

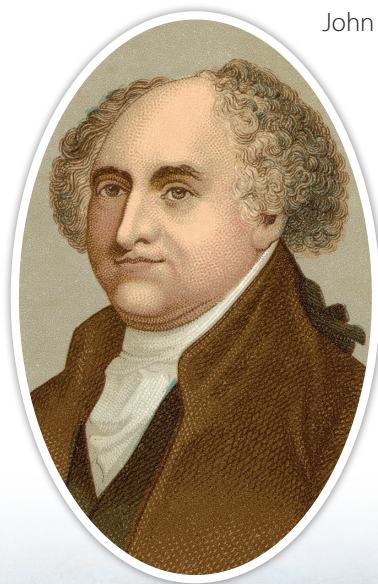


# Governing the New Nation

## Teacher Guide

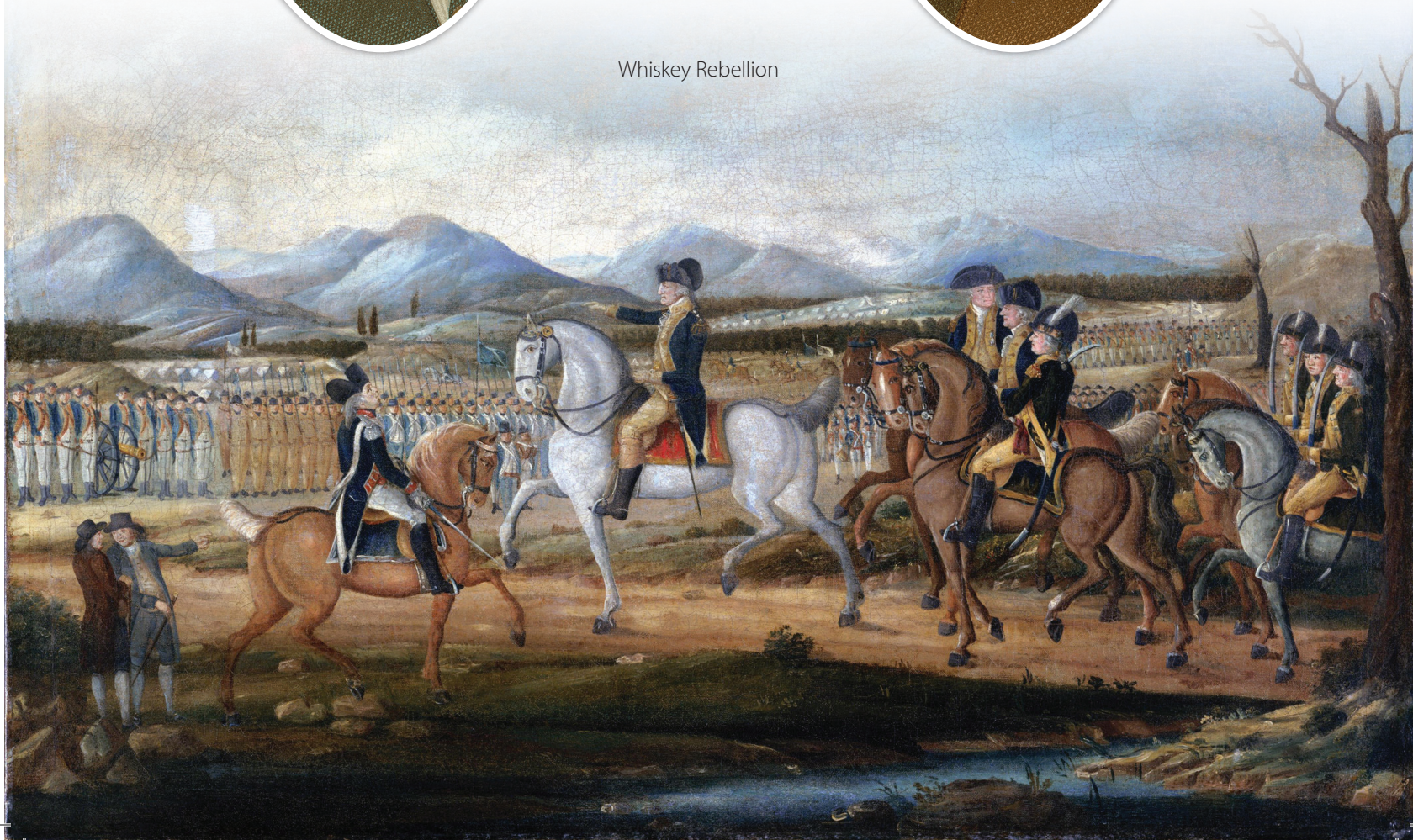


Thomas Jefferson



John Adams

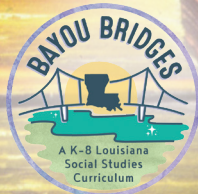
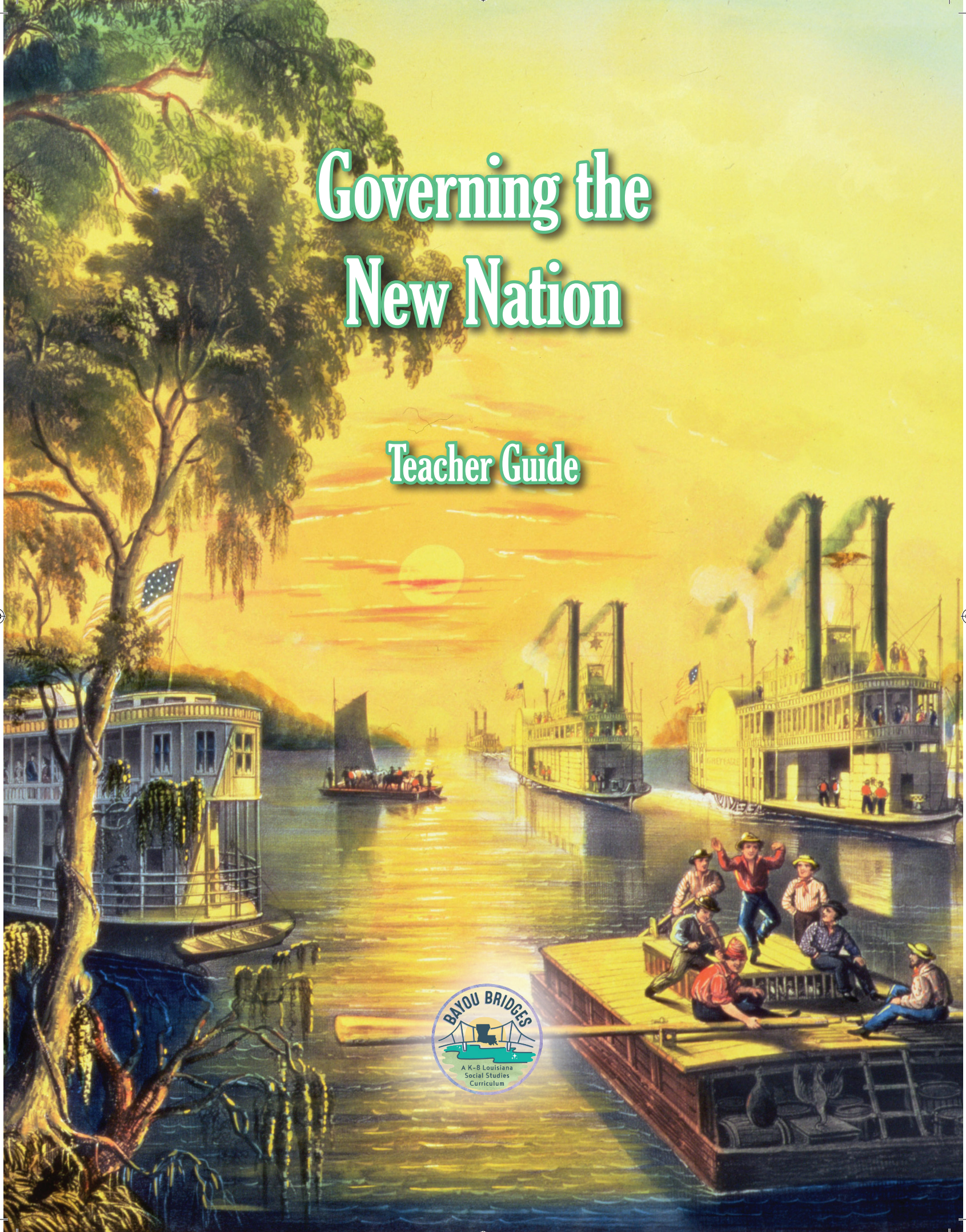
Whiskey Rebellion





# Governing the New Nation

## Teacher Guide



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# GOVERNING THE NEW NATION



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**Governing the New Nation**  
**Teacher Guide**  
Bayou Bridges Louisiana Social Studies, Grade 7

## UNIT 1

# Introduction

## ABOUT THIS UNIT

### The Big Idea

The first presidencies of the United States established a path for the nation to follow.

