters, and adult women rarely had the time or money to get an education later in life. Most women in the early republic faced long days managing their households and working hard inside or outside the home to support their families.

Organizing the Government

Hard work also lay ahead for members of the new government. The new federal government had to create policies and procedures that would determine the future of the country. As President Washington noted in a letter to James Madison, “The first of everything in our situation will serve to establish a precedent.” A **precedent** is an action or decision that later serves as an example.

The First Congress created departments in the executive branch for different areas of national policy. Washington met with the department heads, or cabinet members, who advised him.

Today we know that presidents have cabinet meetings with their top advisers. This practice started during Washington’s presidency and was common by 1792.

For two of his most important cabinet positions, Washington chose carefully. He picked Alexander Hamilton as secretary of the treasury and Thomas Jefferson as secretary of state. Henry Knox served as secretary of war, and Samuel Osgood was chosen as postmaster general. Hamilton was a gifted economic planner, and Jefferson had served as ambassador to France. Knox had helped Washington run the Continental army, and Osgood had government experience.



The First Cabinet

Washington’s cabinet members kept him informed on political matters and debated important issues with one another. Each of the men chosen had experience that made him a wise choice to advise the nation’s first president. By 1792 cabinet meetings were a common practice.

- 1 Henry Knox, secretary of war
- 2 Thomas Jefferson, secretary of state
- 3 Edmund Randolph, attorney general
- 4 Alexander Hamilton, secretary of the treasury
- 5 George Washington, president

To set up the federal court system and the courts' locations, Congress passed the **Judiciary Act of 1789**. This act created three levels of federal courts and defined their powers and relationship to the state courts. It set up federal district courts and circuit courts of appeals. The president nominated candidates for federal judgeships. Those candidates then had to be approved or rejected by the Senate. Washington wrote about the importance of these duties:

“I have always been persuaded that the stability and success of the national government . . . would depend in a considerable degree on the interpretation and execution of its laws. In my opinion, therefore, it is important that the judiciary system should not only be independent in its operations, but as perfect as possible in its formation.”

—George Washington to the Justices of the Supreme Court, April 3, 1790

The basic parts of the federal government were now in place. Leaders began to face the challenges of the new nation. Hard work lay ahead.

Americans' Expectations for the Nation

Most Americans had high expectations for the new country. They wanted improved trade, free from too many restrictions. But they also expected the government to protect them and to keep the economy stable. However, the idea of belonging to one united nation was new to them.

In 1790 the United States was home to almost 4 million people. Most Americans lived in the countryside and worked on farms. Farmers wanted fair tax laws and the right to settle western lands. They did not want the government to interfere with their daily lives.

Other Americans worked in towns as craftspeople, laborers, or merchants. These people looked to the government to help their businesses. Most merchants wanted simpler trade laws established. Manufacturers wanted laws to protect them from foreign competitors.

Reading Check

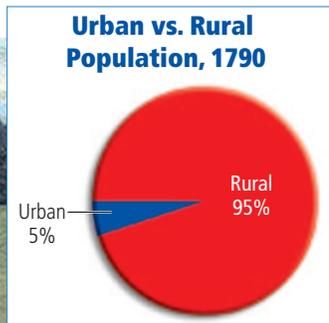
Find Main Ideas

What two important precedents were established for the federal government?

A Rural Nation

Some Americans lived in growing cities like New York City, shown here. However, the new republic was overwhelmingly rural. Most Americans lived and worked on farms.

Why might rural Americans and urban Americans want different things from their new government?



Academic Vocabulary

agreement a decision reached by two or more people or groups

Reading Check

Analyze Information Why was New York City chosen as the first capital of the United States?

Most cities were small. Only New York City and Philadelphia had populations larger than 25,000. New York City was the first capital of the United States, and it represented the spirit of the new nation. Although badly damaged during the Revolution, the city had already begun to recover. Citizens got rid of many signs of British rule.

New York City had a bustling economy. International trade and business became more active. A French visitor to New York City noted the city's energy.

“Everything in the city is in motion; everywhere the shops resound [ring out] with the noise of workers . . . one sees vessels arriving from every part of the world.”

—A French visitor to New York City, quoted in *Travels Through the Two Louisianas and Among the Savage Nations of the Missouri* by Perrin du Lac and Francois Marie

In 1792 some 24 stockbrokers signed an **agreement** under a buttonwood tree on Wall Street. This agreement was the foundation for what later became the New York Stock Exchange. It cemented Wall Street's image as the economic hub of the United States and eventually the world. Today, the New York Stock Exchange is the largest market for securities, or stocks, in the world.

By 1790 the city's population had topped 33,000 and was growing rapidly. To many officials, this vibrant city reflected the potential future of the new nation. It was thus a fitting place for the capital.

Summary and Preview Americans, led by President George Washington, set up their new government. In the next lesson you will read about Alexander Hamilton's economic plan.

Lesson 1 Assessment

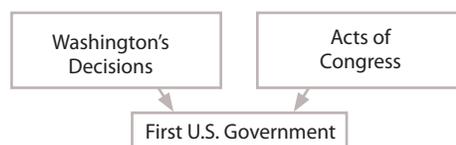
Review Ideas, Terms, and People

- a. Describe** What role did the electoral college play in George Washington's election to the presidency?
b. Summarize What were some of Martha Washington's duties as First Lady?
- a. Describe** What precedent did President Washington and Congress establish regarding the executive branch?
b. Explain What was the purpose of the Judiciary Act of 1789?
c. Evaluate What do you think was the most important element of the Judiciary Act of 1789? Why?
- a. Recall** What city served as the first capital of the United States? Why?
b. Draw Conclusions What expectations did most Americans have for the new nation?

c. Make Judgments Do you think New York City should still be the capital city of the United States? Explain your answer.

Critical Thinking

- 4. Compare** In this lesson you learned about the presidency of George Washington. Create a chart similar to the one below and use it to compare how Washington and Congress organized the new government.



Hamilton and National Finances

The Big Idea

Treasury secretary Alexander Hamilton developed a financial plan for the national government.

Main Ideas

- Hamilton tackled the problem of settling national and state debt.
- Thomas Jefferson opposed Hamilton's views on government and the economy.
- Hamilton created a national bank to strengthen the U.S. economy.

Key Terms and People

Alexander Hamilton
national debt
bonds
speculators
Thomas Jefferson
loose construction
strict construction
Bank of the United States

If YOU were there . . .

You live on a plantation in North Carolina in the 1790s. You have just heard that the federal government plans to pay most of the northern states' debts from the war. Your neighbors are outraged about this idea. It means more taxes and tariffs! New York and Massachusetts are far away, they say. Why should North Carolina farmers have to pay northern debts?

Would you pay other states' war debts? Why?

Settling the Debt

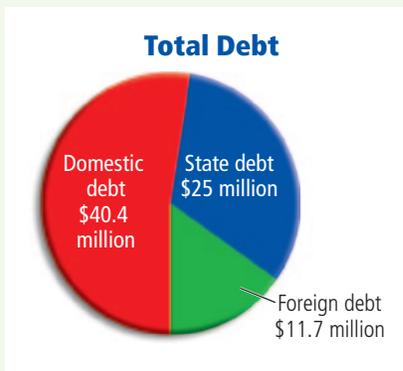
Alexander Hamilton seemed born with a head for economics. While still in his teens, he helped run a shipping company in his native British West Indies. Family friends then sent him to the American colonies for an education. Hamilton eventually married into a wealthy New York family and began practicing law. He served as Washington's aide and as a delegate to four Continental Congresses.

National Debt As secretary of the treasury, Hamilton's biggest challenge was paying off the **national debt**—money owed by the United States—from the Revolutionary War. The United States owed about \$11.7 million to foreign countries and about \$40.4 million to U.S. citizens. During the war the government raised money with bonds. **Bonds** are certificates of debt that carry a promise to buy back the bonds at a higher price. The new government could not afford to keep this promise. Bondholders who needed money sold their bonds for less than the original value to **speculators**, or people who buy items at low prices in the hope that the value will rise and they can sell the items for a profit.

Hamilton wanted to pay the foreign debt immediately and gradually repay the total value of all bonds. The second part of his plan caused disagreements because paying full value would allow speculators to make a profit. Hamilton thought

Hamilton's Economic Plan

Alexander Hamilton developed a three-point plan to solve the nation's financial problems.



