

Chapter Overview

As the first president, George Washington strove to establish an effective government. With Congress, Washington worked to build the foundations of the executive and judicial branches. The new president also sought to improve the nation's economy.

With settlers streaming west, the new government faced conflicts with the region's Native Americans. It would struggle to keep peace at home and avoid war abroad.

In 1796 John Adams was elected as the second president. By then, two distinct political parties had formed. Each had different views about the role of the national government.

CHAPTER BENCHMARKS



SS.8.A.1.2 Analyze charts, graphs, maps, photographs and timelines; analyze political cartoons; determine cause and effect.

SS.8.A.3.12 Examine the influences of George Washington's presidency in the formation of the new nation.

SS.8.A.3.13 Explain major domestic and international economic, military, political, and socio-cultural events of John Adams's presidency.

LAFS.68.RH.1.1 Cite specific textual evidence to support analysis of primary and secondary sources.

LAFS.68.RH.1.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

LAFS.68.RH.2.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

WHAT I NEED TO KNOW

TERMS

- precedent
- cabinet
- bond
- tariff
- impressment
- partisan
- caucus
- alien
- sedition

- nullify
- states' rights

PEOPLE, PLACES, EVENTS

- George Washington
- Thomas Jefferson
- Alexander Hamilton
- Judiciary Act of 1789
- Bill of Rights
- Whiskey Rebellion

- Jay's Treaty
- Pinckney's Treaty
- John Adams
- XYZ Affair
- Alien and Sedition Acts
- Virginia and Kentucky Resolutions

CHAPTER 9

The Federalist Era

CHAPTER BENCHMARKS, *continued*

LAFS.68.RH.2.6 Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

LAFS.68.WHST.1.1 Write arguments focused on discipline-specific content.

LAFS.68.WHST.2.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

LAFS.68.WHST.3.9 Draw evidence from informational texts to support analysis, reflection, and research.

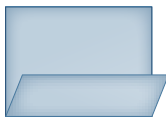


The Federalist Era

Make the foldable pocket folder shown below. Label the pockets *First Presidency*, *First Years as a Nation*, *First Political Parties*. Then cut notebook paper to make small note cards that fit in the pockets. Use three note cards to list things that you read about that were created, formed, or established during these periods. On another set of cards note conflicts in each period that arose and understand how they helped to form the government we have today. On the last set of cards explain the importance of compromises and treaties that were made during these periods to keep the country stable. Use your note cards to help you prepare for quizzes and tests.

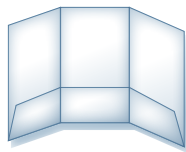
Step 1

Fold the bottom edge of a piece of paper up 2 inches to create a flap.



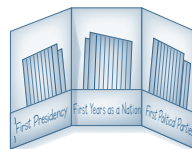
Step 2

Fold the paper into thirds.



Step 3

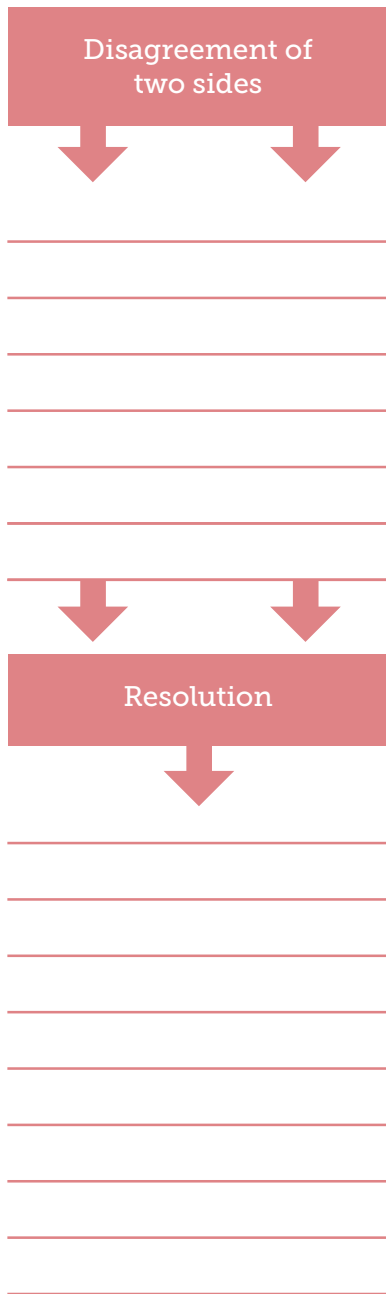
Glue the flap on both edges and at both fold lines to form pockets. Label as shown.



LESSON 1 SUMMARY, *continued*

2. CITING TEXT

EVIDENCE Complete this graphic organizer to show the compromise that was reached in the Judiciary Act of 1789.



The Cabinet

The first executive branch had three departments and two offices. The heads of these departments and offices served as advisors to the president and were called the **cabinet**:

Department or Office	Head	Function
State Department	Thomas Jefferson	relations with other nations
Department of the Treasury	Alexander Hamilton	handled financial matters
Department of War	Henry Knox	provided for the nation's defense
Attorney General	Edmund Randolph	handled legal affairs
Postmaster General	Benjamin Franklin	managed postal system

Members of Congress disagreed on how much power the president should have over the cabinet. Finally, with the help of Vice President John Adams, Congress voted to allow the president the power to dismiss cabinet officers without Senate approval. This decision gave the president power over the entire executive branch.

Establishing the Court System

The Judiciary Act of 1789 created a federal court system. Some people wanted a legal system for the entire nation. Others favored keeping the existing state systems. The two sides reached an agreement in the Judiciary Act of 1789. The states kept their own laws and courts, but the federal courts would have the power to reverse state decisions.

The Constitution had established the Supreme Court as the final authority on many issues. President Washington chose John Jay to lead the Supreme Court as chief justice.

The Bill of Rights

Americans had fought a revolution to gain independence from British control. They did not want to replace one unjust government with another. To protect themselves from a strong national government, many Americans wanted the Constitution to include a bill of rights. These rights would guarantee civil liberties. The first 10 amendments to the Constitution did just that. They were introduced and passed in the very first session of Congress. The amendments limit the powers of government. They also protect the rights of the people, including freedom of speech and the rights of people accused of crimes.

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LESSON 1 SUMMARY, *continued*



The Bill of Rights

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The New Economy

The new United States faced serious financial problems. After the Revolutionary War, the national debt—the amount of money owed by the nation’s government—was very large. Alexander Hamilton was secretary of the treasury. He worked to solve the nation’s financial problems.