Each of the early presidents had his own ideas for the country, but they shared a deep desire to see the great experiment in republican government succeed. George Washington, John Adams, and Thomas Jefferson faced many challenges during their terms of office, both domestically and abroad. Yet their accomplishments were also many. They organized the federal government within the framework of the Constitution. They also built a national capital, more than doubled the size of the country, and set precedents for the future of the new nation.

## What Students Should Already Know

Students using Bayou Bridges should already be familiar with:

### Grade 3

- American Revolution, including the Declaration of Independence
- Constitutional Convention
- George Washington's presidency
- how the U.S. government works
- geography and symbols of the United States
- Louisiana Purchase and the Corps of Discovery

### Grade 6

- colonial America, including colonial Louisiana
- causes and course of the American Revolution
- first U.S. government under the Articles of Confederation
- creation of the U.S. Constitution, including the Constitutional Convention, the ratification debate between Federalists and Anti-Federalists, and the addition of the Bill of Rights
- structure, powers, and function of the U.S. government

## What Students Need to Learn

- unanimous election of George Washington as the first president of the United States in 1789
- precedents set by Washington's presidency
- formation of the nation's first political parties
- establishment of judicial circuits
- Whiskey Rebellion
- new capital city of Washington, D.C.
- events of the XYZ Affair
- significance of the Alien and Sedition Acts
- events and effects of the election of 1800
- causes and effects of the Louisiana Purchase
- *Marbury v. Madison's* establishment of the Supreme Court's power of judicial review

## Time Period Background

This timeline provides an overview of key events related to the content of this unit. Use a classroom timeline with students to help them sequence and relate events that occurred from 1789 to 1803.

|                     |  |
|---------------------|--|
| 1789–<br>March 1797 | George Washington serves as the first president of the United States.  |
| 1790                | Washington, D.C., is designated as the nation's capital.   |
| 1790s               | Disagreements between Alexander Hamilton and Thomas Jefferson lead to the creation of the nation's first political parties: the Federalists and the Democratic-Republicans.  |
| 1794                | President Washington helps stop the Whiskey Rebellion.   |
| 1797                | John Adams becomes the second president of the United States.  |
| 1797                | In the XYZ Affair, French agents try to solicit bribes from American representatives, who want to stop the seizure of American merchant ships.   |
| 1798                | The Alien and Sedition Acts give the president the power to expel any foreigner considered dangerous to the country and make it a crime to speak or write anything against the government, president, or Congress. |
| 1801                | After an Electoral College tie in the election of 1800 and more than thirty votes in the House of Representatives, Thomas Jefferson becomes the third president of the United States.                              |
| 1803                | President Jefferson buys the Louisiana Territory from France.  |
| 1803                | The <i>Marbury v. Madison</i> decision establishes the Supreme Court's power of judicial review.   |



## A SPECIAL NOTE TO TEACHERS—TALKING ABOUT SLAVERY

While the topic of slavery is not a primary focus in this unit, students will read and learn about Thomas Jefferson’s views on slavery. When you encounter references to slavery, you may want to note that today, we recognize that slavery is a cruel and inhumane practice. In earlier eras of history and in different societies, however, slavery was a generally accepted practice.

Discussing slavery can be a challenging task. Slavery, which has existed for thousands of years in many cultures, is by definition an inhumane practice—people are reduced to property, to be bought and sold, and often treated with brutality and violence.

Classroom discussion of slavery should acknowledge the cruel realities while remaining mindful of the age of the students. In Bayou Bridges materials, we have attempted to convey the inhumane practices of slavery without overly graphic depictions.

Recently, some historians have questioned the language used to talk about slavery. Some contemporary historians urge that we refer not to slaves but instead to enslaved persons or enslaved workers. The term *slave*, these historians argue, implies a commodity, a thing, while *enslaved person* or *enslaved worker* reminds us of the humanity of people forced into bondage and deprived of their freedom. Other historians, however, argue that by avoiding the term *slave*, we may unintentionally minimize the horror of humans being treated as though they were someone else’s property.

In Bayou Bridges, we acknowledge the logic of both perspectives and sometimes refer to slaves while at other times referring to enslaved persons or enslaved workers.

## AT A GLANCE

The most important ideas in Unit 1 are the following:

- George Washington’s presidency established precedents for the role of president and led to the creation of the nation’s first political parties.
- After much negotiation between northern and southern politicians, a new capital city was constructed in Washington, D.C.
- The Alien and Sedition Acts restricted the freedom of immigrants and critics of the government.
- In spite of the confusion it caused, the election of 1800 was the first time in the United States that power was transferred from one political party to another.

## WHAT TEACHERS NEED TO KNOW

Each chapter of the Teacher Guide is accompanied by a brief What Teachers Need to Know document that provides background information related to the chapter content. The background information will summarize the chapter content and provide some additional details or explanation. These documents are not meant to be complete histories but rather memory refreshers to help provide context for

what students are learning. For fuller, more detailed explanations, see the list of recommended books in this Introduction.

To find the What Teachers Need to Know documents, look for the link to download the Bayou Bridges Online Resources at the beginning of each chapter.

## UNIT RESOURCES

### Student Component

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*Governing the New Nation* Student Volume—two chapters

The Student Volume provides traditional narrative text and high-quality images that recount important historical themes and events in U.S. history. Interspersed with the text and images are three types of activity boxes. **Think Twice** boxes pose questions for students to answer, either in writing or in oral discussion. These questions prompt a deeper analysis of the text. **Find Out the Facts** boxes prompt students to conduct research on a specified topic. **Writers' Corner** boxes present students with extended writing tasks, such as an essay, a report, or a piece of creative writing. Students can be asked to complete any or all of these activities, either during the reading of each chapter or in the Learning Lab time at each chapter's conclusion. Possible responses to the Think Twice questions are provided in the Answer Key in the Teacher Resources section of this Teacher Guide.

### Teacher Components

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*Governing the New Nation* Teacher Guide—two chapters. The guide includes lessons aligned to each chapter of the *Governing the New Nation* Student Volume, with a daily Check for Understanding and Additional Activities—such as vocabulary practice, primary source analysis, literature connections, and virtual field trips—designed to reinforce the chapter content. Chapter Assessments, a Performance Task Assessment, and Activity Pages are included in Teacher Resources, beginning on page 38.

- The Chapter Assessments test knowledge of each chapter's content using standard testing formats.
- The Performance Task Assessment requires students to apply and share the knowledge learned during the unit through either an oral or a written presentation.
- The Activity Pages are designed to support, reinforce, and extend content taught in specific chapters throughout the unit.

*Governing the New Nation* Timeline Card Slide Deck—ten individual images depicting significant events and individuals related to building a new nation. In addition to an image, each card contains a caption, a chapter number, and the Framing Question, which outlines the focus of the chapter. The Teacher Guide will prompt you, lesson by lesson, as to which card(s) to display. The Timeline Cards will be a powerful learning tool, enabling you and your students to track important themes and events as they occurred within this time period.

Use this link to download the Bayou Bridges Online Resources for this unit, where the specific link to the Timeline Card Slide Deck may be found:

<https://www.coreknowledge.org/bayou-bridges-online-resources/>

You may wish to print the Timeline Cards to create a physical timeline in your classroom. To do so, you will need to identify available wall space in your classroom on which you can post the Timeline Cards over the course of the unit. The timeline may be oriented either vertically or horizontally, even wrapping around corners and multiple walls—whatever works best in your classroom setting. Be creative; some teachers hang a clothesline so that the image cards can be attached with clothespins!

1789–97



Chapter 1

1790



Chapter 1

1790s



Chapter 1

1794



Chapter 1

1797



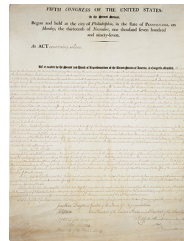
Chapter 2

1797



Chapter 2

1798



Chapter 2

1801



Chapter 2

1803



Chapter 2

1803



Chapter 2

## The Timeline in Relation to Content in the Student Volume

The events highlighted in the Unit 1 Timeline Cards are in chronological order, but the chapters that are referenced are not. The reason for this is that the Student Volume is organized thematically, not chronologically. Each chapter discusses the early presidents of the United States. Some events occurred simultaneously, which is reflected in the timeline.

## Understanding References to Time in the *Governing the New Nation* Unit

As you read the text, you will become aware that in some instances general time periods are referenced, and in other instances specific dates are cited. That is because the text discusses both trends over time and specific events. For example, George Washington was president from 1789 until 1797. During this same time period, the Whiskey Rebellion occurred and the new capital was built in Washington, D.C.

## Time to Talk About Time

Before you use the timeline, discuss with students the concept of time and how it is recorded. Here are several discussion points that you might use to promote discussion. This discussion will allow students to explore the concept of time.

1. What is time?
2. How do we measure time?
3. How do we record time?
4. How does nature show the passing of time? (Encourage students to think about days, months, and seasons.)
5. What is a specific date?
6. What is a time period?
7. What is the difference between a specific date and a time period?
8. What is a timeline?