1 Deal with the Debt

- Take on the foreign and domestic debt by replacing creditors' old, low-value bonds with new, interest-bearing bonds
- Take over most of the states' \$25 million Revolutionary War debts

would build investor confidence in the stability of the new nation

2 Gain Revenue

- Pass a tariff to both bring in revenue and help American manufacturers

would free up state money for business and trade

3 Stabilize the Banking System

- Create a national bank
- Create a national mint

this was fair. He said, "He [the speculator] paid what the commodity [bond] was worth . . . and took the risks."

Thomas Jefferson disagreed. He thought the idea cheated bondholders who had sold their bonds at low prices. Jefferson wrote, "Immense sums were thus filched [stolen] from the poor and ignorant." But more politicians agreed with Hamilton. In 1790 the government exchanged old bonds for new, more reliable ones that were guaranteed.

States' Debts The states owed \$25 million for Revolutionary War expenses. Hamilton wanted the federal government to pay for \$21.5 million of this debt. Hamilton believed that this action would help the federal government. He thought that paying the states' debts would help the national economy. Debtor states would not have to spend so much on repayment and would have money to develop business and trade. Increased business and trade would put more money back into the national economy.

The South, however, did not want to help the federal government pay the debts of other states. States such as Virginia and North Carolina did not have many war debts. They thought Hamilton's idea was unfair. Patrick Henry said he did not believe that the Constitution gave Congress the power to pay state debts. Hamilton knew that he needed the help of southern representatives to get his plan approved.

Moving the Capital Hamilton also knew that he had something to bargain with. Officials from the southern states wanted to change the location of the nation's capital. Many southerners thought that having the capital in New York gave the northern states too much influence over national policy. Hamilton, Jefferson, and James Madison met in June 1790. Hamilton promised to convince northern members of Congress to move the capital. Jefferson and Madison then agreed to gather support in the South for Hamilton's debt plan.

Benjamin Banneker 1731–1806

Benjamin Banneker was born to a free African American family in rural Maryland. He attended a Quaker school but was largely self-educated. He was a skilled mathematician and scientist. His mathematical skills prompted Thomas Jefferson to give him a job surveying the land for the new national capital.

Draw Conclusions

How was Benjamin Banneker's life different from most African Americans' of the time?



Reading Check

Identify Points of View How did southerners feel about the federal government paying state war debts, and how did Hamilton change their minds?

The compromise worked. The national capital was moved to Philadelphia in 1791 for ten years. For the capital's permanent location, Washington chose a place on the Potomac River that included part of both Maryland and Virginia. The land was made up of swamps and farms. This site would eventually become the city of Washington, DC.

Jefferson Opposes Hamilton

Hamilton and Jefferson did not cooperate for long. Instead, they began to disagree about how to define the authority of the central government. Hamilton believed in a strong federal government. Jefferson wanted to protect the powers of the states. Their conflict reflected basic differences in their opinions about democracy. Hamilton had little faith in the average individual. He once said that “the people . . . seldom judge or determine [decide] right.”

Differing Views Hamilton wanted a strong central government that balanced power between the “mass of the people” and wealthier citizens. He believed that his approach would protect everyone's liberties while keeping the people from having too much power.

Jefferson disagreed strongly with Hamilton's views of the average citizen's ability to make decisions for the country. He admitted that “the people can not be all, and always, well informed.” However, Jefferson believed that it was the right of the people to rule the country.

Economic Differences Hamilton and Jefferson also fought over how the country's economy should grow. Hamilton wanted new forms of economic growth. He wanted to promote manufacturing and business. He even suggested that the government award a prize to companies that made excellent products.

In addition, Hamilton wanted to pass higher tariffs. Known as protective tariffs, these taxes would raise the prices of foreign products. Hamilton hoped this would cause Americans to buy U.S. goods. As a result, American manufacturing would be protected from foreign competition.

Role of a Citizen

Alexander Hamilton thought that the average citizen had no interest in public affairs.

“We must take man as we find him, and if we expect him to serve the public, [we] must interest his passions in doing so. A reliance on pure patriotism has been the source of many of our errors.”

—Alexander Hamilton, from *The Works of Alexander Hamilton*, ed. Henry Cabot Lodge

Thomas Jefferson believed that each citizen could work to better society.

“It is my principle that the will of the Majority should always prevail [win] . . . Above all things I hope the education of the common people will be attended to; [I am] convinced that on their good sense we may rely with the most security for the preservation of a due degree of liberty.”

—Thomas Jefferson, from a letter to John Adams, December 1787



Analyze Historical Sources

How did the views of Hamilton and Jefferson differ?

Reading Check

Summarize What were the main differences between Hamilton and Jefferson concerning the power of the nation's government?

Jefferson worried about depending too much on business and manufacturing. He believed that farmers were the most independent voters. They did not depend on other people's work to make a living.

Jefferson wrote, “Our governments will remain virtuous [pure] for many centuries; as long as they are chiefly agricultural.” Jefferson wanted to help farmers by keeping the costs of the goods they bought low. Lower tariffs would help keep prices low.

A National Bank

Hamilton's and Jefferson's differences became more and more public in early 1791. The two men had very different opinions about how the government should approach its economic problems.

Hamilton's Plan for a National Bank Hamilton wanted to start a national bank where the government could safely deposit its money. The bank would also make loans to the government and businesses. Hamilton also thought that the United States should build a national mint, a place to make coins. Then the country could begin issuing its own currency.

Hamilton knew that people who wanted to protect states' rights might have a strong reaction to the idea of a national bank, so he suggested limiting it to a 20-year charter. After that time Congress could decide whether to extend the charter. Hamilton also asked each state to start its own bank so the national bank would not have a monopoly.

Jefferson Opposes the Bank Both Jefferson and Madison believed that Hamilton’s plans for the economy gave too much power to the federal government. They also thought the U.S. Constitution did not give Congress the power to create a bank. But Hamilton quoted the elastic clause, which states that Congress can “make all laws which shall be necessary and proper” to govern the nation.

Hamilton declared that the clause allowed the government to create a national bank. Hamilton believed in **loose construction** of the Constitution. Loose construction means that the federal government can take reasonable actions that the Constitution does not specifically forbid.

Jefferson thought that the elastic clause should be used only in special cases. He wrote to President Washington, “The Constitution allows only the means which are ‘necessary,’ not those which are merely ‘convenient.’” Jefferson believed in strict construction of the Constitution. People who favor **strict construction** think that the federal government should do only what the Constitution specifically says it can do.

President Washington and Congress agreed with Hamilton. They hoped a bank would offer stability for the U.S. economy. In February 1791 Congress enacted the charter for the **Bank of the United States**—the country’s first national bank. The bank played an important role in making the U.S. economy more stable.

Summary and Preview Washington and Hamilton developed plans for paying the national debt. In the next lesson you will read about the U.S. neutrality policy.

Reading Check

Draw Conclusions

Why did Congress and the president agree to create a national bank?

Lesson 2 Assessment

Review Ideas, Terms, and People

1. **a. Describe** What economic problems did the new government face?
 - b. Summarize** What compromise did Alexander Hamilton, Thomas Jefferson, and James Madison reach regarding repayment of state debts?
2. **a. Identify** What disagreement did Jefferson and Hamilton have over the central government?
 - b. Draw Conclusions** Hamilton was a New Yorker, while Jefferson was from Virginia. How do you think that affected their views on the economy?
 - c. Elaborate** Do you agree with Hamilton or Jefferson regarding the average citizen’s ability to make decisions for the country? Explain your answer.
3. **a. Recall** Why did Jefferson oppose the creation of the Bank of the United States?

- b. Contrast** What is the difference between loose construction and strict construction of the Constitution?
- c. Elaborate** Defend Alexander Hamilton’s stance in favor of the creation of a national bank.

Critical Thinking

4. **Identify Solutions** In this lesson you learned about U.S. economic problems and Hamilton’s solutions. Create a chart similar to the one below and use it to show how Hamilton’s views on the economy differed from those of Thomas Jefferson.

	Hamilton	Jefferson
Bonds		
Economy		
Tariffs		
National Bank		

Challenges for the New Nation

The Big Idea

The United States faced significant foreign and domestic challenges under Washington.

Main Ideas

- The United States tried to remain neutral regarding events in Europe.
- The United States and Native Americans came into conflict in the Northwest Territory.
- The Whiskey Rebellion tested Washington's administration.
- In his Farewell Address, Washington advised the nation.