Hamilton’s Plan

During the Revolutionary War, the confederation government had borrowed a large amount of money. It had issued **bonds**. These are certificates promising to pay back money in a certain length of time. Hamilton argued that the United States should pay back money borrowed from other countries and from American citizens. Hamilton believed that the national government should also pay the war debts of the states.

Some people did not like Hamilton’s plan. Many people who bought bonds were worried that they would never be paid back. To get some money for their bonds, many people sold their bonds to speculators for less than the bonds were worth. Speculators hoped to make money later if the government finally paid back the bonds. The original bondholders saw that speculators would get rich and the bondholders would get nothing. Southern states also complained about the plan to pay state war debts. They had built up much less debt than the Northern states. They argued that the plan would make them pay more than their share.

3. PREDICTING CONSEQUENCES Predict what might have occurred if the Bill of Rights had not been added to the Constitution.

4. IDENTIFYING EVIDENCE Underline the details of Alexander Hamilton’s plan to improve the new nation’s economy. Then, on a separate sheet of paper, explain why you think the Democratic-Republicans might have believed that each of these proposals would give the national government too much power.

LESSON 1 SUMMARY, *continued*

5. DETERMINING CENTRAL IDEAS Why did Hamilton think it was important to create a National Bank?

ANALYZING VISUALS

6. According to the diagram, how much would a U.S. consumer have paid for the item imported from Britain before the addition of the tariff?

Hamilton worked out a deal with Southern leaders. If they voted for his plan, he would support putting the new capital in the South. That new capital, a district called Washington, D.C., would be created between Virginia and Maryland.

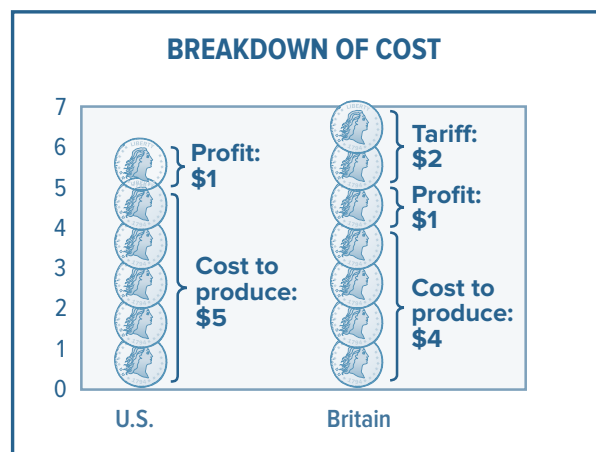
The Fight for a National Bank

To help build a strong national economy, Hamilton asked Congress to start a national bank. It would issue a single type of money for use in all states. It would hold government funds and make debt payments.

Madison and Jefferson were against the idea. They thought it would only help the wealthy. They said the Constitution did not give Congress the power to create a bank. Hamilton said the Constitution indirectly gave Congress the power to create a bank when it said Congress has the power to collect taxes and borrow money. Washington agreed, and Congress created the first national bank.

Tariffs and Taxes

Hamilton also wanted the United States to create more manufacturing businesses. He proposed high tariffs. A tariff is a tax on goods bought from foreign countries. It makes products from other nations more expensive than those made at home. This tariff would help American companies compete against foreign companies.



Many people were against the tariff. The South especially opposed it because they had few industries. Congress passed

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LESSON 1 SUMMARY, *continued*

only low tariffs. Hamilton also called for national taxes to help the government pay the national debt. Congress approved several taxes, including one on whiskey made in the United States.

Jefferson and Madison worried that Hamilton was building a dangerously powerful government run by the wealthy. They began to organize opposition to Hamilton and his policies.



REVIEW LESSON 1

1. Use the following chart to list the actions taken by the first Congress and the first president of the United States during the early years of the new government.

ACTIONS	
Washington	Congress

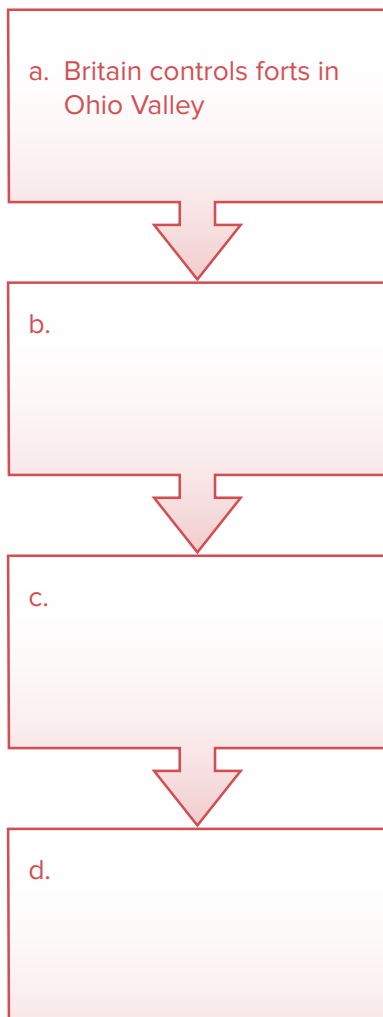
2. **MAKING GENERALIZATIONS** Use the information in your chart and from the lesson to write an essay explaining how the actions of President George Washington and the first Congress contributed to the long-term success of the new country and its republican form of government.

Early Challenges

SS.8.A.3.12

1. SEQUENCING Complete the flowchart to show the sequence of events that took place in the Northwest Territory while George Washington was president.

Conflicts in the Northwest Territory



Trouble in the New Nation

Washington faced many problems while in office. Britain and France were pushing the United States to get more involved in their conflicts. Native Americans, aided by the British and Spanish, fought the westward advance of American settlers. In addition, there was growing unrest among the American people.

The Whiskey Rebellion

In western Pennsylvania farmers opposed a tax on whiskey. In 1794, an armed mob attacked tax collectors. They burned down buildings. This armed protest was called the Whiskey Rebellion. It worried government leaders. President Washington and his advisers decided to crush the protest using the army. This sent a message to people: the government would use force when necessary to maintain, or keep, order.