## USING THE TEACHER GUIDE

### Pacing Guide

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The *Governing the New Nation* unit is one of six history and geography units in the Grade 7 Bayou Bridges Curriculum Series. A total of twenty days has been allocated to the *Governing the New Nation* unit. We recommend that you do not exceed this number of instructional days to ensure that you have sufficient instructional time to complete all Grade 7 units.

At the end of this Introduction, you will find a Sample Pacing Guide that provides guidance as to how you might select and use the various resources in this unit during the allotted time. However, there are many options and ways that you may choose to individualize this unit for your students, based on their interests and needs, so we have also provided you with a blank pacing guide that you may use to reflect the

activity choices and pacing for your class. If you plan to create a customized pacing guide for your class, we strongly recommend that you preview this entire unit and create your pacing guide before teaching the first chapter.

## Reading Aloud

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Cognitive science suggests that even in the later elementary grades and into middle school, students' listening comprehension still surpasses their independent reading comprehension (Sticht, 1984).

For this reason, in the Bayou Bridges Curriculum Series, reading aloud continues to be used as an instructional approach in these grades to ensure that students fully grasp the content presented in each chapter. Students will typically be directed to read specific sections of each chapter quietly to themselves, while other sections will be read aloud by the teacher or student volunteers. When you or a student reads aloud, always prompt students to follow along. By following along in this way, students become more focused on the text and may acquire a greater understanding of the content.

## Learning Lab

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Each chapter of the Student Volume includes thought-provoking questions, suggested research activities, and writing prompts. The Learning Lab is time allocated for students to complete these tasks before the chapter is wrapped up. A note at the end of each chapter's Guided Reading Supports prompts the teacher to set aside time for students to finish their assignments. You will also need to set aside time to assess any of the work completed by students in response to the Student Volume prompts.

For more about research activities, download the Bayou Bridges Online Resource "About Developing Student Research Skills":

<https://www.coreknowledge.org/bayou-bridges-online-resources>

## Turn and Talk

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After each section of the chapter is read, whether silently or aloud, Guided Reading Supports will prompt you to pose specific questions about what students have just read. Rather than simply calling on a single student to respond, provide students with opportunities to discuss the questions in pairs or in groups. Discussion opportunities will allow students to more fully engage with the content and will bring to life the themes or topics being discussed. This scaffolded approach—reading manageable sections of each chapter and then discussing what has been read—is an effective and efficient way to ensure that all students understand the content before proceeding to the remainder of the chapter.

## Talk It Over

---

Some chapters include an opportunity for discussion or debate, either in the Guided Reading Support or in the Additional Activities. These opportunities will be marked with the debate icon shown above. Before implementing any of these discussions or debates, you may wish to review with students the rules for respectful conversation.


For more about classroom discussions and debates, including an evaluation rubric, download the Bayou Bridges Online Resource “About Class Discussions and Debates”:

<https://www.coreknowledge.org/bayou-bridges-online-resources/>

## Building Reading Endurance and Comprehension

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The ultimate goal for each student is to be capable of reading an entire chapter independently with complete comprehension of the subject matter. Therefore, while it is important to scaffold instruction as described above to ensure that students understand the content, it is also important to balance this approach by providing opportunities for students to practice reading longer and longer passages entirely on their own.

One or more chapters in each Grade 7 Bayou Bridges unit will be designated as an Independent Reading Lesson, in which students are asked to read an entire chapter on their own before engaging in any discussion about the chapter. A  adjacent to a lesson title will indicate that it is recommended that students read the entire chapter independently.

During each Independent Reading Lesson, students should be asked to complete some type of note-taking activity as they read independently to focus their attention on key details in the chapter. They will also respond, as usual, by writing a response to the lesson’s Check for Understanding.

It will be especially important for the teacher to review all students’ written responses to any Independent Reading Lesson prior to the next day’s lesson to ascertain whether all students are able to read and engage with the text independently and still demonstrate understanding of the content.

If one or more students struggle to maintain comprehension when asked to read an entire chapter independently, we recommend that during the next Independent Reading Lesson opportunity, you pull these students into a small group. Then, while the remainder of the class works independently, you can work with the small group using the Guided Reading Supports that are still included in the Teacher Guide for each lesson.

## Picture This

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During the reading of each section of the chapter, pause periodically to check student comprehension. One quick and easy way to do this is to have students describe what they see in their minds when reading a particular paragraph. Students who struggle to identify images may need a bit more support.

## Primary Sources

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Most chapters include a Student Volume feature and Additional Activities built around the exploration of primary sources. Primary sources are an essential part of understanding history. They are a window to the past and provide a deeper understanding of the human experience. Students are encouraged to explore these sources through the structured activities provided in each chapter.

For more about primary sources, download the Bayou Bridges Online Resource “About Teaching with Primary Sources”:

<https://www.coreknowledge.org/bayou-bridges-online-resources/>

To facilitate student engagement with these primary sources, a Primary Source Analysis Activity Page has been provided in the Teacher Resources for this unit. You may also wish to explore the primary source analysis worksheets from the National Archives, the UCI History Project, the Library of Congress, and the U.S. House of Representatives Archives, links to which can be found in the Online Resources for this unit.

## Framing Questions

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At the beginning of each Teacher Guide chapter, you will find a Framing Question, also found at the beginning of each Student Volume chapter. The Framing Questions are provided to help establish the bigger concepts and to provide a general overview of the chapter. The Framing Questions, by chapter, are:

| Chapter | The Framing Question  |
|---------|---|
| 1       | What precedents were set for the new nation during George Washington’s presidency?  |
| 2       | How did the events, ideas, and people during the presidencies of Adams and Jefferson impact the development of the United States? |

## Core Vocabulary

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Domain-specific vocabulary, phrases, and idioms highlighted in each chapter of the Student Volume are listed at the beginning of each Teacher Guide chapter, in the order in which they appear in the Student Volume. Student Volume page numbers are also provided. The vocabulary, by chapter, are:

| Chapter | Core Vocabulary   |
|---------|---|
| 1       | Electoral College, inaugural ceremony, oath of office, precedent, diverse, domestically, debt, currency, judicial circuit, frontier |
| 2       | impressment, sedition, demagogue, judicial review   |

## Activity Pages


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The following Activity Pages can be found in Teacher Resources, pages 51–55. They are to be used with the chapter specified for either Guided Reading Support, Additional Activities, or homework. Be sure to make sufficient copies for your students prior to conducting the guided reading or activities.

- Chapter 1—Letter to Family (AP 1.1)
- Chapters 1–2—Primary Source Analysis (AP 1.2)
- Chapter 1—Claims and Evidence (AP 1.3)
- Chapters 1–2—Two-Column Chart (AP 1.4)
- Chapter 2—Domain Vocabulary: Chapters 1–2 (AP 2.1)

## Additional Activities and Website Links

A link to Additional Activities may be found at the end of each chapter in this Teacher Guide. While there are multiple suggested activities for this unit, you should choose activities to complete based on your available instructional time and your students' interests and needs. Many of the activities include website links, and you should check the links prior to using them in class.

Many chapters include activities marked with a . This icon indicates a preferred activity. We strongly recommend including these activities in your lesson planning.



### A SPECIAL NOTE ABOUT *THE FREEDOM FRAMEWORK*

A critical goal of the Bayou Bridges Curriculum Series, of which these materials are a part, is to ensure that students acquire the foundational knowledge needed to become literate citizens able to contribute to a democratic society.

We have therefore included an important feature in every U.S. history unit called “The Freedom Framework,” readily distinguished by an icon of the American flag. The specific knowledge, questions, and activities identified by this icon denote opportunities to engage students and deepen their understanding of the historical events, laws, and structure of the U.S. government.

## Books

Brockenbrough, Martha. *Alexander Hamilton: Revolutionary*. New York: Square Fish, 2019.

Davis, Kenneth C. *In the Shadow of Liberty: The Hidden History of Slavery, Four Presidents, and Five Black Lives*. New York: Henry Holt Books for Young Readers, 2019.

Dunbar, Erica Armstrong, and Kathleen Van Cleve. *Never Caught, the Story of Ona Judge: George and Martha Washington's Courageous Slave Who Dared to Run Away*. Young Readers ed. New York: Aladdin, 2020.

Hakim, Joy. *A History of US: The New Nation, 1789–1850*. New York: Oxford University Press, 2005.

Kalman, Maira. *Thomas Jefferson: Life, Liberty and the Pursuit of Everything*. New York: Nancy Paulsen Books, 2014.

Marrin, Albert. *George Washington and the Founding of a Nation*. New York: Dutton Juvenile, 2003.

Meacham, Jon. *Thomas Jefferson: President and Philosopher*. New York: Yearling, 2016.

Sandeen, Del. *Thomas Jefferson and Sally Hemings*. Berkeley Heights, NJ: Enslow Publishing, 2018.

St. George, Judith. *The Duel: The Parallel Lives of Alexander Hamilton and Aaron Burr*. New York: Speak, 2016.