Key Terms and People

French Revolution
Neutrality Proclamation
privateers
Jay's Treaty
Pinckney's Treaty
Little Turtle
Battle of Fallen Timbers
Treaty of Greenville
Whiskey Rebellion

Academic Vocabulary

neutral unbiased, not favoring either side in a conflict

If YOU were there . . .

You are the captain of an American merchant ship in the 1790s. Your ship has just picked up cargo in the French West Indies. You are headed back to your home port of Philadelphia. Suddenly, a British warship pulls alongside your ship. Marines swarm aboard. They order you into the nearest harbor and seize your goods.

How would this incident affect your views of Great Britain?

Remaining Neutral

Tensions between France and Great Britain began to build after the French people rebelled against their king. On July 14, 1789, citizens of Paris attacked and captured the Bastille, a hated fortress and prison that stood as a mighty symbol of royal power.

The storming of the Bastille was one of the first acts of the **French Revolution**—a rebellion of French people against their king in 1789. The French people overthrew their king and created a republican government.

Many French citizens had been inspired to take action by the American Revolution. Many Americans, in turn, supported the French Revolution. They thought that France was creating the same kind of democracy as the United States.

Some Americans worried about the French Revolution's violent riots and attacks on traditional authority. Revolutionaries shocked many Americans by beheading King Louis XVI in January 1793 and Queen Marie-Antoinette later that year.

A few years after the French Revolution started, France and Great Britain went to war. Some Americans supported the French, while others backed the British. Some wanted to remain **neutral**.

The Neutrality Proclamation The debate divided Congress and Washington's cabinet. Washington presented his opinion to Congress on April 22, 1793:

“The duty and interest of the United States require that they should with sincerity and good faith adopt and pursue a conduct friendly and impartial [unbiased] towards the belligerent [fighting] powers.”

—George Washington, from *The Writings of George Washington*

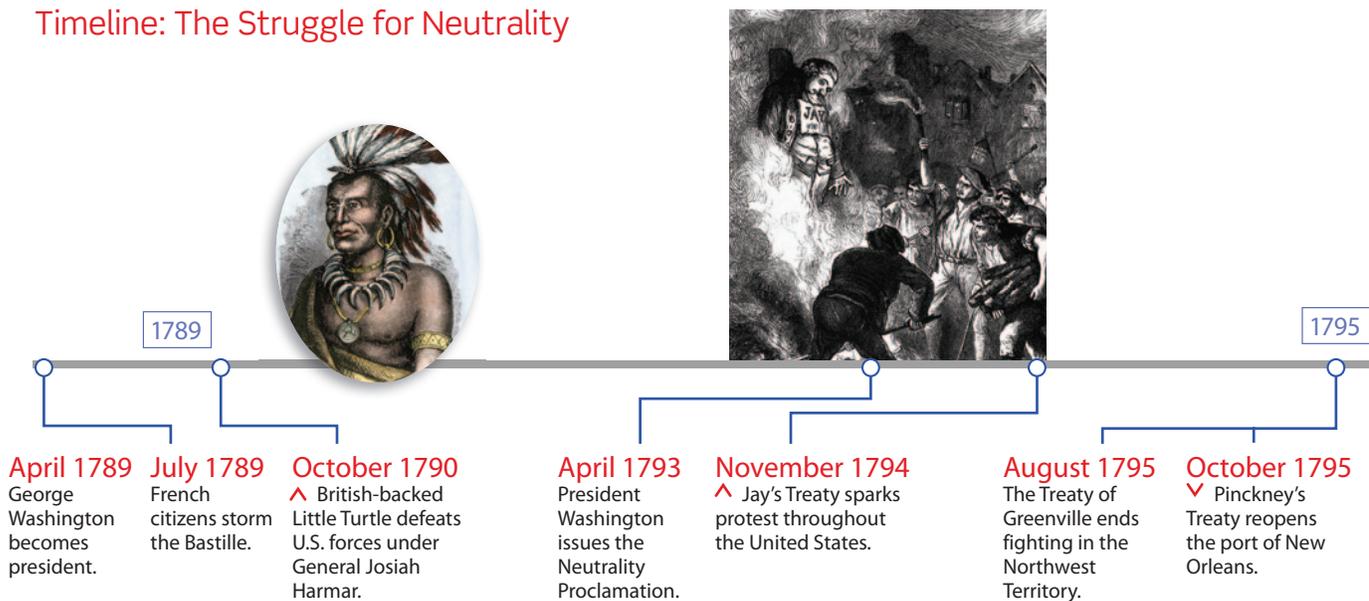
This **Neutrality Proclamation** stated that the United States would not take sides with any European countries that were at war. Washington believed his plan was the safest for the long run, but not everyone agreed.

Some members of Congress criticized Washington’s ideas. James Madison believed that the president had gone beyond his authority. He questioned Washington’s right to issue the proclamation without the approval of Congress.

The French Question France’s new representative to the United States, Edmond Genet (zhuh-NAY), asked American sailors to help France fight England by commanding **privateers**. Privateers were private ships hired by a country to attack its enemies. Washington told Genet that using American privateers violated U.S. neutrality. Jefferson wanted the French revolutionaries to succeed, but even he agreed that allowing France to use American privateers against England was a bad idea.

Jefferson was still upset by U.S. policy toward France. He believed that the United States should back France because France had supported the United States during the Revolutionary War. Hamilton, on the other hand, was pro-British. He hoped to strengthen trading ties with Britain—the most powerful trading nation in the world at the time. Jefferson thought

Timeline: The Struggle for Neutrality



Interpret Timelines

To what extent was President Washington successful in maintaining American neutrality?



that Hamilton had too much influence on the president's foreign policy and that Hamilton interfered with Jefferson's role as secretary of state. Jefferson decided to resign from Washington's cabinet in 1793.

Jay's Treaty There were other threats to U.S. neutrality. In late 1793 the British seized ships carrying food to the French West Indies. Hundreds of the ships were neutral American merchant ships. Also, British officers were helping Native Americans fight settlers.

Washington wanted to prevent another war with the British. He sent Chief Justice John Jay to London to work out a compromise. The British knew the United States lacked a strong navy and that U.S. businesses relied heavily on British trade. However, the British did not want to fight another war in America.

In November 1794 the two sides signed **Jay's Treaty**. Jay's Treaty settled the disputes that had arisen between the United States and Great Britain in the early 1790s. The British would pay damages on seized American ships and abandon their forts on the northwestern frontier. The United States agreed to pay debts it owed the British.

The treaty was unpopular and sparked violent protests. Citizens and congressional leaders thought the treaty hurt trade and did not punish Britain enough for some of its actions. Southerners were especially angry that the treaty did not ask Britain to repay them for slaves that Britain had set free during the Revolutionary War. Washington did not like the treaty but believed it was the most that could be done. At his urging the Senate approved the treaty.

Pinckney's Treaty American businesses faced problems as well. The Spanish disputed the border between the United States and Florida. Spain closed the port of New Orleans to U.S. trade in 1784. This hurt the American economy because all goods moving down the Mississippi to places in the East or overseas had to pass through New Orleans.

Washington asked Ambassador Thomas Pinckney to meet with Spanish officials to discuss the problem. He asked the Spaniards to reopen New Orleans to U.S. trade. Pinckney also asked for the right of deposit in New Orleans. This right would allow American boats to transfer goods in New Orleans without paying cargo fees.

Spanish minister Manuel de Godoy (goh•THOY) tried to delay reaching an agreement, hoping Pinckney would become desperate and sign a treaty that favored the Spanish. He was worried that the United States and Great Britain might join against Spain after signing Jay's Treaty. Pinckney was patient, however, and his patience was rewarded.

In October 1795 Godoy agreed to **Pinckney's Treaty**, which settled the border and trade disputes with Spain. Under the treaty Spain agreed to recognize the U.S. southern boundary as 31° north latitude. Spain's government also reopened the port at New Orleans to American ships and gave them the right of deposit. Because it opened the frontier to more expansion, Washington and most other Americans believed that Pinckney's Treaty was a successful compromise.

Reading Check
Summarize Why did President Washington want the United States to remain neutral?