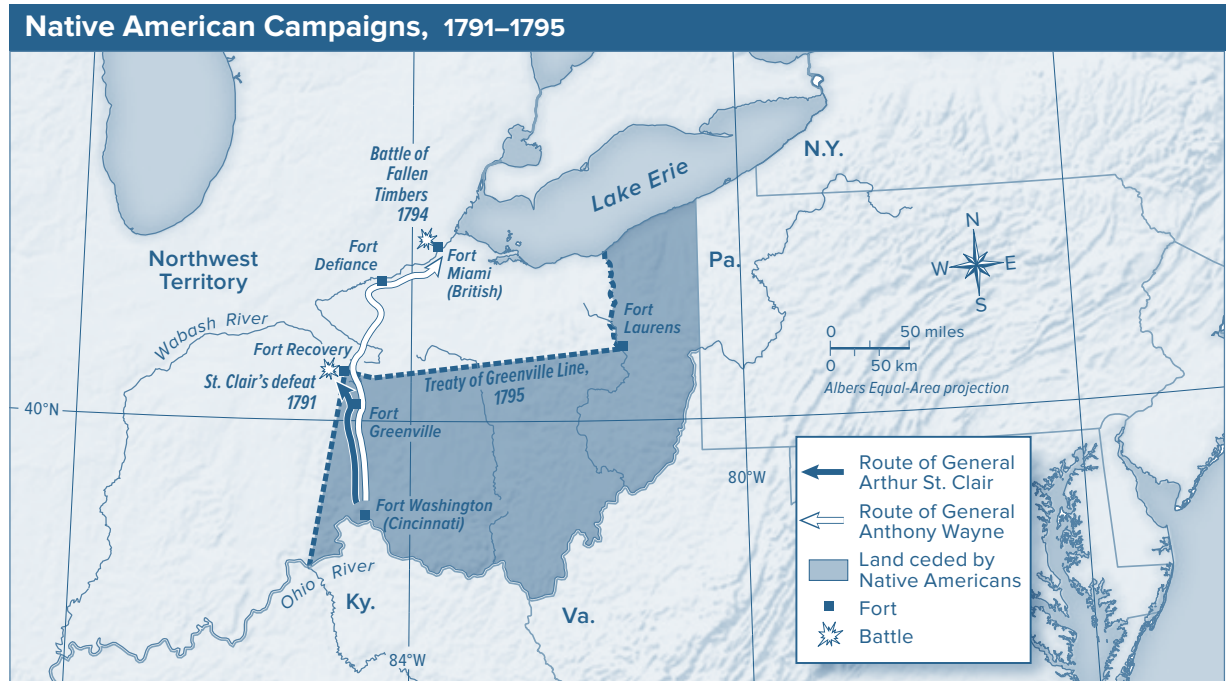
Challenges in the West

Washington was worried about Europe’s interest in the Northwest Territory. The British and Spanish were trying to stir up Native American anger against American settlers. To block the settlers, Washington signed treaties with the Native Americans. American settlers ignored the treaties. They moved into lands promised to the Native Americans. Fighting broke out. Washington sent General Arthur St. Clair to restore order, but St. Clair was defeated in 1791.

Americans hoped an alliance with France would help them achieve full control in the West. Great Britain did not want the United States siding with France. They asked Native Americans to attack American settlements west of the Appalachian Mountains. Washington sent an army under General Anthony Wayne. The army defeated the Native Americans at the Battle of Fallen Timbers in 1794. The Native Americans signed the Treaty of Greenville. In the treaty, they agreed to give up most of the land in what is now Ohio.

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LESSON 2 SUMMARY, *continued*



Problems With Europe

Britain and France went to war in 1793. Some Americans sided with France and others supported Britain. Washington hoped that the United States could stay neutral. Neutral means not taking sides in a conflict.

Washington Struggles to Stay Neutral

The French tried to get American volunteers to attack British ships. In response, President Washington issued a Proclamation of Neutrality in 1793. It declared that American citizens could not fight in the war. It also stopped French and British warships from using American ports. The British captured American ships that traded with the French. They forced the American crews into the British navy. This practice was called **impressment**. It angered the Americans.

Washington sent John Jay to work out a peaceful solution with Britain. Jay proposed a treaty. In Jay's Treaty, the British would agree to leave American soil. The treaty did not deal with the problems of impressment, however. It also did not deal with the British interfering with American trade. Jay's Treaty was unpopular, but the Senate approved it.

2. COMPARING Compare Washington's response to the Whiskey Rebellion and the unrest in the Northwest Territory. How were the responses similar?

ANALYZING MAPS

3. In what present-day state was most of the land ceded by the Native Americans in the Treaty of Greenville?

LESSON 2 SUMMARY, *continued*

4. SUMMARIZING On a separate sheet of paper, summarize Washington’s stand on foreign policy. Cite the Proclamation of Neutrality, Jay’s Treaty, and Pinckney’s Treaty in your response.

Pinckney’s Treaty With Spain

After Jay’s Treaty, Spanish leaders feared that the United States and Great Britain would work together against them in North America. The United States sent Thomas Pinckney to Spain to settle the differences between the United States and Spain. In 1795 he proposed a treaty that said Americans could travel on the Mississippi River. Pinckney’s Treaty also gave Americans the right to trade at New Orleans.

Washington Leaves Office

After eight years as president, Washington decided to retire and not run for a third term. In his Farewell Address, he warned the country not to get involved in foreign problems. His words influenced the nation’s foreign policy for more than 100 years. He also warned against something he saw as a growing threat to the young nation: political parties.



REVIEW LESSON 2

- Use the chart to list the results of government actions during the nation’s early years.

GOVERNMENT ACTION	RESULTS
Treaty of Greenville	
Proclamation of Neutrality	
Jay’s Treaty	
Pinckney’s Treaty	

- ✏️ COMPARING AND CONTRASTING** President Washington’s views on how to handle conflicts within the nation differed from his views on how to handle foreign policy issues. Use the information from your chart and from the lesson to write an essay explaining how Washington’s handling of internal affairs differed from his handling of foreign affairs. Use the four government actions in your chart, along with other examples, to support your conclusions.

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LESSON 3 SUMMARY

The First Political Parties

SS.8.A.3.12, SS.8.A.3.13

Opposing Parties

President Washington warned against political parties. He was afraid that political parties would divide the nation. Others thought that it was natural for people to disagree about issues. By 1796, Americans were beginning to split into two different groups.

Political Parties Emerge

In Washington’s cabinet, Alexander Hamilton and Thomas Jefferson often disagreed. They differed on economic policy and on foreign relations. They also disagreed about how much power the federal government should have. Finally, they disagreed on the rules of the Constitution. Even Washington was **partisan**—favoring one side of an issue. Washington usually supported Hamilton’s positions. These disagreements caused both Hamilton and Jefferson to resign from, or leave, the cabinet. The two political parties that formed as a result of the different points of view were called Federalists and Republicans.