# GOVERNING THE NEW NATION SAMPLE PACING GUIDE

For schools using the Bayou Bridges Curriculum Series

TG—Teacher Guide; SV—Student Volume; AP—Activity Page;  
NFE—Nonfiction Excerpt

## Week 1

**Day 1**                      **Day 2**                      **Day 3**                      **Day 4**                      **Day 5**


### ***Governing the New Nation***

|   |   |   |   |                               |
|---|---|---|---|-------------------------------|
| <p>“Making an Argument” (TG, Chapter 1 Additional Activities, AP 1.3)</p> | <p>“George Washington’s Presidency and Precedents” Core Lesson (TG &amp; SV, Chapter 1)</p> | <p>“George Washington’s Presidency and Precedents” Core Lesson (TG &amp; SV, Chapter 1)</p> | <p>“Primary Source: Excerpts from Letters by Thomas Jefferson and Alexander Hamilton About Establishing a National Bank” (TG &amp; SV, Chapter 1, AP 1.2) and<br/>“Primary Source: George Washington’s Farewell Address” (TG &amp; SV, Chapter 1, AP 1.2)</p> | <p>Chapter 1 Learning Lab</p> |
|---|---|---|---|-------------------------------|

## Week 2

**Day 6**                      **Day 7**                      **Day 8**                      **Day 9**                      **Day 10**



### ***Governing the New Nation***

|   |  |                             |   |   |
|---|--|-----------------------------|---|---|
| <p> “PRIMARY SOURCE ACTIVITY: George Washington on the Rights of U.S. Citizens” (TG, Chapter 1 Additional Activities, NFE 1, AP 1.2)</p> | <p>“PRIMARY SOURCE ACTIVITY: Hamilton vs. Jefferson” (TG, Chapter 1 Additional Activities)</p> | <p>Chapter 1 Assessment</p> | <p>“The New Nation and the First Party System” Core Lesson (TG &amp; SV, Chapter 2)</p> | <p>“The New Nation and the First Party System” Core Lesson (TG &amp; SV, Chapter 2)</p> |
|---|--|-----------------------------|---|---|

## Week 3

**Day 11**                      **Day 12**                      **Day 13**                      **Day 14**                      **Day 15**

### ***Governing the New Nation***

|  |   |                               |   |  |
|--|---|-------------------------------|---|--|
| <p>“The New Nation and the First Party System” Core Lesson (TG &amp; SV, Chapter 2)</p> <p>“Domain Vocabulary: Chapters 1–2” (TG, Chapter 2 Additional Activities, AP 2.1)</p> | <p>“Primary Source: Letter from Thomas Jefferson to Robert R. Livingston, April 18, 1802” (TG &amp; SV, Chapter 2, AP 1.2) and<br/>“Primary Source: John Marshall, <i>Marbury v. Madison</i> (1803)” (TG &amp; SV, Chapter 2, AP 1.2)</p> | <p>Chapter 2 Learning Lab</p> | <p> “PRIMARY SOURCE ACTIVITY: Benjamin Banneker’s Letter to Thomas Jefferson” (TG, Chapter 2 Additional Activities, NFE 2, AP 1.2)</p> | <p> “PRIMARY SOURCE ACTIVITY: Thomas Jefferson’s First Inaugural Address (1801)” (TG, Chapter 2 Additional Activities, NFE 3, AP 1.2)</p> |
|--|---|-------------------------------|---|--|

**Week 4**

**Day 16**


**Day 17**

**Day 18**

**Day 19**

**Day 20**

***Governing the New Nation***

|   |  |                      |                                       |                                       |
|---|--|----------------------|---------------------------------------|---------------------------------------|
|  "PRIMARY SOURCE<br>ACTIVITY: The Debate<br>over the Louisiana<br>Purchase"<br>(TG, Chapter 2 Additional<br>Activities, NFE 5, AP 1.4) | "Talk It Over: Should the<br>United States Purchase<br>Louisiana?"<br>(TG, Chapter 2 Additional<br>Activities) | Chapter 2 Assessment | Unit 1 Performance Task<br>Assessment | Unit 1 Performance Task<br>Assessment |
|---|--|----------------------|---------------------------------------|---------------------------------------|

# GOVERNING THE NEW NATION PACING GUIDE

\_\_\_\_\_’s class

(A total of twenty days has been allocated to the *Governing the New Nation* unit in order to complete all Grade 7 history and geography units in the Bayou Bridges Curriculum Series.)

## Week 1

Day 1

Day 2

Day 3

Day 4

Day 5

***Governing the New Nation***

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## Week 2

Day 6

Day 7

Day 8

Day 9

Day 10

***Governing the New Nation***

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## Week 3

Day 11

Day 12

Day 13

Day 14

Day 15

***Governing the New Nation***

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**Week 4**

**Day 16**

**Day 17**

**Day 18**

**Day 19**

**Day 20**

***Governing the New Nation***

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## CHAPTER 1

# TOPIC: George Washington's Presidency and Precedents

**The Framing Question:** What precedents were set for the new nation during George Washington's presidency?

### Primary Focus Objectives

- ✓ Explain the precedents set by George Washington's presidency. **(7.8.b)**
- ✓ Explain how disagreements between Thomas Jefferson and Alexander Hamilton resulted in the emergence of the Federalist and Democratic-Republican political parties. **(7.8.e)**
- ✓ Explain the causes and events of the Whiskey Rebellion and the response from Washington's administration. **(7.8.a)**
- ✓ Explain how the U.S. government addressed foreign and domestic challenges during Washington's administration. **(7.8.g)**
- ✓ Understand the meaning of the following domain-specific vocabulary: *Electoral College, inaugural ceremony, oath of office, precedent, diverse, domestically, debt, currency, judicial circuit, and frontier.*

### What Teachers Need to Know

For background information, download the Bayou Bridges Online Resource "About George Washington's Presidency and Precedents":

<https://www.coreknowledge.org/bayou-bridges-online-resources/>

### Materials Needed

#### Activity Pages



AP 1.1  
AP 1.2  
AP 1.4

- individual student copies of Letter to Family (AP 1.1)
- individual student copies of Primary Source Analysis (AP 1.2)
- individual student copies of Two-Column Chart (AP 1.4)
- diagram from the Internet of the U.S. court system
- map from the Internet of the current judicial circuits
- map from the Internet of the United States at the time of the Whiskey Rebellion
- images from the Internet of the early and modern U.S. Capitol building, the President's House, and the White House

Use this link to download the Bayou Bridges Online Resources for this unit, where the specific links to the diagram, maps, and images may be found:

<https://www.coreknowledge.org/bayou-bridges-online-resources/>

## Core Vocabulary (Student Volume page numbers listed below)

---

**Electoral College, n.** a group of representatives who elect the president and vice president based on the popular vote in each state (3)

*Example:* George Washington was the first and only president elected unanimously by the Electoral College.

**inaugural ceremony, n.** the series of official events in which a newly elected candidate is installed in, or takes, office (3)

*Example:* President Washington wanted a simple inaugural ceremony to make his new job official.

*Variations:* inaugural ceremonies

**oath of office, n.** a promise made by a government official to obey the law and fulfill the responsibilities of their job (4)

*Example:* Placing his hand on a Bible, Washington repeated the oath of office included in the new Constitution.

*Variations:* oaths of office

**precedent, n.** an example for future actions or decisions (5)

*Example:* Washington wanted to set the right precedent for future presidents by closely following the Constitution.

*Variations:* precedents, precedence (n.), unprecedented (adj.)

**diverse, adj.** having many different types or parts (7)

*Example:* Alexander Hamilton wanted a diverse economy that included both farming and manufacturing.

*Variations:* diversity (n.), diversify (v.)

**domestically, adv.** relating to or originating with a country; nationally (7)

*Example:* Hamilton wanted Americans to make products that would be sold both domestically and internationally.

*Variations:* domestic (adj.)

**debt, n.** money owed after borrowing it (7)

*Example:* To address the nation's debt, Congress implemented taxes on goods.

*Variations:* debts, debtor (n.), indebted (adj.)

**currency, n.** a system of money (8)

*Example:* Alexander Hamilton helped establish the First Bank of the United States, which was instrumental in creating an American currency.

*Variations:* currencies

**judicial circuit, n.** lower courts that are organized according to region (9)

*Example:* Besides the Supreme Court, Congress created a judicial circuit so that people in every part of the country had access to the court system.

*Variations:* judicial circuits

**frontier, n.** where newly settled areas meet unsettled but not necessarily uninhabited areas (10)

*Example:* Some settlers living on the western frontier considered the whiskey tax to be unfair because they were not able to produce as much as those who lived in the more populous East.

*Variations:* frontiers

## Introduce *Governing the New Nation Student Volume*

5 MIN

Distribute copies of the *Governing the New Nation Student Volume*. Suggest students take a few minutes to look at the cover and flip through the Table of Contents and the images in the book. Ask students to brainstorm individual words or simple phrases describing what they notice in the Table of Contents and various illustrations; record this information in a list on the board or chart paper. Students will likely mention the first three presidents; electoral and foreign policy challenges; the construction of Washington, D.C.; and ideas about the judicial system.

## Introduce “George Washington’s Presidency and Precedents”

5 MIN

Introduce the chapter by telling students that from 1775 to 1783, Americans had fought for and won independence from Britain. The new country of the United States originally formed a national government under a plan called the Articles of Confederation. When that government proved to be too weak, a new plan of government, called the U.S. Constitution, was written. Once the Constitution was approved by the states, the country needed to choose its first president.