Pinckney's Treaty



Conflict in the Northwest Territory

As the United States dealt with international conflicts, trouble was also brewing at home. Americans continued to settle the Northwest Territory despite Native Americans' protests. Supplied by British traders with guns, Native Americans went to war. In 1790 a Native American alliance under the command of Miami chief **Little Turtle** defeated U.S. forces under General Josiah Harmar. Then, in 1791 Native Americans defeated General Arthur St. Clair's troops.

General Wayne Takes Command In 1792 President Washington gave command of the army in the West to General Anthony Wayne. Wayne's task was to bring troops to the frontier to fight against the Indians. In 1793 General Wayne arrived in Ohio. Many of his men were ill from smallpox and influenza, so they were unable to fight well.



Little Turtle, also known as Michikinikwa, was a Miami chief who won many battles against the United States, but eventually called for peace.

Wayne's troops moved north and built Fort Greenville, where they remained during the winter. They built additional forts for protection and to have supplies at hand.

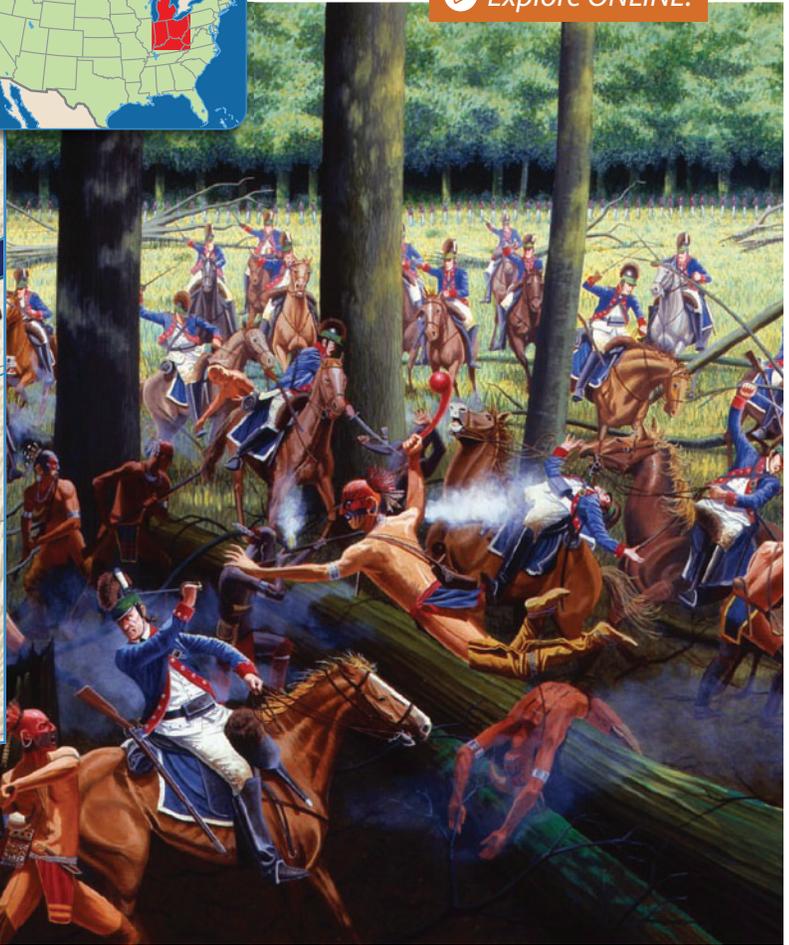
As the summer of 1794 neared, several Native American groups led by Little Turtle attacked a supply train near the fort. Wayne and his men responded. They attacked Native American towns and burned crops.

The British no longer aided the Native Americans after this defeat, and Little Turtle realized that he was outmatched. He urged his people to seek peace.

"The trail has been long and bloody; it has no end. The [whites] . . . are many. They are like the leaves of the trees. When the frost comes they fall and are blown away. But when the sunshine comes again they come back more plentiful than ever before."

—Little Turtle, quoted in *The Ohio Frontier* by Douglas Hurt

Fighting in the Northwest Territory



Analyze Visuals

What types of weapons were used in the fighting in the Northwest Territory?

Reading Check

Find Main Ideas

What conflicts did the United States face in the late 1700s?

The End of Conflict On August 20, 1794, Native Americans fought Wayne's troops in the **Battle of Fallen Timbers** and were defeated. The battle was named for an area where many trees had been destroyed by a tornado. Wayne's forces burned Indians' villages and fields. The strength of Indian forces in the region was broken.

The frontier war soon ended. In August 1795 Native American leaders signed the **Treaty of Greenville**, which gave the United States claim to most Indian lands in the Northwest Territory. The treaty also guaranteed the safety of citizens there. In exchange, Native Americans received \$20,000 worth of goods and an acknowledgment of their claim to the lands they still held.

The Whiskey Rebellion

Other conflicts were happening on the frontier. Congress passed a tax on American-made whiskey in March 1791. The tax was part of Hamilton's plan to raise money to help pay the federal debt. He was also testing the power of the federal government to control the states' actions.

Reaction in the West People in the western parts of states such as Pennsylvania, Virginia, and North Carolina were bitter about the tax. They were



Protesters tar and feather a tax collector during the Whiskey Rebellion in Pennsylvania.

already angry with the federal government, which they believed did not protect settlers from Native American attacks and did not allow settlers enough opportunities for trade. The farmers' corn crops were often made into whiskey, which was easier to transport than the corn. Because cash was rare, whiskey became like money in their

region. The farmers believed that the tax was aimed specifically at them.

Farmers who produced small amounts of whiskey for trade argued that they could not afford the tax. They believed they should be able to keep the money they had made from a product they created themselves. Protests in 1792 led President Washington to issue a proclamation saying that people had to obey the law.

Westerners also disliked the fact that cases about the law were to be tried in a district court. These courts were usually far away from the people they affected and were a great inconvenience to them.

Whiskey Rebellion Is Crushed The complaints of western Pennsylvanians were at first expressed peacefully. But by 1794 fighting had broken out. In what became known as the **Whiskey Rebellion**, farmers lashed out against the tax on whiskey. Protesters refused to pay the tax. They even tarred and feathered tax collectors. Some called themselves the new Sons of Liberty.

Incidents of violence spread to other states. President Washington feared that the rebels threatened the federal government's authority. He believed he needed to make people understand that the Constitution gave Congress the right to pass and enforce the tax.

Washington declared that he could "no longer remain a passive [inactive] spectator" in the event. He personally led the army in military action against the rebellion—the first and only time an American president has done so. The army of about 13,000 men approached western Pennsylvania in November 1794. By this time most of the rebels had fled. The Whiskey Rebellion ended without a battle.

Washington Says Farewell

In 1796 Washington decided not to run for a third presidential term. He wrote that he was "tired of public life" and "devoutly [strongly] wished for retirement." He also wanted to remind Americans that the people were the country's true leaders. His decision to serve for only two terms set an example for future presidents.

With the help of Alexander Hamilton and James Madison, Washington wrote his Farewell Address. In it he spoke about what he believed were the greatest dangers to the American republic. Among these were the dangers of foreign ties and political conflicts at home. Washington warned against forming permanent ties with other countries because choosing sides could draw the United States into war.

Washington also worried about growing political conflicts within the nation. He believed that the disagreements between political groups weakened government. Political unity, he said, was a key to national success.

Reading Check

Support Points of

View Defend the viewpoint of the Pennsylvania farmers who did not want to pay the whiskey tax.



Washington's Farewell Address

On September 19, 1796, President George Washington's Farewell Address first appeared in a Philadelphia newspaper. In it, Washington wrote about the nation's economy, political parties, and foreign policy.

While, then, every part of our country . . . feels an immediate and particular interest in union, all the parts combined cannot fail to find in the united mass . . . greater strength, greater resource, proportionally greater security from external danger, [and] a less frequent interruption of their peace by foreign nations; . . .

*I have already **intimated**¹ to you the danger of [political] parties in the state, with particular reference to the founding of them on geographical **discriminations**². Let me now take a more **comprehensive**³ view, and warn you in the most solemn manner against the **baneful**⁴ effects of the spirit of party, generally.*

*If, in the opinion of the people, the distribution or **modification**⁵ of the constitutional powers be in any particular wrong, let it be corrected by an amendment . . .*

*Promote, then, as an object of primary importance, institutions for the general **diffusion**⁶ of knowledge . . . As the structure of a government gives force to public opinion, it is essential that public opinion should be **enlightened** . . .*

*[Avoid] likewise the accumulation of debt, . . . not ungenerously throwing upon **posterity**⁷ the burden, which we ourselves ought to bear . . .*

*Observe good faith and justice toward all nations; **cultivate**⁸ peace and harmony with all . . .*

The great rule of conduct for us, in regard to foreign nations, is . . . to have with them as little political connection as possible.