The Federalists were led by Hamilton. This group favored a strong federal government. They believed the Constitution gave government “implied” powers. These powers are not listed clearly in the Constitution. Federalists believed Congress could make all laws “necessary and proper” to carry out its powers.

Federalists supported representative government, in which elected officials ruled in the people’s name. They did not believe it was wise to let the public become too involved in politics. They thought that only educated, wealthier men should hold public office.

The Democratic-Republicans, or Republicans, stood against the Federalists. They were led by Jefferson and Madison and believed in the strict reading of the Constitution. They rejected the Federalist idea of implied powers. They believed congressional powers were limited to what is absolutely necessary to carry out the powers that are listed in the Constitution.

The Republicans feared a strong central government controlled by only a few people. They believed that democracy and liberty would be safe only if ordinary people took part fully in government.

1. COMPARING Compare the views of Hamilton and Jefferson on major issues. Describe the issue, and then check either “for” or “against” next to each name.

Issue 1

Hamilton For Against
Jefferson For Against

Issue 2

Hamilton For Against
Jefferson For Against

Issue 3

Hamilton For Against
Jefferson For Against

LESSON 3 SUMMARY, *continued*

2. DRAWING

CONCLUSIONS What are the advantages and disadvantages of having more than one political party? List your opinions below.

Advantages:

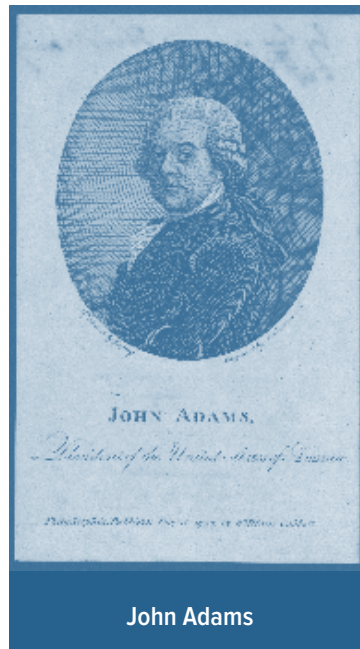
Disadvantages:

The Presidential Election of 1796

In 1796 there was a presidential election. Before the election, the two parties held meetings called **caucuses**. At the caucuses, members of Congress and other leaders chose their parties' candidates for office.

The Federalists chose John Adams for president. The Republicans chose Thomas Jefferson. This was the first time candidates identified themselves as members of political parties.

Adams received 71 electoral votes to win the election. Jefferson finished second with 68 votes. Under the Constitution at that time, the person with the second-highest number of electoral votes became vice president, thus Jefferson became the new vice president. The new government in 1797 had a Federalist president and a Republican vice president.



The XYZ Affair

When Adams became president, France and the United States could still not agree. The French thought that Jay's Treaty allowed Americans to help the British. The French captured American ships that carried goods to Britain.

In 1797, Adams sent a diplomatic team to Paris to try to end the disagreement. The French officials refused to meet with

LESSON 3 SUMMARY, *continued*

the Americans. Instead, they sent three agents. They demanded a bribe from America and a loan for France. Adams was angry at the actions of the French. He called the French agents “X, Y, and Z.” Adams urged Congress to prepare for war. This event became known as the XYZ Affair.

3. IDENTIFYING Why did some Americans question the loyalty of recent immigrants?

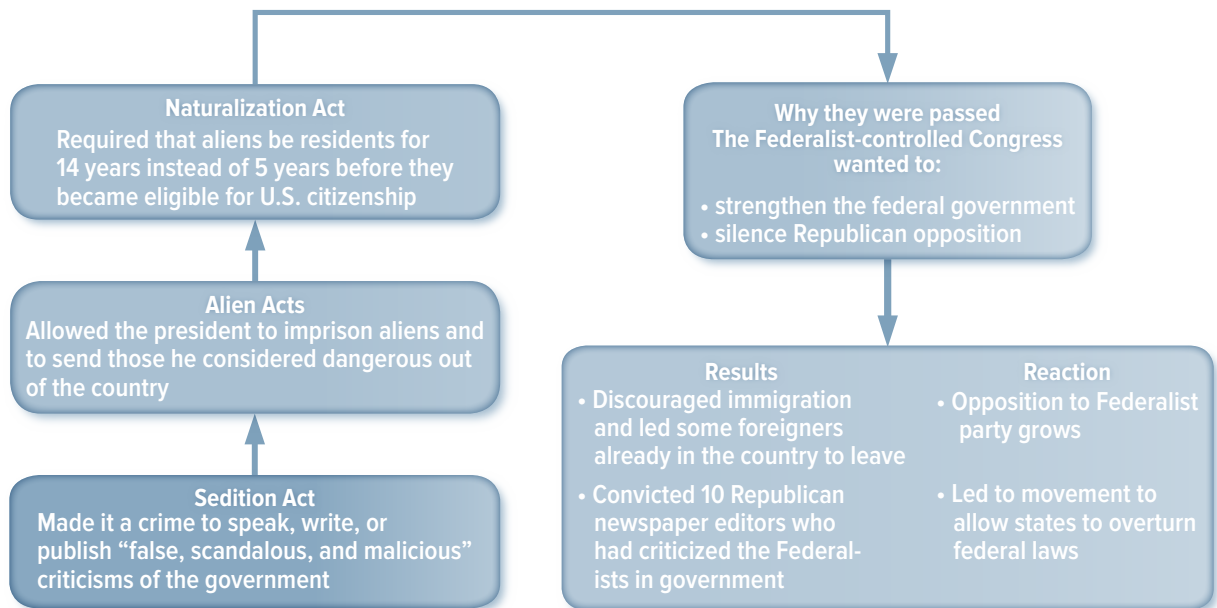
Alien and Sedition Acts

France’s actions in the XYZ Affair made many Americans angry. They became more suspicious of aliens. **Aliens** are immigrants living in a country who are not citizens of that country. Many Europeans who had come to the United States in the 1790s supported the ideals of the French Revolution. Some Americans questioned whether these aliens would remain loyal if the United States went to war with France.

In response to these concerns, Federalists passed laws to protect the nation’s security. In 1798 they passed a group of laws known as the Alien and Sedition Acts. **Sedition** means activities that weaken the government. The Alien and Sedition Acts allowed the president to put aliens in prison. He could also deport, or send them out of the country, if he thought they were dangerous. President Adams was a strong supporter of these laws.