Call students’ attention to the Framing Question. Tell students to pay attention to the precedents set by Washington during his presidency.

## Guided Reading Supports for “George Washington’s Presidency and Precedents”

25 MIN


When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

### “The New Republic,” pages 2–3

**Scaffold understanding as follows:**

**Read the section on pages 2–3 aloud.**

**CORE VOCABULARY**—Point out the vocabulary term *Electoral College*, and explain its meaning.

 **SUPPORT**—Help students determine how electors are awarded in their state: proportionally or “winner takes all.” (As of 2020, only Maine and Nebraska awarded electoral votes proportionally.) Then help students look up how their state voted in the last presidential election and identify which candidate(s) won the state’s electoral votes. Let students know that they will read more about the Electoral College in the next chapter. **(7.6, 7.6.a)**

**SUPPORT**—Remind students that the Articles of Confederation created a weak national government. Washington was one of the leaders who believed the Articles needed to be replaced. At the Constitutional Convention in Philadelphia in 1787, the delegates came to agree with Washington and the others who shared his belief, and they wrote a brand-new Constitution for the country.

**After reading the text, ask the following questions:**

**LITERAL**—When was the Constitution ratified? (7.1)

- » The Constitution was ratified in June 1788.

**INFERENTIAL**—Why do you think Washington was everyone’s first choice to be president? (7.7, 7.7.a, 7.8)

- » Possible answer: He was a popular leader and had served his country many times in different roles. Many Americans probably trusted Washington because he had initially stepped down after the American Revolution was over. This showed he did not intend to rule as a tyrant but wanted to lead as a fellow American.

**“Washington’s Election and Inauguration,” pages 3–5**

**Scaffold understanding as follows:**

**Have students read the section on pages 3–5 independently.**

**CORE VOCABULARY**—Point out the vocabulary terms *inaugural ceremony* and *oath of office*, and explain their meanings.

**SUPPORT**—Point out to students that Inauguration Day, the day a president takes office for the first time, is a big event. One very important part of that day is when the president takes the oath of office, swearing to serve the country and follow the Constitution. Although the Constitution does not say who should administer the oath, most presidents have been sworn in by the chief justice of the Supreme Court. Today, because of television and the Internet, millions of Americans—and millions more people around the world—can watch the president take the oath of office.

**SUPPORT**—Direct students to the second paragraph of the section and the concern about addressing a president like a king. Remind students that one of the reasons the colonies broke away from Great Britain was because they felt the British king had too much power. Even after independence, Americans still worried about giving too much power to one person or one part of government and about a president becoming a “king.” One of the reasons people supported Washington as president was because they felt confident he had no such ambitions.

**After students read the text, ask the following questions:**

**EVALUATIVE**—Why did George Washington reject certain titles? (7.8.b)

- » He felt strongly that he should not be seen as a king or an emperor.

**LITERAL**—In the presidential oath of office that he took, what did Washington promise to do? (7.1, 7.8.b)

- » He promised to preserve, protect, and defend the Constitution.

**INFERENTIAL**—Why do you think that so many Americans wanted to see George Washington on his way to his inauguration? (7.1, 7.2, 7.7.c)

- » Americans knew that they were witnessing an important moment in their new country’s history. They wanted to see a hero of the American Revolution in person.




## “Washington’s Presidency,” pages 5–6


**Scaffold understanding as follows:**

**Invite volunteers to read the section on pages 5–6 aloud.**

**CORE VOCABULARY**—Point out the vocabulary term *precedent*, and explain its meaning.

**SUPPORT**—Explain that *untrodden* means that something has not yet been walked on. Washington referred to his presidency as “untrodden ground” because, as the first president, he was carrying out completely new tasks in a role that had never before existed.

 **SUPPORT**—Explain to students that while the three departments in Washington’s cabinet still exist today, the cabinet has grown. (Also, the Department of War is now called the Department of Defense.) As the country grew, so did the government. Have students look up the current presidential cabinet and answer the following questions: How many members does it have? What departments does it include? Who is the head of each department? **(7.8.b)**

 **SUPPORT**—Point out to students that tax revenue is used by a government to pay its bills. Without taxes, there could not be a military, roads, or post offices. After the Revolutionary War, the United States was in the same position that Great Britain was in after the French and Indian War—it was in a great deal of debt. Like Great Britain, the United States looked to taxes as a way to raise the money needed to pay off this debt. This gave the Department of the Treasury—and its secretary, Alexander Hamilton—a very important role during Washington’s presidency.

**After the volunteers read the text, ask the following questions:**

**LITERAL**—What three executive departments did Congress create, and what did each department do? **(7.1, 7.8)**

- » Congress created the Department of State to work with foreign countries, the Department of War to defend the country, and the Department of the Treasury to collect taxes, pay bills, and take care of the government’s money.

**LITERAL**—Who was part of George Washington’s administration? **(7.8, 7.8.b)**

- » President Washington’s administration included Vice President John Adams, John Jay as the first secretary of state (succeeded by Thomas Jefferson when Jay became the first chief justice of the U.S. Supreme Court), Alexander Hamilton as the secretary of the treasury, and Henry Knox as the secretary of war (or defense).

## “Conflicting Ideas,” pages 6–9

**Scaffold understanding as follows:**

**Have students read the section on pages 6–9 with a partner.**

**CORE VOCABULARY**—Point out the vocabulary terms *diverse*, *domestically*, *debt*, and *currency*, and explain their meanings.

**SUPPORT**—Distribute Two-Column Chart (AP 1.4) to each student. Have students label one column *Hamilton* and the other column *Jefferson*. As they read the section, have students complete the chart with details from the text. As an alternative, create a T-chart on the board or chart paper instead, and complete the comparison as a whole class. Suggested answers are provided in the Answer Key. **(7.8, 7.8.e)**


Activity Page



AP 1.4

**SUPPORT**—Explain the importance of having a common currency. At first, each state had its own currency—the money used in Massachusetts, for example, was different from the money used in Virginia. That made trade and travel between states difficult. Establishing a common currency to be used in all states made it easier for business to be conducted across state lines. It was one more step in uniting the states into a single country.

**SUPPORT**—Regarding Hamilton’s desire for a national bank, explain that Hamilton wanted the bank to provide economic stability and to attract investors. The bank would also enhance national power because it was chartered by the national government, and government money from tariffs and land sales would be deposited there.

 **SUPPORT**—Remind students that the establishment of the first political parties in the United States—the Federalists and the Democratic-Republicans—was another precedent. Since then, the country has had many different political parties. Today, the two main parties are the Democrats and the Republicans. Guide students in researching the platforms of these two major parties. Have them list the top three or four issues that the parties typically address. (7.1, 7.2, 7.3, 7.8.b, 7.8.e)

**TURN AND TALK**—Ask students to discuss whether they think having conflicting ideas within a presidential administration would be helpful or an obstacle. Encourage students with different ideas to discuss and support their opinion. (Possible answer: While it might make communication more difficult, having conflicting ideas represented would be helpful because it is more likely that all aspects of an issue would be anticipated and addressed. Being challenged would also require someone who is presenting an idea to strongly defend their position. This would help a group learn more and think of an issue in new ways.) (7.7, 7.7.a, 7.7.b, 7.7.d)

**After students read the text, ask the following questions:**

**LITERAL**—What did Hamilton want for the United States? (7.8.e)

- » Possible answer: Hamilton wanted a diverse economy, large cities, and a strong central government.

**LITERAL**—What did Jefferson want for the United States? (7.8.e)

- » Possible answer: Jefferson wanted a small central government and a nation of farmers and small businesses, with limited manufacturing and trade.

**LITERAL**—How did Hamilton help improve the American economy? (7.8, 7.8.e)

- » He created the First Bank of the United States, which allowed for the creation of a common currency.

**EVALUATIVE**—How did the disagreements between Hamilton and Jefferson have a lasting impact on American politics? (7.8.e)


- » Two political parties developed. The party that supported Hamilton was called the Federalists; the party that supported Jefferson was called the Democratic-Republicans.


**“The Judicial System,” pages 9–10**

**Scaffold understanding as follows:**

**Read the section on pages 9–10 aloud.**

**CORE VOCABULARY**—Point out the vocabulary term *judicial circuit*, and explain its meaning.

 **SUPPORT**—Display the diagram of the U.S. court system. Ask students the following questions: How many courts of appeals are there? (*thirteen*) How many district courts are there in the United States? (*ninety-four*) Which part of the judicial system does not exist in all states? (*intermediate appellate courts*) To which court are the decisions of all other courts subject? (*the Supreme Court of the United States*) (7.8, 7.8.g)


  **SUPPORT**—Display the map of the current judicial circuits. Have students identify which circuit includes Louisiana. (*Fifth Circuit*) (7.8, 7.8.g)

**SUPPORT**—Delegates at the Constitutional Convention debated the idea of “advice and consent” for several weeks. Some wanted the president to have sole authority to appoint cabinet members and judges, while others wanted the Senate to be given the responsibility. Delegates who wanted the president to make these decisions worried that senators would be swayed by their constituents. The delegates who wanted to hand decision-making power to senators were afraid of the president having too much power. Ultimately, it was decided that the president would nominate judges and cabinet members and the Senate would be responsible for confirming the appointments.