*It is our true policy to **steer clear of permanent alliances with any portion of the foreign world** . . . There can be no greater error than to expect, or **calculate**⁹ upon real favors from nation to nation. It is an illusion, which experience must cure, which a just pride ought to discard.*

*The duty of holding a neutral conduct may be inferred . . . from the obligation which justice and humanity impose on every nation . . . to maintain **inviolable**¹⁰ the relations of peace and **amity**¹¹ towards other nations.*

Washington lists the benefits of uniting the states under one government.

In this phrase, Washington emphasizes his warning against the dangers of political parties.

Washington points out the need for education.

This is Washington's advice to the new nation about foreign policy.

¹ *intimated*: told

² *discriminations*: differences

³ *comprehensive*: complete

⁴ *baneful*: destructive

⁵ *modification*: change

⁶ *diffusion*: spreading

⁷ *posterity*: future generations

⁸ *cultivate*: seek

⁹ *calculate*: plan

¹⁰ *inviolable*: unchanging

¹¹ *amity*: friendship

Analyze Historical Sources

1. What events happened that might have led to Washington's warning against political parties?
2. Why did Washington suggest neutrality as a foreign policy?

Reading Check

Find Main Ideas

What issues did Washington believe were most dangerous to the future of the new nation?

Washington left office warning the nation to work out its differences and protect its independence. Washington also warned against too much public debt. He thought the government should try not to borrow money. He wanted future generations to be protected from debt.

He concluded his speech by looking forward to his retirement and praising his country. “I anticipate . . . the sweet enjoyment . . . of good laws under a free government, the ever favorite object of my heart.”

Summary and Preview Americans responded to foreign and domestic conflict during Washington’s presidency. In the next lesson you will read about the formation of political parties in the United States and the presidency of John Adams.

Lesson 3 Assessment

Review Ideas, Terms, and People

- a. Describe** What did Washington’s Neutrality Proclamation state?

b. Compare and Contrast In what ways were Jay’s Treaty and Pinckney’s Treaty similar and different?
- a. Identify** Who were the leaders of American Indian and U.S. forces in the conflict in the Northwest Territory?

b. Predict What are some possible consequences of the Treaty of Greenville for American Indians in the Northwest Territory?
- a. Recall** Why did Congress tax American-made whiskey?

b. Explain How did the tax lead to the Whiskey Rebellion?

c. Elaborate Why do you think that President Washington personally led the army against westerners in the Whiskey Rebellion?

- a. Describe** What warnings did Washington give the nation in his Farewell Address?

b. Draw Conclusions Why did Washington not run for a third term as president?

Critical Thinking

- Categorize** In this lesson you learned about the challenges the young United States faced. Create a chart similar to the one below and then categorize those challenges as either foreign or domestic.

Challenges	
Foreign	
Domestic	

John Adams's Presidency

The Big Idea

The development of political parties in the United States contributed to differing ideas about the role of the federal government.

Main Ideas

- The rise of political parties created competition in the election of 1796.
- The XYZ affair caused problems for President John Adams.
- Controversy broke out over the Alien and Sedition Acts.

Key Terms and People

political parties
 Federalist Party
 Democratic-Republican Party
 XYZ affair
 Alien and Sedition Acts
 Kentucky and Virginia Resolutions

If YOU were there . . .

You are a newspaper editor in Virginia in 1798. You've joined Jefferson's political party, which opposes the new president. In fact, your paper has printed many articles that criticize him, calling him greedy and foolish. You believe that's your right in a free country. But now Congress has passed a law that makes it illegal to criticize the government. You could be arrested for your articles!

Would you stop criticizing the government? Why?

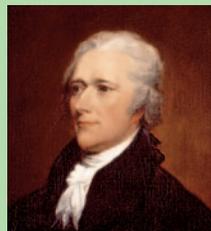
The Election of 1796

The election of 1796 began a new era in U.S. politics. For the first time, more than one candidate ran for president. **Political parties**, groups that help elect people and shape policies, had begun to form during Washington's presidency. Despite Washington's warnings about political parties, the rivalry between two parties dominated the 1796 election.

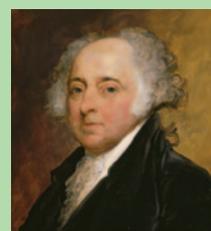
Alexander Hamilton helped found the **Federalist Party**, which wanted a strong federal government and supported industry and trade. The Federalists chose John Adams and Thomas Pinckney as candidates. Adams knew he was not well liked in the South or the West, but he hoped people would support him after they thought about his years of loyal public service.

The Federalists, who wanted a strong federal government, were more popular in the North.

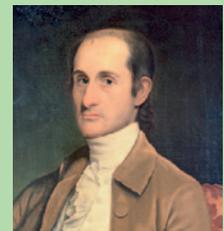
Federalists/North



Alexander Hamilton



John Adams



John Jay

Reading Check
Find Main Ideas
How did the election of 1796 change the nature of politics in the United States?

In the end, Adams defeated Jefferson. At the time, the person who came in second in a presidential election became vice president. So, after months of campaigning against one another, Adams and Jefferson took office together.

President Adams and the XYZ Affair

John Adams had the challenging task of following Washington as president. The people had adored Washington. Adams would have to work hard to win the people's trust.

A New President At first glance, John Adams did not appear well suited for the presidency. Although Adams had been a leading Patriot during the American Revolution and had later served as a foreign diplomat, he lacked Washington's dignity, and most people saw him as a cold and distant person. Still, many people—even those who opposed him—respected Adams. They recognized his hard work, honesty, and intelligence.

The United States and France One of Adams's first goals as president was to improve the relationship between the United States and France. With Great Britain and France still at war, the French had begun harassing and seizing U.S. ships. Adams sent U.S. diplomats to Paris to smooth over the conflict and to negotiate a treaty to protect U.S. shipping.

When the diplomats arrived in France, they learned that French foreign minister Talleyrand would not speak to them. Instead, they had a strange and secret visit from three French agents. Shockingly, the agents said that Talleyrand would discuss a treaty only in exchange for a \$250,000 bribe. The French government also wanted a loan of \$12 million. The amazed diplomats refused these demands.

In March 1798 President Adams told Congress that the peace-seeking mission had failed. He described the French terms, substituting the letters X, Y, and Z for the names of the French agents. Upon hearing the disgraceful news, Federalists in Congress called for war with France.

The **XYZ affair**, as the French demand for a bribe came to be called, outraged the American public. "Millions for defense, but not one cent for tribute!" became the rallying cry of the American people.

Preparations for War Fearing war, Adams asked Congress to expand the navy to a fleet of more than 30 ships. He thought war with France might be unavoidable. He also decided the United States should keep a peacetime army. Congress approved both measures.

Although Adams had asked Congress for military support, he did not want to go to war with France. He was worried about its cost. Therefore, he did not ask Congress to declare war. Instead, he tried to reopen peace talks with France.

Peace Efforts Adams's decision not to declare war stunned Federalists. Despite intense pressure from members of his own party, Adams refused to change his mind.

The XYZ Affair

After the XYZ affair, French ships continued to attack American ships. In this political cartoon, the United States is represented by the woman. The men, representing the French, are taking valuables from her. The people in the distance are other European nations.

Why do you think this man is encouraging the woman to look away?



These people aren't helping the woman. What do you think the cartoon is suggesting by this?

Analyze Historical Sources

How does the political cartoon show that America is being preyed upon by the French?

Reading Check

Identify Points of View What did Americans mean when they said "Millions for defense, but not one cent for tribute"?

American and French ships, however, began fighting each other in the Caribbean. Adams sent a representative to France to engage in talks to try to end the fighting. The United States and France eventually signed a treaty. Adams then forced two members of his cabinet to resign for trying to block his peace efforts.

The Alien and Sedition Acts

Many Democratic-Republicans continued to sympathize with France. Federalists, angered by their stand, called them "democrats, mobocrats, and all other kinds of rats."

In 1798 the Federalist-controlled Congress passed four laws known together as the **Alien and Sedition Acts**. These laws were said to protect the United States, but the Federalists intended them to crush opposition to war. The most controversial of these laws was the Sedition Act, which forbade anyone from publishing or voicing criticism of the federal government. In effect, this canceled basic protections of freedom of speech and freedom of the press.