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THE ALIEN AND SEDITION ACTS



LESSON 3 SUMMARY, *continued*

Domestic and Foreign Affairs

The Democratic-Republicans said the Alien and Sedition Acts were Federalist tyranny. They wanted the states to get involved to protect people’s liberties. Madison and Jefferson wrote statements of protest that the Virginia and Kentucky legislatures passed as resolutions.

The Virginia and Kentucky Resolutions were passed in 1798 and 1799. They claimed that the Alien and Sedition Acts did not follow the rules of the Constitution and that the states should not put them into action. The Kentucky Resolutions said that states might **nullify**, or legally overturn, federal laws if they thought the laws went against the Constitution.

The resolutions supported the idea of **states’ rights**. This idea says that the powers of the federal government should be limited. Its powers should be only those clearly given to it in the Constitution. The states should have all other powers. The issue of states’ rights would remain an important issue in American politics for many years.

Meanwhile, the Federalists urged Adams to declare war on France. He resisted and instead sent a representative to seek peace with France. In 1800 France and the United States signed a treaty to stop French attacks on American ships. The treaty helped the United States but was unpopular. This hurt Adams’s chance for reelection.

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REVIEW LESSON 3

- Use the following chart to list the differences between the Federalist and Republican Parties.

FEDERALISTS	REPUBLICANS
Headed by:	Headed by:

- DRAWING CONCLUSIONS** Use the information from your chart and from the lesson to explain how differences of opinion on government roles and powers led to the formation of the first two political parties in the United States.



Benchmark Skill Activities

LAFS.68.WHST.2.4

1. ANALYZING

Use your **FOLDABLES** to write an essay.

Washington was the first of several generals who later became president. Think about this statement: A good general makes a good president. Is this an opinion or a fact? Do you agree or disagree? Explain.

LAFS.68.RH.2.4

2. USING NEW VOCABULARY

Turn to the “Terms” list on the first page of Chapter 9. Choose at least three words to include in a paragraph that summarizes U.S. foreign policy under presidents Washington and Adams.

LAFS.68.RH.1.1, LAFS.68.RH.1.2, LAFS.68.RH.2.6

3. DETERMINING CENTRAL IDEAS

In his Farewell Address, George Washington warned against the danger of forming political parties. Read the excerpt from his address below. Then, in your own words, rewrite each of the six sentences. Explain what you think Washington was trying to say in each of the sentences.

“There is an opinion that parties in free countries are useful checks upon the administration of the government and serve to keep alive the spirit of liberty. This within certain limits is probably true; and in governments of a monarchical cast, patriotism may look with indulgence, if not with favor, upon the spirit of party. But in those of the popular character, in governments purely elective, it is a spirit not to be encouraged. From their natural tendency, it is certain there will always be enough of that spirit for every salutary purpose. And there being constant danger of excess, the effort ought to be by force of public opinion, to mitigate and assuage it. A fire not to be quenched, it demands a uniform vigilance to prevent its bursting into a flame, lest, instead of warming, it should consume.”

—Library of Congress

BENCHMARK SKILLS ACTIVITIES, *continued*

LAFS.68.RH.2.4

4. USING CONTEXT CLUES

Read the excerpt below from Section 1 of the Sedition Act. Then write a definition for each of the underlined words. Use the words around these words, or context clues, to help you determine their meanings.

“SEC. 1. Be it enacted . . . , That if any persons shall unlawfully combine or conspire together, with intent to oppose any measure or measures of the government of the United States, which are or shall be directed by proper authority, or to impede the operation of any law of the United States, or to intimidate or prevent any person holding a place or office in or under the government of the United States, from undertaking, performing or executing his trust or duty; . . .”

—Library of Congress

LAFS.68.RH.1.1, LAFS.68.RH.1.2, LAFS.68.RH.2.6, LAFS.68.RH.3.8, LAFS.68.RH.3.9, LAFS.68.WHST.1.1, LAFS.68.WHST.3.9, LAFS.8.SL.1.3

5. ANALYZING PRIMARY AND SECONDARY SOURCES

George Washington was praised by most Americans. However, some people criticized how he handled problems that arose in the early years of the nation.

- 1) Research the Internet to find at least two primary or secondary sources that praise Washington as a president. Then find at least two primary or secondary sources that criticize Washington’s presidency.
- 2) Make copies of the examples you find. Create an information card for each that includes a) the date the source was written, b) the name of the person who wrote or made the comment, c) and, if possible, the background of the person who wrote it.
- 3) Analyze each of the sources and each author to determine if your examples are valid and reliable. Write a one-paragraph analysis that explains how you reached your conclusion. Answer these questions to help you in your analysis:
 - a. What audience was the author trying to reach?
 - b. Does the author’s background show that he or she is knowledgeable about Washington and this period of history?
 - c. Are the author’s statements biased or based on emotion?
 - d. Does the author rely on fact or opinion to support his or her statements?



Benchmark Note Cards

DIRECTIONS: Use these note cards to help you prepare for the test.

SS.8.A.3.12 Examine the influences of George Washington's presidency in the formation of the new nation.

WASHINGTON'S PRECEDENTS

As first president of the United States, Washington created many new policies and established many precedents. Working alone and with the first Congress, he

- created the first cabinet
- set up the nation's court system
- approved the Bill of Rights to the Constitution
- set the standard for how long a president should serve
- set up policies for how to deal with other nations
- demonstrated that the federal government would use force to maintain order
- approved Washington, D.C., as the nation's capital

THE JUDICIARY ACT OF 1789

This act established a federal court system. The states kept their own laws and courts, but the federal courts now had the power to reverse state decisions.

THE CREATION OF THE BILL OF RIGHTS

The Bill of Rights was made up of 10 amendments. These amendments were added to the Constitution to protect the people from the powers of a strong national government and to guarantee civil liberties. The Bill of Rights protects individual liberties, including freedom of speech and the rights of people accused of crimes.

ALEXANDER HAMILTON AND THE NATIONAL BANK

As secretary of the treasury, Alexander Hamilton wanted to create a National Bank to

- issue a single form of money for the entire country
- hold government funds
- pay off debts, including those from the American Revolution
- make trade and other financial actions easier

BENCHMARK NOTE CARDS, *continued*

SS.8.A.3.12 Examine the influences of George Washington's presidency in the formation of the new nation.