**After reading the text, ask the following questions:**

**LITERAL**—What did the first Congress decide about the Supreme Court? (7.8.g)

- » The first Congress decided there should be six judges on the Supreme Court.

 **LITERAL**—How many judges are on the Supreme Court today? (7.8.g)

- » There are nine judges on the Supreme Court.

**INFERENTIAL**—Why do you think the number of judges on the Supreme Court was most recently changed from an even number to an odd number? (7.8.g)


- » Having an odd number of judges can prevent the problem of a “tied” Supreme Court, with an even number of judges on each side of an issue. However, this only works if all judges participate in a case.

**“The Whiskey Rebellion,” pages 10–12**

**Scaffold understanding as follows:**

**Have students read the section on pages 10–12 with a partner.**

**CORE VOCABULARY**—Point out the vocabulary term *frontier*, and explain its meaning.

 **SUPPORT**—Display the map of the United States at the time of the Whiskey Rebellion. Point out where the frontier was (i.e., western border of the United States at that time). Ask students the following questions: What was beyond the western border of Pennsylvania? (*the Northwest Territory and lands not yet claimed by the United States*) How does the map help you understand why the farmers in western Pennsylvania were troubled by the tax on whiskey? (*The people in western Pennsylvania lived near the frontier. They were far from the larger, more populated areas on the East Coast, where it was easier to move products to market.*) (7.4, 7.5)

**SUPPORT**—Review the consequences of the Whiskey Rebellion: the leaders were tried and convicted, but Washington pardoned them. Explain that being pardoned means being released without punishment.

**After students read the text, ask the following questions:**

**LITERAL**—How did Alexander Hamilton propose to pay the country’s debts? (7.8.a)

- » He proposed a tax on several goods produced in the United States, including whiskey.

**LITERAL**—What did many settlers on the western frontier think of the tax? (7.8.a)

- » They did not like it and thought it was unfair. They believed the tax violated their rights.

**EVALUATIVE**—How did farmers in western Pennsylvania respond to the tax? (7.8.a)

- » They joined together and refused to pay it. They threatened and attacked tax collectors.

**EVALUATIVE**—How did the government respond to the Whiskey Rebellion? (7.8.a)

- » President Washington personally led troops to western Pennsylvania. The farmers gave up without a fight. The leaders of the rebellion were tried and convicted, but Washington pardoned them.

**INFERENTIAL**—Why do you think Washington pardoned the leaders of the rebellion instead of punishing them? (7.8.a)

- » Possible answer: Washington probably felt sympathy for the farmers. He recognized that punishing the leaders of the rebellion might have divided the new nation even more.

**“A New Capital” and “The Dinner Table Bargain,” pages 12–14**

**Scaffold understanding as follows:**

**Invite volunteers to read the section “A New Capital” on pages 12–14 aloud.**

**SUPPORT**—Tell students that Philadelphia was designated as a temporary capital in 1790 while Washington, D.C., was being built. Remind students that this was not the first time Philadelphia had served as a capital city. It had also been the capital during the Revolutionary War.

**SUPPORT**—Draw students’ attention to the image showing the plan for the city of Washington on page 13. Explain to students that the city follows the checkerboard grid design to this day. Ask: Why do you think this was the design chosen for the capital city? (*Possible answer: This design makes it easy to get around the city, even for people who are not familiar with it.*) Why do you think President Washington might have chosen that specific piece of land? (*Possible answer: It is small enough that everyone who worked there would be local to each other, and the rivers offer a view of nature along the southern edge of the city.*) (7.8.b)

**SUPPORT**—Construction on Washington, D.C., began in 1790. Although it was under construction during his terms in office, George Washington never lived in the capital city. In 1800, John Adams became the first president to live in the President’s House, which was burned down not long after, during the War of 1812. (It was rebuilt as the current White House a few years later.) However, the Adams family found most rooms in their new presidential residence unfinished when they moved in. Still, First Lady Abigail Adams admired the house and felt that it was built for ages to come. It is reported that she could see its possibilities as she saw the possibilities of the new nation.

**SUPPORT**—Show students the images of the early Capitol building and the first President’s House. Point out to students that the bulk of the construction work on these buildings was done by both enslaved and free African Americans. Then show students the images of the current Capitol building and White House. Ask students to compare and contrast how the buildings looked when they were first built with the versions of the buildings that stand today. (7.6, 7.6.a, 7.6.c, 7.6.d)

**Invite a volunteer to read the sidebar “The Dinner Table Bargain” on page 12 aloud.**

**After the volunteer reads the text, ask the following questions:**

**LITERAL**—Which states gave the land that Congress accepted for the site of the new capital? (7.8, 7.8.b)

- » Virginia and Maryland gave land for the capital.

**LITERAL**—Who chose the exact piece of land where the capital city was to be located? (7.8, 7.8.b)

- » President Washington chose the piece of land where the capital city would be located.

**EVALUATIVE**—Why was Benjamin Banneker’s involvement in the building of the new capital so significant? (7.8, 7.8.b)

- » It was significant because he was a free African American man and the son of a former enslaved person, and he was helping build the capital city. Not many African Americans were able to access opportunities like this during Banneker’s lifetime.

### “Washington’s Farewell” and “Washington’s Policy Challenges at Home and Abroad,” pages 14–15

**Scaffold understanding as follows:**

**Read the section “Washington’s Farewell” on pages 14–15 aloud.**

**SUPPORT**—President Washington thought seriously about stepping down from the presidency after only one term. It was at that time that James Madison helped him write the original draft of his farewell address. When Washington did leave office in March of 1797, Alexander Hamilton helped him create the final version by rewriting most of Madison’s draft. The text was not delivered as a speech but rather published in a newspaper. Washington’s goal was to inspire future Americans and safeguard the still-young U.S. Constitution.

**Read the sidebar “Washington’s Policy Challenges at Home and Abroad” on page 14 aloud.**

**SUPPORT**—Point out the word *abroad* in the sidebar title. Explain that *abroad* means overseas or outside the United States.

**SUPPORT**—Point out the word *normalized* in the sidebar. Explain that to normalize is to return to a usual state or to establish a standard.

**After reading the text, ask the following questions:**

**EVALUATIVE**—Why did President Washington choose not to serve a third term in office? (7.8, 7.8.b)

- » He believed that no one should have too much power for too long a time.

**LITERAL**—What message did Washington send in his farewell address? (7.8.b)

- » Washington encouraged unity by urging Americans to focus on what they had in common instead of their differences.

**LITERAL**—What policy toward Great Britain did Washington follow? (7.8)

- » Washington maintained neutrality in Great Britain’s war with France but also normalized trade with Britain.

**Primary Source Feature: “Excerpts from Letters by Thomas Jefferson and Alexander Hamilton About Establishing a National Bank,” page 16**

**Scaffold understanding as follows:**

**Direct students to the Primary Source Feature on page 16.**

**Introduce the source by reviewing what students read about the differences between how Thomas Jefferson and Alexander Hamilton envisioned the national economy, particularly the idea of a national bank.** Explain that these excerpts concern these differences in opinion.

**Invite volunteers to read each source aloud.** Explain the meaning of the following terms as they are encountered in the text:

**boundless, adj.** without boundaries

**susceptible, adj.** responsive; open to influence

**unequivocally, adv.** clearly; without question

**actuated, v.** moved to action

**expediency, n.** suitability

**censure, n.** condemnation

**asperity, n.** harshness of manner

**SUPPORT**—Explain to students that Thomas Jefferson took issue with Alexander Hamilton’s proposal for a national bank for many of the same reasons he often took issue with Hamilton’s view on the future of the country. To Jefferson, a national bank would weaken state banks and put more power in the hands of wealthy investors and merchants, leaving farmers and plantation owners in a less favored position. While Hamilton supported the idea of bustling commercial centers and increased industry, Jefferson wished for the country to remain mostly agrarian, or agriculturally based.

**TURN AND TALK**—Have students paraphrase or summarize what both Jefferson and Hamilton are expressing.

**After students have completed the Turn and Talk, ask the following questions:**

**LITERAL**—What does Jefferson predict will happen if a national bank is established without clear constitutional authority? (7.6, 7.6.a, 7.6.c, 7.8.e)

- » Jefferson writes that one step past the boundaries set up by the Constitution will result in future steps that may not be able to be controlled.

**LITERAL**—What does Hamilton claim in the first paragraph about the actions of Madison and Jefferson? (7.6, 7.6.a, 7.6.c, 7.8.e)

- » Hamilton claims that Madison and Jefferson have turned a group against him and those who work for him, which he states is harmful to the country.

**EVALUATIVE**—Why is Hamilton angry about the way Jefferson has expressed his opinion on the idea of a national bank? (7.6, 7.6.a, 7.6.c, 7.8.e)

- » Hamilton feels that not only is Jefferson questioning the constitutionality and suitability of a national bank, but that Jefferson also writes about it in a manner that is offensive toward Hamilton himself.