The two main Democratic-Republican leaders, Thomas Jefferson and James Madison, viewed these acts as a misuse of the government's power. Attacking the problem at the state level, they wrote resolutions passed by the Kentucky legislature in 1798 and by Virginia in 1799. Known as the

Reading Check

Analyze

Information How did the Kentucky and Virginia Resolutions support the rights of states?

Kentucky and Virginia Resolutions, these documents argued that the Alien and Sedition Acts were unconstitutional. They stated that the federal government could not pass these acts because they interfered with state government. Madison and Jefferson pressured Congress to repeal the Alien and Sedition Acts. Congress did not, although it allowed the acts to expire within a few years.

The Kentucky and Virginia Resolutions did not have the force of national law, but they supported the idea that states could challenge the federal government. This idea would grow to have a tremendous impact on American history later in the 1800s.

Summary and Preview Political parties formed to reflect different viewpoints. In the next lesson you will read about Thomas Jefferson's presidency.

Lesson 4 Assessment

Review Ideas, Terms, and People

- Recall** What two political parties emerged before the election of 1796? Who were the founders of each party?
 - Analyze** What effect did political parties have on the election of 1796?
 - Elaborate** Do you think it was difficult for Adams and Jefferson to serve together as president and vice president? Explain your answer.
- Recall** What was one of Adams's first goals as president?
 - Make Inferences** Why were Federalists shocked by Adams's decision to resume peace talks with the French?
- Identify** What did the Alien and Sedition Acts state?

b. Explain What idea regarding states' rights did the Kentucky and Virginia Resolutions support?

c. Elaborate Would you have supported the Alien and Sedition Acts? Explain your answer.

Critical Thinking

- Contrast** In this lesson you learned about the election of 1796 and the formation of political parties. Create a chart similar to the one below and then identify how each of the terms listed below reflected party disagreements.

XYZ Affair	
Alien and Sedition Acts	
Kentucky and Virginia Resolutions	

Jefferson Becomes President

The Big Idea

Thomas Jefferson's election began a new era in American government.

Main Ideas

- The election of 1800 marked the first peaceful transition in power from one political party to another.
- President Jefferson's beliefs about the federal government were reflected in his policies.
- *Marbury v. Madison* increased the power of the judicial branch of government.

Key Terms and People

John Adams
 Louisiana Purchase
 Meriwether Lewis
 William Clark
 Sacagawea
 John Marshall
Marbury v. Madison
 judicial review

If YOU were there . . .

You are a Maryland voter from a frontier district—and you are tired! For days, you and your friends have been wrangling over the presidential election. Who shall it be—John Adams or Thomas Jefferson? Your vote depends on your personal judgment.

Which candidate would you choose for president?

The Election of 1800

In the presidential election of 1800, Federalists **John Adams** and Charles C. Pinckney ran against Democratic-Republicans Thomas Jefferson and Aaron Burr. Each party believed that the American republic's survival depended upon the success of their candidates. With so much at stake, the election was hotly contested.

Unlike today, candidates did not travel around giving speeches. Instead, the candidates' supporters made their arguments in letters and newspaper editorials. Adams's supporters claimed that Jefferson was a pro-French radical. Put Jefferson in office, they warned, and the violence and chaos of the French Revolution would surely follow in the United States. In addition, Federalists argued that Jefferson's interest in science and philosophy proved that he wanted to destroy organized religion.

Democratic-Republican newspapers responded that Adams wanted to crown himself king. What else, they asked, could be the purpose of the Alien and Sedition Acts? Republicans also hinted that Adams would use the newly created permanent army to limit Americans' rights.

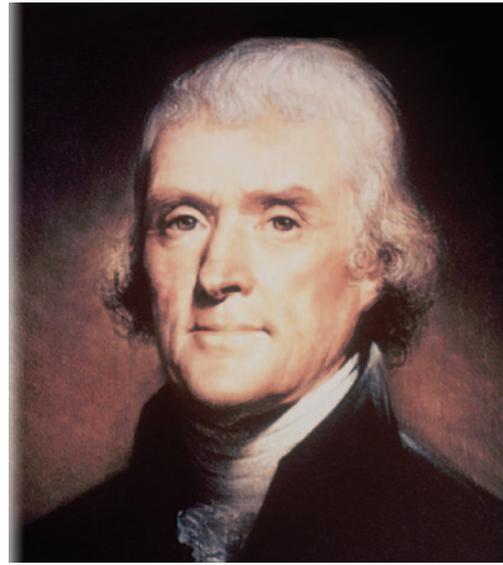
When the election results came in, Jefferson and Burr had won 73 electoral votes each to 65 for Adams and 64 for Pinckney. The Democratic-Republicans had won the election, but the tie between Jefferson and Burr caused a problem. Under the Constitution at that time, the two candidates with

The Election of 1800



**John Adams
and the Federalists**

- Rule by wealthy class
- Strong federal government
- Emphasis on manufacturing
- Loose interpretation of the Constitution
- British alliance



**Thomas Jefferson and the
Democratic-Republicans**

- Rule by the people
- Strong state governments
- Emphasis on agriculture
- Strict interpretation of the Constitution
- French alliance

Adams receives 65 votes and Pinckney receives 64 votes.

Election Results

Jefferson and running mate Burr receive 73 votes each.

- Peaceful change of political power from one party to another
- The tied race led to the Twelfth Amendment (1804), which created a separate ballot for president and vice president.

Reading Check
Analyze Information What was significant about Jefferson's victory?

the most votes became president and vice-president. The decision went to the House of Representatives, as called for in the Constitution.

The House, like the electoral college, also deadlocked. Days went by as vote after vote was called, each ending in ties. Exhausted lawmakers put their heads on their desks and slept between votes. Some napped on the House floor.

Jefferson finally won on the 36th vote. The election marked the first time that one party had replaced another in power in the United States.

The problems with the voting system led Congress to propose the Twelfth Amendment. This amendment created a separate ballot for president and vice president.

Jefferson in Office

When Jefferson took office, he brought with him a style and political ideas different from those of Adams and Washington. Jefferson was less formal than his predecessors, and he wanted to limit the powers of government.

Jefferson Is Inaugurated Americans looked forward with excitement to Jefferson's first speech as president. People from across the nation gathered in the new capital, Washington, DC, to hear him. Curious travelers looked with pride at the partially completed Capitol and at the executive mansion (not yet called the White House). The two buildings dominated the surrounding homes and forests.

Small businesses dotted the landscape. At one of these, a modest boardinghouse, the president-elect was putting the finishing touches on his speech. On the morning of March 4, 1801, he left the boardinghouse and walked to the Capitol. The leader of a republic, Jefferson believed, should not ride in fancy carriages.

Jefferson read his speech in a quiet voice. He wanted to make it clear that he supported the will of the majority. He also stressed the need for a limited government and the protection of civil liberties.

From these humble surroundings in which Jefferson delivered his speech, Washington eventually grew into a large and impressive city. Over the years, the Capitol and the executive mansion were joined by other state buildings and monuments. Jefferson, who had long dreamed of a new national capital that would be independent of the interests of any one state, was pleased to be a part of this process of building a federal city.

DOCUMENT-BASED INVESTIGATION Historical Source

Jefferson's Inaugural Address

On March 4, 1801, Thomas Jefferson gave his first inaugural address. In the following excerpt, Jefferson describes his thoughts on the nation's future.

By using phrases like these, Jefferson tries to reassure his political opponents.

Here Jefferson states his opinion of what is essential to good government.

*"Let us, then, fellow citizens, unite with one heart and one mind . . . [E]very difference of opinion is not a difference of principle. We have called by different names **brethren**¹ of the same principle. We are all republicans; we are all federalists."*

*"Still one thing more, fellow citizens, a wise and **frugal**² Government, which shall restrain men from injuring one another, shall leave them otherwise free to regulate their own pursuits of industry and improvement, and shall not take from the mouth of labor the bread it has earned. This is the sum of good government . . ."*

¹ brethren: brothers

² frugal: thrifty

This phrase shows Jefferson's determination to keep government small.

Analyze Historical Sources

What words and phrases indicate Jefferson's support for a small national government?

Academic Vocabulary
functions uses or purposes

Reading Check
Summarize What policy changes did Democratic-Republicans introduce, and which Federalist policies did Jefferson keep?