THE WHISKEY REBELLION

In 1791 Congress passed a tax on the manufacture and sale of whiskey. In response to the tax, Pennsylvania farmers rebelled in 1794. When an armed mob attacked tax collectors, President Washington sent in an army to stop the rebellion. Washington's action demonstrated that the federal government would use force when necessary to maintain order.

PROBLEMS IN THE WEST

President Washington created treaties with Native Americans, hoping to break their ties with Britain and Spain. American settlers ignored the treaties and moved onto lands promised to Native Americans. When fighting broke out, Washington sent in troops to restore order. The American troops were defeated.

The British feared that the United States would side with France and gain full control in the region, so they urged Native Americans to destroy settlements west of the Appalachians. Washington once again sent in troops, this time led by Anthony Wayne. Wayne's forces defeated the Native Americans. In the Treaty of Greenville in 1795, the Native Americans agreed to surrender most of the land in present-day Ohio.

FOREIGN POLICY AND WASHINGTON'S FAREWELL ADDRESS

Washington wanted to stay neutral when dealing with other countries. In 1793 he issued the Proclamation of Neutrality to prohibit Americans from fighting in foreign wars and bar French and British warships from American ports. In his farewell address, he urged his fellow citizens to "observe good faith and justice toward all nations . . . It is our true policy to steer clear of permanent alliances."

JAY'S TREATY

This treaty was created in response to the British capture of American ships and the practice of impressment. The British agreed to withdraw from American soil, but the treaty did not include any mention of impressment or British interference with American trade. It was unpopular with most Americans.

BENCHMARK NOTE CARDS, *continued*

SS.8.A.3.12 Examine the influences of George Washington's presidency in the formation of the new nation.

PINCKNEY'S TREATY

This treaty was created in 1795 between Spain and the United States. It helped to calm fears that the United States and Britain would work together against Spain in North America. The treaty also gave Americans the right to travel on the Spanish-held Mississippi River and the right to trade at the Spanish port of New Orleans.

WASHINGTON'S VIEW ON POLITICAL PARTIES

Washington saw political parties as a threat to the new nation. He believed that disagreements over political issues would divide the country.

THE FIRST POLITICAL PARTIES

Federalists

- favored a strong central government
- believed that the Constitution gave government implied powers
- supported a representative government in which elected officials ruled in the people's name
- believed that educated, wealthier men should hold public office

Democratic-Republicans (or Republicans)

- feared a strong central government controlled by only a few people
- believed in a strict reading of the Constitution
- believed that ordinary people should take part in government

SS.8.A.3.13 Explain major domestic and international economic, military, political, and socio-cultural events of John Adams' presidency.

THE XYZ AFFAIR

When Adams became the second president, France was capturing American ships carrying goods to Britain. To settle the dispute, he sent a team of diplomats to France. Instead of French officials, the team was approached by three French agents who demanded a bribe and a loan from the Americans. The Americans refused. Adams was furious and prepared for war. In his report, he called the three French agents "X, Y, and Z."

BENCHMARK NOTE CARDS, *continued*

SS.8.A.3.13 Explain major domestic and international economic, military, political, and socio-cultural events of John Adams' presidency.

THE ALIEN AND SEDITION ACTS

The threat of war with France and the XYZ Affair made Americans more suspicious of aliens. In 1798, Federalists in Congress responded with strict laws to protect the nation's security. These laws were known as the Alien and Sedition Acts. The acts allowed the president to imprison or deport people thought to be dangerous.

THE VIRGINIA AND KENTUCKY RESOLUTIONS

These state resolutions disapproved of the Alien and Sedition Acts. The resolutions said that the Alien and Sedition Acts violated the Constitution and gave the federal government too much power. The Kentucky Resolution said that states should be able to nullify federal laws they thought were unconstitutional. This idea supported the principle of states' rights.

Chapter 9

VISUAL SUMMARY

DIRECTIONS: Complete the following graphic organizer.



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USING PRIMARY SOURCES

DIRECTIONS: Write your answers on a separate sheet of paper.

COMPARING AND CONTRASTING Below are two conflicting opinions about the creation of a National Bank. One was written by Alexander Hamilton and one was written by Thomas Jefferson. Determine which person wrote each statement and explain how you came to that conclusion. Then, using examples from each excerpt, summarize Hamilton's and Jefferson's arguments.

Excerpt 1) *"In entering upon the argument it ought to be premised, that the objections of the Secretary of State and Attorney General are founded on a general denial of the authority of the United States to erect corporations. The latter indeed expressly admits, that if there be anything in the bill which is not warranted by the constitution, it is the clause of incorporation.*

Now it appears to the Secretary of the Treasury, that this general principle is inherent in the very definition of Government and essential to every step of the progress to be made by that of the United States, namely--that every power vested in a Government is in its nature sovereign, and includes by force of the term, a right to employ all the means requisite, and fairly applicable to the attainment of the ends of such power; and which are not precluded by restrictions and exceptions specified in the constitution, or not immoral, or not contrary to the essential ends of political society. . . . Then it follows, that as a power of erecting a corporation may as well be implied as any other thing; it may as well be employed as an instrument or means of carrying into execution any of the specified powers, as any other instrument or mean whatever. The only question must be, in this as in every other case, whether the mean to be employed, or in this instance the corporation to be erected, has a natural relation to any of the acknowledged objects or lawful ends of the government. Thus a corporation may not be erected by congress, for superintending the police of the city of Philadelphia because they are not authorized to regulate the police of that city; but one may be erected in relation to the collection of taxes, or to the trade with foreign countries, or to the trade between the States, or with the Indian Tribes, because it is the province of the federal government to regulate those objects and because it is incident to a general sovereign or legislative power to regulate a thing, to employ all the means which relate to its regulation to the best and greatest advantage. . . . It may be truly said of every government, as well as of that of the United States, that it has only a right, to pass such laws as are necessary and proper to accomplish the objects intrusted to it. For no government has a right to do merely what it pleases. Hence by a process of reasoning similar to that of the Secretary of State, it might be proved, that neither of the State governments has the right to incorporate a bank. It might be shown, that all the public business of the State, could be performed without a bank, and inferring thence that it was unnecessary it might be argued that it could not be done, because it is against the rule which has been just mentioned. A like mode of reasoning would prove, that there was no power to incorporate the Inhabitants of a town, with a view to a more perfect police. For it is certain, that an

USING PRIMARY SOURCES, *continued*

incorporation may be dispensed with, though it is better to have one. It is to be remembered that there is no express power in any State constitution to erect corporations. . . . In regard to the clause of the constitution immediately under consideration, it is admitted by the Attorney General, that no restrictive effect can be ascribed to it. He defines the word necessary thus: "To be necessary is to be incidental, and may be denominated the natural means of executing a power."