Activity Page



AP 1.2

**Distribute Primary Source Analysis (AP 1.2), and have students complete the Activity Page independently.**

**Primary Source Feature: “George Washington’s Farewell Address,” page 17**

**Scaffold understanding as follows:**

**Direct students to the Primary Source Feature on page 17.**

**Introduce the source by reviewing what students read about Washington’s farewell address.**

**Read the italicized introductory text aloud.**

**Have students read the excerpt independently.** Then read the excerpt aloud while students follow along.

**After reading the source, ask the following questions:**

**LITERAL**—To what does President Washington refer to as “a main pillar in the edifice of your real independence”? (7.6, 7.6.a, 7.8, 7.8.b)

- » He refers to the unity of government in this way.

**LITERAL**—According to Washington, what endangers the unity of government? (7.6, 7.6.a, 7.8, 7.8.b)

- » Washington says that internal and external enemies will be constantly attacking the unity of Americans.

**LITERAL**—What does Washington say Americans should do to protect the unity of their government? (7.6, 7.6.a, 7.8, 7.8.b)

- » Washington advises Americans to cherish their unified nation and to view such behavior as protecting their safety, prosperity, and national future. He tells Americans to be on the lookout for those who may try to alienate one part of the population from another.

**EVALUATIVE**—Why do you think that President Washington stresses that the individual happiness of Americans depends on their unity? (7.6, 7.6.a, 7.8, 7.8.b)

- » Possible answer: Washington felt strongly that if Americans allowed themselves to be divided by their political enemies, every aspect of life, including their happiness, would suffer. He also believed that the safety of Americans depended on their unity.

Activity Page



AP 1.2

**Distribute Primary Source Analysis (AP 1.2), and have students work with a partner to complete the Activity Page.**



**LEARNING LAB—Before concluding the chapter, allow students adequate time to complete their Student Volume Think Twice questions, Find Out the Facts research prompts, and writing assignments. You may also wish to schedule time for students to discuss or present their work, as well as create a writing assignment portfolio.**

## Timeline Card Slide Deck

- Show students the Chapter 1 Timeline Cards. Read and discuss the captions, making particular note of any dates.
- Invite students to note any comparisons with events previously studied or any examples of change or continuity that they notice. (7.1)
- Review and discuss the Framing Question: “What precedents were set for the new nation during George Washington’s presidency?”



**CHECK FOR UNDERSTANDING 10 MIN**

**Ask students to:**

- Write a short answer to the Framing Question: “What precedents were set for the new nation during George Washington’s presidency?”
  - » Key points students should cite include: George Washington decided that the president would be called “Mr. President” because he did not want to resemble a king or emperor; it was decided that there would be three executive departments, and a cabinet of advisers was created; two political parties formed; it was decided that there would be six judges on the Supreme Court; Congress created the judicial circuits; a new capital city was built; Washington set a precedent of only serving two terms.
- Choose two of the Core Vocabulary terms (*Electoral College, inaugural ceremony, oath of office, precedent, diverse, domestically, debt, currency, judicial circuit, or frontier*), and write a sentence using the terms.

To wrap up the lesson, ask several students to share their responses.

Activity Page



AP 1.1

**Note:** Distribute copies of Letter to Family (AP 1.1) for students to take home.

## Additional Activities

Download the Bayou Bridges Online Resources for this unit, where the Additional Activities for this chapter may be found:

<https://www.coreknowledge.org/bayou-bridges-online-resources/>



## CHAPTER 2

# TOPIC: The New Nation and the First Party System

**The Framing Question:** How did the events, ideas, and people during the presidencies of Adams and Jefferson impact the development of the United States?

### Primary Focus Objectives

- ✓ Analyze events of John Adams’s presidency, including the Alien and Sedition Acts and the XYZ Affair. (7.8.c)
- ✓ Explain the significance of the election of 1800. (7.8.d)
- ✓ Analyze the major events of Thomas Jefferson’s presidency, including the Louisiana Purchase. (7.8.h)
- ✓ Explain the significance of *Marbury v. Madison*. (7.10.c)
- ✓ Understand the meaning of the following domain-specific vocabulary: *impressment*, *sedition*, *demagogue*, and *judicial review*.

### What Teachers Need to Know

For background information, download the Bayou Bridges Online Resource “About The New Nation and the First Party System”:

<https://www.coreknowledge.org/bayou-bridges-online-resources/>

### Materials Needed

Activity Page



AP 1.2

- individual student copies of Primary Source Analysis (AP 1.2)
- map of the election of 1796 from the Internet
- map of the Louisiana Purchase from the Internet
- globe or world map

Use this link to download the Bayou Bridges Online Resources for this unit, where the specific links to the maps may be found:

<https://www.coreknowledge.org/bayou-bridges-online-resources/>

### Core Vocabulary (Student Volume page numbers listed below)

**impressment, n.** the act of seizing people and forcing them to serve against their will, such as in the military (20)

*Example:* The impressment of American sailors by the British led to increased tensions in relations among the United States, Great Britain, and France.

*Variations:* impress (v.)

**sedition, n.** an action that moves people to resist or act out against lawful authority (21)

*Example:* The Sedition Act made it a crime to speak or write anything against the government.

*Variations:* seditious (adj.)

**demagogue, n.** a political leader who appeals to people's prejudices and desires to gain power (23)

*Example:* The Founding Fathers feared that without the Electoral College, voters might choose a demagogue who ran on a platform of false promises rather than logic.

*Variations:* demagogues, demagoguery (n.), demagogue (v.)

**judicial review, n.** the authority of the Supreme Court to decide whether laws or actions by the government are constitutional (28)

*Example:* With the *Marbury v. Madison* decision, the Supreme Court established its power of judicial review, as it could now judge the actions of the other two branches.

## THE CORE LESSON 35 MIN

### Introduce “The New Nation and the First Party System”

5 MIN

Review what students read in Chapter 1 about George Washington's presidency. Explain that when Washington decided to leave office after a second term, the nation needed to elect a new president. But no one else had the same unanimous support that Washington had. As a result, the election of 1796 became a test of the new constitutional system.

Call students' attention to the Framing Question. Tell students to watch for information about the effects that various events, ideas, and people had on the United States at the turn of the nineteenth century.


### Guided Reading Supports for “The New Nation and the First Party System” 30 MIN

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

#### “Adams and Jefferson,” page 18

**Scaffold understanding as follows:**

**Read the section on page 18 aloud.**

 **SUPPORT**—Draw students' attention to the map at the beginning of Chapter 2. Explain that the pink areas show where Adams won and the yellow areas show where Jefferson won. The blue areas were territories with populations that could not yet vote in presidential elections. The rest of the land area on the map was not part of the United States in 1796. Display the map of the election of 1796 from the Internet. Ask students to compare it to the map in the Student Volume. Then ask: In which region of the country did John Adams receive the most votes? (*the Northeast and mid-Atlantic*) Where did Jefferson receive the most votes? (*Pennsylvania and the southern states*) Which three states had the highest number of electoral votes? (*Virginia, Massachusetts, Pennsylvania*) Tell students that they will learn more about the Electoral College later in this chapter. (7.1, 7.2, 7.4, 7.6, 7.6.a, 7.6.b, 7.6.d)

**After reading the text, ask the following questions:**

**LITERAL**—Who ran against John Adams in the election of 1796? (7.1, 7.2, 7.8, 7.8.f)

- » Thomas Jefferson ran against John Adams.

**LITERAL**—How was the vice president chosen in the nation’s early years? (7.1, 7.2, 7.8, 7.8.f)

- » The vice president was the person who came in second in the election.

**“An Old Problem,” pages 19–21**

**Scaffold understanding as follows:**

**Have students read the section on pages 19–21 independently.**

**CORE VOCABULARY**—Point out the vocabulary term *impressment*, and explain its meaning.

**SUPPORT**—Explain to students that the two political parties took very different views of the tensions among Great Britain, France, and the United States. Federalists believed that a revolutionary France and the Democratic-Republicans represented anarchy, or an absence of government. Democratic-Republicans were concerned that the Federalists and Great Britain were opposed to the idea of a French republic.

**TURN AND TALK**—Ask students to discuss whether they would have sided with the Federalists or the Democratic-Republicans in the debate over whether to help France or Great Britain while they were at war. Then have students address the counterpoint to their argument. (*Possible answer: The United States should have helped France. Without the help of the French, the United States of America might not have succeeded in its revolution against Great Britain. While remaining on good terms with Great Britain would be important for economic reasons, the United States was also growing as a producer of agricultural and manufactured goods, and Great Britain was not the only country that it could trade with.*) (7.1, 7.2, 7.7, 7.7.a, 7.7.d, 7.8, 7.8.g)

**SUPPORT**—Explain to students that the three representatives sent to France by President Adams were met not by the French foreign minister, as they expected, but instead by four other Frenchmen: Nicholas Hubbard (W), Jean Hottinguer (X), Pierre Bellamy (Y), and Lucien Hauteval (Z). The Frenchmen told the Americans that the foreign minister would only meet with them under specific conditions, including a monetary payment. Later, when Congress demanded that President Adams release the correspondence between the American and French diplomats, Adams did so, but he replaced the names of the Frenchmen with the letters W, X, Y, and Z.