Jefferson Makes Changes President Jefferson faced the task of putting his Republican ideas into practice. One of his first actions was to select the members of his cabinet. His choices included James Madison as secretary of state and Albert Gallatin as secretary of the treasury.

Jefferson would also benefit from the Democratic-Republican Party's newly won control of both houses of Congress. At Jefferson's urging, Congress allowed the hated Alien and Sedition Acts to expire. Jefferson lowered military spending and reduced the size of the army. The navy was cut to seven active ships. Jefferson and Gallatin hoped that saving this money would allow the government to repay the national debt. Jefferson also asked Gallatin to find ways to get rid of domestic taxes, like the tax on whiskey. The Democratic-Republican-led Congress passed the laws needed to carry out these policies.

The entire national government in 1801 consisted of only several hundred people. Jefferson preferred to keep it that way. He believed that the primary **functions** of the federal government were to protect the nation from foreign threats, deliver the mail, and collect customs duties.

Jefferson did recognize that some of the Federalist policies—such as the creation of the Bank of the United States—should be kept. Although Jefferson had battled Hamilton over the Bank, as president, he agreed to leave it in place.

The Louisiana Purchase

Jefferson wanted to expand the borders of the United States. One problem that the young nation faced was that it had no ports on the Gulf of Mexico. Farmers in western areas had to ship their crops on boats down the Mississippi River to the port of New Orleans. The port of New Orleans was controlled by Spain. In 1801 in a secret treaty, Spain gave the Louisiana Territory back to France. The Louisiana Territory was a huge area to the west of the Mississippi that included New Orleans.

Jefferson feared that France would close New Orleans to American trade. So he sent James Monroe to Paris to try to purchase New Orleans. The French, however, offered to sell all of the Louisiana Territory to the United States for just \$15 million. Monroe quickly agreed. Finalized in 1803, the **Louisiana Purchase** more than doubled the size of the United States.

The Louisiana Purchase was a remarkable bargain. However, it raised many questions. The U.S. Constitution made no mention of buying foreign lands. As a strict constructionist, Jefferson was troubled that he might be overstepping his power. However, common sense told him the purchase was a good idea. He and his advisers decided that the right to acquire territory was part of the president's constitutional power to make treaties. Some Federalists in Congress, however, called the Louisiana Purchase unconstitutional. Yet even Hamilton agreed that the purchase was good for the country. Congress quickly gave its approval.

Jefferson wanted Americans to learn more about the lands of the Louisiana Purchase. He asked his secretary, **Meriwether Lewis**, to lead an expedition to gather information about the territory. Lewis invited experienced frontiersman **William Clark** to join him as co-leader. In May 1804

Thomas Jefferson 1743–1826

Thomas Jefferson was born in Virginia, where he inherited a large estate from his father. At age 26 he began building his elegant lifetime home, Monticello, but he spent much of his life away from home.

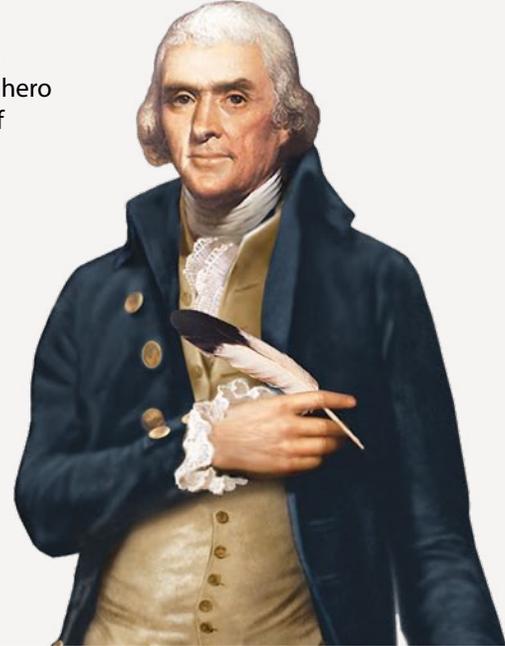
Jefferson's powerful words in the Declaration of Independence have inspired people throughout the world to seek freedom, equality, and self-rule. One of his most celebrated achievements as president (1801–1809) was the purchase of the Louisiana Territory from France.

Jefferson died at Monticello on July 4, 1826, within hours of the death of President John Adams, his rival and friend. The date was also the 50th anniversary of the Declaration of Independence. Jefferson wanted only three of his accomplishments listed on his tomb: author of the Declaration of American Independence, author of the Virginia Statute for Religious Freedom, and Father of the

University of Virginia. Yet, he had many other accomplishments—governor of Virginia, lawyer, Revolutionary leader, writer, inventor, architect, musician, astronomer, ambassador, secretary of state, and, of course, president of the United States.

Evaluate

Why has Thomas Jefferson been a hero to generations of Americans?



Lewis and Clark led about 30 frontier soldiers from their camp in St. Louis northwest up the Missouri River. By October the group, called the Corps of Discovery, had reached what is now North Dakota. One member of the Corps was York, an enslaved African owned by William Clark. York was a very skilled hunter.

A Shoshone Indian woman named **Sacagawea** (sak-uh-juh-WEE -uh) agreed to guide the expedition when it reached Shoshone land near the Rocky Mountains. In November 1805, after traveling more than 3,000 miles, the Corps of Discovery reached the Pacific Ocean. They finally got back to St. Louis in September 1806. Newspaper reports of their journey and the detailed journals they published made many Americans want to travel west.

The Supreme Court

Although Republicans controlled the presidency and Congress, Federalists dominated the federal judiciary. In an effort to continue their control over the judiciary, Federalist legislators passed the Judiciary Act of 1801 shortly before their terms of office ended. This act created 16 new federal judgeships that President Adams filled with Federalists before leaving office. The Republican press referred to these people as midnight judges.

Reading Check

Draw Conclusions

Why did the Louisiana Purchase trouble Jefferson?



Marbury v. Madison (1803)

Background of the Case

Shortly before Thomas Jefferson took office, John Adams had appointed William Marbury to be a justice of the peace. Adams had signed Marbury's commission, but it was never delivered. Marbury sued to force Madison to give him the commission.

The Court's Ruling

The Court ruled that the law Marbury based his claim on was unconstitutional.

The Court's Reasoning

The Judiciary Act of 1789 gave the Supreme Court the authority to hear a wide variety of

cases, including those like Marbury's. But the Supreme Court ruled that Congress did not have the power to make such a law. Why? Because the Constitution limits the types of cases the Supreme Court can hear. Thus, the law was in conflict with the Constitution and had to be struck down.

Why It Matters

Marbury v. Madison was important for several reasons. It confirmed the Supreme Court's power to declare acts of Congress unconstitutional. By doing so, it established the Court as the final authority on the Constitution. This helped make the judicial branch of government equal to the other two branches. Chief Justice John Marshall and later federal judges would use this power of judicial review as a check on the legislative and executive branches.

Analyze Information

1. What do you think it means to be the final authority on the Constitution?
2. How did *Marbury v. Madison* affect the Constitution's system of checks and balances?

They argued that Adams had packed the judiciary with Federalists the night before he left office.

Some of these appointments were made so late that the documents that authorized them had not been delivered by the time Adams left office. This led to controversy once Jefferson took office. William Marbury, named as a justice of the peace by President Adams, did not receive his documents before Adams left office. When Jefferson took office, Marbury demanded the documents. On Jefferson's advice, however, the new secretary of state, James Madison, refused to deliver them. Jefferson argued that the appointment of the midnight judges was not valid.

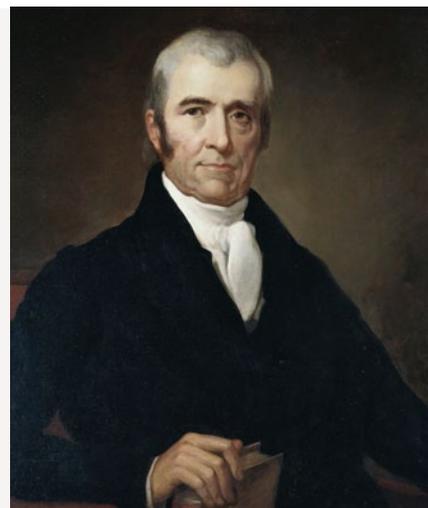
Marbury brought suit, asking the Supreme Court to order Madison to deliver the appointment papers. Marbury claimed that the Judiciary Act of 1789 gave the Supreme Court the power to do so.