But while on the one hand, the construction of the Secretary of State is deemed inadmissible, it will not be contended on the other, that the clause in question gives any new or independent power. But it gives an explicit sanction to the doctrine of implied powers, and is equivalent to an admission of the proposition, that the government, as to its specified powers and objects, has plenary and sovereign authority, in some cases paramount to that of the States in others co-ordinate with it. For such is the plain import of the declaration, that it may pass all laws necessary and proper to carry into execution those powers. . . . It leaves therefore a criterion of what is constitutional, and of what is not so. This criterion is the end, to which the measure relates as a mean. If the end be clearly comprehended within any of the specified powers, and if the measure have an obvious relation to that end, and is not forbidden by any particular provision of the constitution—it may safely be deemed to come within the compass of the national authority. There is also this further criterion which may materially assist the decision: Does the proposed measure abridge a pre-existing right of any State, or of any individual? If it does not, there is a strong presumption in favour of its constitutionality; and slighter relations to any declared object of the constitution may be permitted to turn the scale."

Excerpt 2) *"I consider the foundation of the Constitution as laid on this ground: That "all powers not delegated to the United States, by the Constitution, nor prohibited by it to the States, are reserved to the States or to the people." [XIIth amendment.] To take a single step beyond the boundaries thus specially drawn around the powers of Congress, is to take possession of a boundless field of power, no longer susceptible of any definition. . . .*

The incorporation of a bank, and the powers assumed by this bill, have not, in my opinion, been delegated to the United States, by the Constitution.

- 1. They are not among the powers specially enumerated: for these are: 1st A power to lay taxes for the purpose of paying the debts of the United States; but no debt is paid by this bill, nor any tax laid. Were it a bill to raise money, its origination in the Senate would condemn it by the Constitution.*
- 2. 'To borrow money.' But this bill neither borrows money nor ensures the borrowing it. The proprietors of the bank will be just as free as any other money holders, to lend or not to lend their money to the public. The operation proposed in the bill first, to lend them two millions, and then to borrow them back again, cannot change the nature of the latter act, which will still be a payment, and not a loan, call it by what name you please.*

USING PRIMARY SOURCES, *continued*

3. *To 'regulate commerce with foreign nations, and among the States, and with the Indian tribes.' To erect a bank, and to regulate commerce, are very different acts. He who erects a bank, creates a subject of commerce in its bills, so does he who makes a bushel of wheat, or digs a dollar out of the mines; yet neither of these persons regulates commerce thereby. To make a thing which may be bought and sold, is not to prescribe regulations for buying and selling. Besides, if this was an exercise of the power of regulating commerce, it would be void, as extending as much to the internal commerce of every State, as to its external. For the power given to Congress by the Constitution does not extend to the internal regulation of the commerce of a State, (that is to say of the commerce between citizen and citizen,) which remain exclusively with its own legislature; but to its external commerce only, that is to say, its commerce with another State, or with foreign nations, or with the Indian tribes. Accordingly the bill does not propose the measure as a regulation of trade, but as "productive of considerable advantages to trade." Still less are these powers covered by any other of the special enumerations. . . .*

It would reduce the whole instrument to a single phrase, that of instituting a Congress with power to do whatever would be for the good of the United States; and, as they would be the sole judges of the good or evil, it would be also a power to do whatever evil they please. . .

The second general phrase is, 'to make all laws necessary and proper for carrying into execution the enumerated powers.' But they can all be carried into execution without a bank. A bank therefore is not necessary, and consequently not authorized by this phrase.

If has been urged that a bank will give great facility or convenience in the collection of taxes, Suppose this were true: yet the Constitution allows only the means which are 'necessary,' not those which are merely 'convenient' for effecting the enumerated powers. . . . It would swallow up all the delegated powers, and reduce the whole to one power, as before observed."



Chapter Practice Test

DIRECTIONS: Circle the best answer for each question.

1

SS.8.A.3.12, LAFS.68.RH.1.2 (High)

Statement A: “Congress shall not make or declare war, or authorize acts of hostility against any foreign nation, without the concurrence of two-thirds of both Houses. . . .”

Statement B: “Observe good faith and justice toward all nations. . . . It is our true policy to steer clear of permanent alliances.”

Statement C: “Give me liberty or give me death!”

Statement D: “For a people who are free, and who mean to remain so, a well-organized and armed militia is their best security.”

Which statement describes President Washington’s foreign policy?

- A** Statement A
 - B** Statement B
 - C** Statement C
 - D** Statement D
-

2

SS.8.A.3.12 (High)

What compromise did Congress reach in establishing a court system?

- A** the Supreme Court would decide on federal government issues, the state courts would decide on Constitutional issues
- B** federal and state courts would share the same powers
- C** states kept their own laws and courts, but federal courts could reverse state decisions
- D** state courts had less power, but they could overrule the decisions made by federal courts



3

SS.8.A.3.12, LAFS.68.RH.1.1, LAFS.68.RH.1.2 (High)

Read the excerpt below by Mercy Otis Warren.

“. . . [W]e have struggled for liberty & made costly sacrifices at her shrine: and there are still many among us who revere her name [value liberty] too much to relinquish (beyond a certain medium) the rights of man for the Dignity of Government.”

What statement is best supported by this quote?

- A The nation will be in a state of disorder without a strong central government.
- B A bill of rights should be added to the Constitution to protect individual liberties.
- C Government is based on a contract between the people and the ruler.
- D Some powers of government should be reserved for the states.

4

SS.8.A.3.12, LAFS.68.RH.1.1, LAFS.68.RH.1.2 (High)

The following passage is from the Treaty of Greenville.

“The Indian tribes who have a right to those lands, are quietly to enjoy them, hunting, planting, and dwelling thereon. . . . [B]ut when those tribes . . . shall . . . sell their lands they are to be sold only to the United States; and until such sale, the United States will protect all the said Indian tribes . . . against all citizens of the United States. . . .”
—from the Treaty of Greenville, 1795

What were Native Americans promised in this document?

- A the rights of citizenship
- B Permanent ownership of their land
- C profits from the sale of their lands
- D protection until their land was sold



5

SS.8.A.3.13, LAFS.68.RH.1.1, LAFS.68.RH.1.2 (High)

The excerpt below is from the Sedition Act passed by Congress in 1798.