John Marshall, a Federalist appointed by John Adams, was the chief justice of the United States. Chief Justice Marshall and President Jefferson disagreed about many political issues. When Marshall agreed to hear Marbury's case, Jefferson protested. He said that the Federalists "have retired into the judiciary as a stronghold." Marshall wrote the Court's opinion in ***Marbury v. Madison***. This case helped establish the Supreme Court's power to check the power of the other branches of government.

John Marshall (1755–1835)

John Marshall was born, the first of 15 children, in Virginia’s backcountry. He had little formal schooling. He received most of his education from his parents and a minister who lived with the family one year.

Even so, the lasting strength of the U.S. Constitution is partly due to Marshall’s brilliant legal mind. In his long tenure as Chief Justice, John Marshall participated in more than 1,000 decisions and wrote 519 of them himself.



Reading Check
Analyze
Information Why
was *Marbury v.*
Madison an
important ruling?

The Constitution, Chief Justice Marshall noted, gave the Supreme Court authority to hear only certain types of cases. A request like *Marbury’s* was not one of them. The law that *Marbury’s* case depended upon was, therefore, unconstitutional.

In denying *Marbury’s* request in this way, the Court avoided a direct confrontation with Jefferson’s administration. But more importantly, it established the Court’s power of **judicial review**, the power to declare an act of Congress unconstitutional. Marshall and later federal judges would use this power of judicial review to make the judiciary a much stronger part of the national government.

Summary and Preview A peaceful transfer of power took place in Washington after the election of 1800. In this module you learned about the early years of the new nation, the United States.

Lesson 5 Assessment

Review Ideas, Terms, and People

1. **a. Identify** What were the political parties in the election of 1800, and who were their candidates?
- b. Analyze** Why was the election of 1800 significant?
2. **a. Describe** What ideas for government did Thomas Jefferson stress in his inaugural address?
- b. Compare and Contrast** What similarities and differences did Jefferson’s Republican government have with the previous Federalist one?
- c. Elaborate** Defend Jefferson’s preference for keeping the national government small.
3. **a. Identify** Who was John Marshall?
- b. Draw Conclusions** Why is the power of judicial review important?
- c. Predict** How might the *Marbury v. Madison* ruling affect future actions by Congress?

Critical Thinking

4. **Categorize** In this lesson you learned about Thomas Jefferson’s beliefs and policies. Create a chart similar to the one below and show how Jefferson brought change through his policies.

Jefferson as President

Federalist Policies	Republican Policies

Social Studies Skills

Make Group Decisions

Define the Skill

Democracy is one of the most valued principles of American society. It is based on the idea that the members of society, or representatives they choose, make the decisions that affect society. Decision making would be much more efficient if just one person decided what to do and how to do it. However, that method is not at all democratic.

Making decisions as a group is a complicated and difficult skill. However, it is an important one at all levels of society—from governing the nation to making group decisions at school, in the community, and with your friends. At every level, the skill is based on the ability of the group to interact in effective and cooperative ways.

Learn the Skill

Think about the job the first Congress faced after the Constitution was ratified. The nation was still millions of dollars in debt from the Revolutionary War. Congress had to find a way to pay these debts as well as raise money to run the government.

Leaders like Jefferson and Hamilton had ideas about how to accomplish these goals. However, neither man could act alone. In a democracy, a group such as Congress must make the decisions and take action.

This task was complicated by the fact that Jefferson and Hamilton disagreed on what to do. Each man's supporters in Congress pushed his point of view. Fortunately, its members were able to overcome their differences, compromise on goals and actions, and accept group decisions they might not have agreed with personally. Had they not possessed this ability and skill, the nation's early years might have been even more difficult than they were.

Like that first Congress, being part of an effective group requires that you behave in certain ways.

1. **Be an active member.** Take part in setting the group's goals and in making its decisions. Participate in planning and taking group action.
2. **Take a position.** State your views and work to persuade other members to accept them. However, also be open to negotiating and compromising to settle differences within the group.
3. **Be willing to take charge if leadership is needed.** But also be willing to follow the leadership of other members.

Practice the Skill

Suppose that you are a member of the first Congress. With a group of classmates, you must decide what and who should be taxed to raise the money the government needs. Remember that you are an elected official. If you do something to upset the people, you could lose your job. When your group has finished, answer the following questions.

1. Did your group have a plan for completing its task? Did it discuss what taxes to pass? Compared to other members, how much did you take part in those activities?
2. How well did your group work together? What role did you play in that? Was it a positive contribution or a negative one? Explain.
3. Was your group able to make a decision? If not, why? If so, was compromise involved? Do you support the decision? Explain why or why not.

Module 7 Assessment

Review Vocabulary, Terms, and People

Complete each sentence by filling in the blank with the correct term or person.

1. The _____ established the structure of the federal court system and its relationship to state courts.
2. Federalists angered many Republicans when they passed the _____ to protect the United States from traitors.
3. As president, Washington was able to establish several _____, or decisions that serve as examples for later action.
4. Farmers in western Pennsylvania protested taxes in the _____.
5. The _____ was created in order to strengthen the U.S. economy.

Comprehension and Critical Thinking

Lesson 1

6.
 - a. **Recall** What precedents did President Washington and Congress establish for the executive and judicial branches?
 - b. **Draw Conclusions** Why did Americans select George Washington as their first president?
 - c. **Evaluate** Do you think the newly established government met the expectations of its citizens? Why or why not?

Lesson 2

7.
 - a. **Identify** What changes did Alexander Hamilton make to the national economy?
 - b. **Contrast** In what ways did Hamilton and Jefferson disagree on the economy?
 - c. **Evaluate** Which of Hamilton's economic plans do you think was the most important to the new nation? Why?

Lesson 3

8.
 - a. **Describe** What challenges did the nation face during Washington's presidency?
 - b. **Make Inferences** Why did Washington believe that it was important for the United States to remain neutral in foreign conflicts?

- c. **Evaluate** Rate the success of Washington's presidency. Explain the reasons for your rating.

Lesson 4

9.
 - a. **Describe** What role did political parties play in the election of 1796?
 - b. **Analyze** How did the Alien and Sedition Acts create division among some Americans?
 - c. **Predict** How might the political attacks between the Federalist and Democratic-Republican parties lead to problems in the future?

Lesson 5

10.
 - a. **Recall** What were the key issues in the election of 1800?
 - b. **Analyze** In what ways did *Marbury v. Madison* affect the power of the judicial branch?
 - c. **Evaluate** Which of Jefferson's new policies do you think was most important? Why?

Module 7 Assessment, continued

Review Themes

11. **Economics** What economic problems troubled the nation at the beginning of Washington's presidency? How were they solved?
12. **Politics** How did the creation of political parties change politics in the United States?

Reading Skills

Inferences about History Use the Reading Skills taught in this module to answer the question about the reading selection below.

Party differences were based partly on where and how people lived. Businesspeople in the cities tended to support the Federalists. Farmers in more isolated areas generally favored the Democratic-Republicans.

13. Which of the following statements can be inferred from the selection?
 - a. Farmers wanted a large federal government.
 - b. Urban Americans were usually Republicans.
 - c. Merchants supported John Adams.
 - d. People in the cities had different concerns than did the rural population.

Social Studies Skills

Make Group Decisions Use the Social Studies Skills taught in this module to complete the activity below.

Get together with a group of three or four students and discuss the Alien and Sedition Acts. Answer the following questions individually and as a group.

14. Do you think that limits should have been put on Americans' speeches and printed articles?
15. What other ideas might Congress have considered to resolve the tensions over the issue?

Focus on Writing

16. **Write a Nobel Nomination** The Nobel Prize is a prestigious world prize that was established in 1901, long after the four American leaders discussed in this module lived. But if the Nobel Prize had existed when Washington, Hamilton, Adams, and Jefferson were alive, which person would you choose to nominate for the Nobel Prize? Make your selection from one of these four people and write your nomination. Begin with a sentence that identifies the person you are nominating. Then give at least three reasons for your nomination. Each reason should include a specific achievement or contribution of this person. End your nomination with a sentence that sums up your reasons for nominating this person for the Nobel Prize. Be persuasive. You need to convince the Nobel Prize committee that this person deserves the prize more than anyone else in the world.

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