“SEC. 2. And be it farther enacted, That if any person shall write, print, utter or publish, or shall cause or procure to be written, printed, uttered or published, or shall knowingly and willingly assist or aid in writing, printing, uttering or publishing any false, scandalous and malicious writing or writings against the government of the United States, or either house of the Congress of the United States, or the President of the United States, with intent to defame the said government, or either house of the said Congress, or the said President, or to bring them, or either of them, into contempt or disrepute; . . . then such person, . . . shall be punished by a fine not exceeding two thousand dollars, and by imprisonment not exceeding two years.”

What statement do you think a Democratic-Republican might have made after reading this excerpt?

- A “The federal government must be given the power to maintain peace.”
- B “The Sedition Act strikes at the heart of the First Amendment.”
- C “The president has more powers than Congress.”
- D “Immigration rights are guaranteed in the Constitution.”



Chapter Practice Test, *continued*

6

SS.8.A.3.13, LAFS.68.RH.1.1, LAFS.68.RH.1.2, LAFS.68.RH.2.6 (High)

The four excerpts below were written by either Alexander Hamilton or Thomas Jefferson to express their opinion about creating a National Bank. Which primary sources can be attributed to Thomas Jefferson?

1. *“But while on the one hand the construction of the Secretary of State is deemed inadmissible, it will not be contended, on the other, that the clause in question gives any new or independent power. But it gives an explicit sanction to the doctrine of implied powers, and is equivalent to an admission of the proposition that the government, as to its specified powers and objects, has plenary and sovereign authority, in some cases paramount to the States; in others, co-ordinate with it. For such is the plain import of the declaration, that it may pass all laws necessary and proper to carry into execution those powers.”*
2. *“I consider the foundation of the Constitution as laid on this ground: That all powers not delegated to the United States, by the Constitution, nor prohibited by it to the States, are reserved to the States or to the people. To take a single step beyond the boundaries thus specially drawn around the powers of Congress, is to take possession of a boundless field of power, no longer susceptible of any definition.”*
3. *“It would reduce the whole instrument to a single phrase, that of instituting a Congress with power to do whatever would be for the good of the United States; and, as they would be the sole judges of the good or evil, it would be also a power to do whatever evil they please.”*
4. *“. . .that as a power of erecting a corporation may as well be implied as any other thing, it may as well be employed as an instrument or means of carrying into execution any of the specified powers. . . .”*

- A 1, 2
- B 1, 4
- C 2, 3
- D 2, 4



Chapter Practice Test, *continued*

7

SS.8.A.3.12 (Moderate)

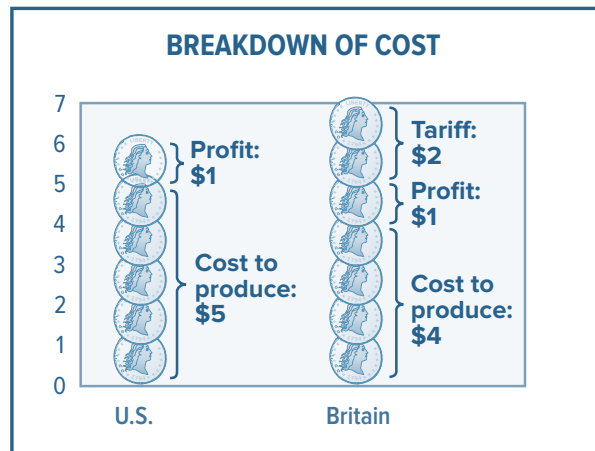
Which action taken by President Washington would have been supported by the Federalists but not by the Democratic-Republicans?

- A the formation of a cabinet
- B the passage of the Alien and Sedition Acts
- C the Proclamation of Neutrality
- D the creation of the National Bank

8

SS.8.A.3.12; SS.8.A.1.2 (Moderate)

Which conclusion is most clearly supported by the information in this diagram?



- A American buyers benefit from protective tariffs.
- B Tariffs increase the costs of American products.
- C Protective tariffs prevent foreign industries from selling products in the United States.
- D The United States has more resources, which means it can produce cheaper products than Britain.



9

SS.8.A.3.12 (Moderate)

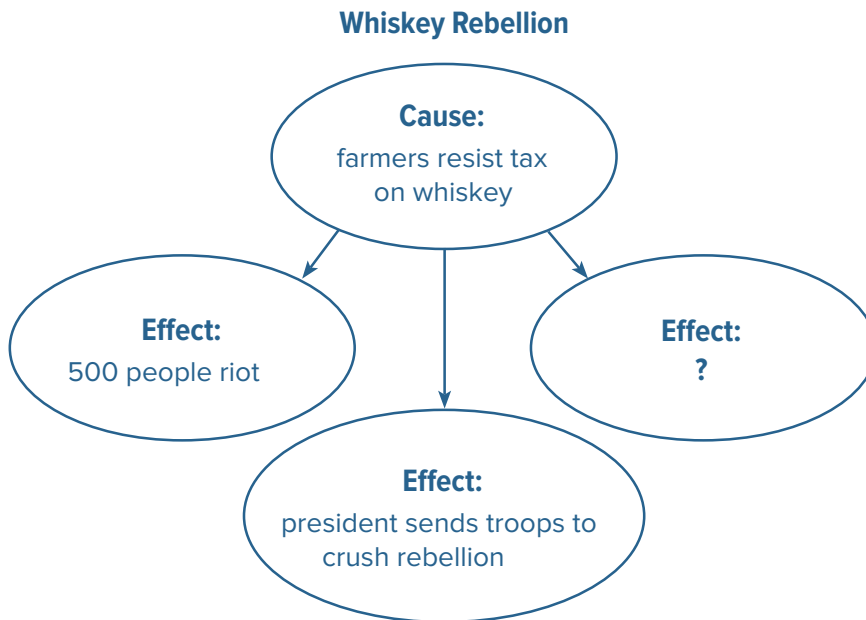
Which characteristics best describe the beliefs of the Democratic-Republican Party?

- A state banks; rule by the wealthy class; protective tariffs
- B rule by the people; strict interpretation of the Constitution; strong state governments
- C loose interpretation of the Constitution; free trade; National Bank
- D strong federal government; state banks; protective tariffs

10

SS.8.A.3.12 (Moderate)

Which statement best completes this graphic organizer?



- A The Constitution is amended to prevent interference by the federal government in public protests.
- B Rioters are deprived of their freedom of speech.
- C The federal government is made aware that state governments are more powerful.
- D Citizens learn that changes in laws need to occur through peaceful and constitutional means.