**After students read the text, ask the following questions:**

**LITERAL**—How did the war between France and Great Britain affect the United States? (7.8, 7.8.c, 7.8.g)

- » The French started seizing U.S. merchant ships and threatened the United States.

**LITERAL**—What did Congress do once lawmakers and the American people learned of the XYZ Affair? (7.8, 7.8.c, 7.8.g)

- » It created a navy department and had a number of ships built in preparation for war.

**LITERAL**—What did President Adams do that prevented U.S. entry into the war already being fought between Great Britain and France? (7.8, 7.8.c, 7.8.g)

- » He continued to negotiate with the French and was finally able to negotiate an agreement that kept the United States out of the war.

### “More Controversy,” page 21

**Scaffold understanding as follows:**

**Have students read the section on page 21 with a partner.**

**CORE VOCABULARY**—Point out the vocabulary term *sedition*, and explain its meaning.

**SUPPORT**—Explain to students that when Adams was president, the word *alien* was commonly accepted as a way to describe immigrants. Today, it is considered a derogatory term.

**SUPPORT**—Tell students that during the XYZ Affair, the Federalist Party believed that Democratic-Republican criticism of Federalist policies was disloyal and feared that “aliens,” or noncitizens, living in the United States would sympathize with the French during a war. Congress was controlled by the Federalists at the time, and this led to the passage of the Alien and Sedition Acts. Democratic-Republicans, and Thomas Jefferson in particular, raised questions about whether the acts violated the rights of free speech and a free press.

**After students read the text, ask the following questions:**

**LITERAL**—What did the Alien and Sedition Acts allow the president to do? (7.8, 7.8.c, 7.8.e)

- » The Alien Act allowed the president to force any foreigner he considered dangerous to leave the United States. Under the Sedition Act, the government could charge a person with a crime if they spoke out or wrote anything against the government.

**EVALUATIVE**—Make an argument for and against the Alien and Sedition Acts. (7.7, 7.7.a, 7.7.b, 7.8, 7.8.c, 7.8.e)

- » Possible answer: For the acts: The Alien and Sedition Acts will keep Americans safe from foreign threats; the government will not be undermined by false accusations. Against the acts: The Alien and Sedition Acts give the president too much discretion to expel certain people from the country and interfere with the basic right of free speech.

### “The Election of 1800” and “The Electoral College,” pages 22–24

**Scaffold understanding as follows:**


**Invite volunteers to read the section “The Election of 1800” on pages 22–24 aloud.**

**SUPPORT**—Draw students’ attention to the chart showing the results of the election of 1800 on page 22. Ask: How do the totals in this chart highlight an issue with the U.S. electoral system at the time? (*Two candidates received the same number of votes. There was no plan in place for how to deal with a tie between two candidates or differentiate between the offices of president and vice president.*) (7.7, 7.8.d)

**SUPPORT**—Highlight for students how the elections of both 1796 and 1800 were very important events in the political development of the new United States. Draw a Venn diagram on the board or chart paper, and have students work with you to compare and contrast these two elections. (*Both elections: both were contested elections; both had close vote tallies among some candidates. Election of 1796: it was the first contested election in American history; John Adams barely won the election; a member of the other political party became vice president. Election of 1800: Jefferson and his running mate, Burr, tied in the Electoral College; the House of Representatives had to break the tie; it inspired the Twelfth Amendment; it was the first peaceful transfer of power from one party to another.*) (7.3)

**Invite volunteers to read the sidebar “The Electoral College” on page 23 aloud.**

**CORE VOCABULARY**—Point out the vocabulary term *demagogue*, and explain its meaning.

 **SUPPORT**—Explain that the number of electors per state is determined by totaling a state’s seats in the House of Representatives and the Senate. Have students look up how many electors Louisiana will have in the next presidential election. (7.8.f)

**After the volunteers read the text, ask the following questions:**

**LITERAL**—Describe the presidential election of 1800. (7.8.d)

- » The election was unpleasant, with arguing and name-calling between the two political parties. Additionally, it was confusing because two candidates received the same number of votes, making it unclear as to who was actually elected the third president of the United States.

**EVALUATIVE**—Why did the House of Representatives decide the election? (7.8.d)

- » The Electoral College vote was tied between Thomas Jefferson and Aaron Burr. According to the Constitution, the House of Representatives had to decide the election.

**EVALUATIVE**—Why was the election an important milestone for the United States? (7.7.c, 7.8.d, 7.8.h)

- » Possible answer: The election marked the first time that the power of the presidency was transferred to another political party. Political parties had only recently formed, so this transfer was a new occurrence. It also highlighted the fact that the country was still new and experiencing unprecedented situations, some of which had to be dealt with as they happened. In this case, the tied election led to the ratification of the Twelfth Amendment to the Constitution.

### “Mr. President, Thomas Jefferson,” pages 24–25

**Scaffold understanding as follows:**

**Read the section on pages 24–25 aloud.**

**SUPPORT**—Share with students that in addition to his strong feelings about education, Thomas Jefferson himself was highly educated. He had many interests and talents. When he entered the White House, he was not only a politician but also someone who had lifelong interests in science, philosophy, the arts, and architecture. He owned thousands of books, on almost every subject. He studied the weather, the stars, and nature. He experimented with growing plants and trees. He also designed and supervised construction of his house, Monticello, and the University of Virginia.

**SUPPORT**—Point out that even though Jefferson signed the 1807 law prohibiting the international slave trade, the domestic slave trade—the trafficking of enslaved people within the United States—continued. The law signed by Jefferson simply meant that the slaveholders in the United States could no longer import enslaved labor from other countries, nor could they sell enslaved workers outside the United States.

**SUPPORT**—Remind students that in the Declaration of Independence, Jefferson claimed that people had three basic, unalienable rights: life, liberty, and the pursuit of happiness. Prompt students to explain why Banneker would have raised these concepts when questioning Jefferson on his personal behavior regarding enslaved persons. (7.7.b)

**SUPPORT**—Explain that Benjamin Banneker’s letter to Jefferson is considered one of the first examples of a civil rights protest letter in U.S. history.

**After reading the text, ask the following questions:**

**LITERAL**—What did Thomas Jefferson try to do in Virginia before becoming president? (7.8.g)

- » He tried to implement free education.

**EVALUATIVE**—Why did Jefferson draft the 1784 Land Ordinance? (7.8.h)


- » The goal of the ordinance was to prohibit slavery in all western states.

**“The Louisiana Purchase” and “The Barbary Pirates,” pages 25–27**

**Scaffold understanding as follows:**

**Invite volunteers to read the section “The Louisiana Purchase” on pages 25–27 aloud.**

**SUPPORT**—Explain to students that the closure of the port of New Orleans by Spain in 1802 was not a unique development. The Spanish had also blocked American access to the Mississippi River and New Orleans in earlier years, a situation rectified by the Pinckney Treaty of 1796.


 **SUPPORT**—Display the map of the Louisiana Purchase. Ask students the following questions: Where was the land of the Louisiana Purchase, in relation to the United States? (*The Louisiana Purchase was a large piece of land west of the United States that stretched from its northern border to its southern border.*) Based on what you have read in the text and this map, how do you predict this land acquisition changed America? (*Possible answer: It probably had a big impact on the economy because so many states, in addition to people who moved to the new territory, could make use of all the rivers in that part of the country to move goods. It also allowed for the United States to expand north, south, and west because there was so much new land to settle.*) (7.4, 7.5)

**SUPPORT**—Explain to students how Napoleon Bonaparte came to power in France. Napoleon had quickly worked his way up in the military during the French Revolution. He took control of the French government in 1799 by means of a *coup d’état*, a sudden and unlawful means of seizing power. After the coup, Napoleon crowned himself emperor. He went on to expand his empire by conquering much of Europe.

**SUPPORT**—Tell students that at the time Jefferson was negotiating the Louisiana Purchase, questions remained about whether he actually had the authority as president to make the transaction. The Constitution was still relatively new, and it includes nothing about

the president having the power to purchase territory for the country. Jefferson himself preferred a very strict interpretation of the Constitution and initially felt that an amendment might be necessary to make the agreement with France legal. Other officials argued that the agreement was covered under the Constitution's treaty-making authority. Ultimately, Jefferson decided to do what he thought was the best thing for the country in the long term, even if it was not expressly addressed in the Constitution. He sent a purchase treaty to Congress, which ratified it with a vote of twenty-four to seven.

**Invite volunteers to read the sidebar “The Barbary Pirates” on page 27 aloud.**

 **SUPPORT**—Use a globe or world map to show students the location of the Mediterranean Sea and North Africa.

**After the volunteers read the text, ask the following questions:**

**LITERAL**—What Federalist-supported laws did President Jefferson and his Democratic-Republican colleagues in Congress undo when he entered office? (7.8.h)

- » They eliminated the whiskey tax and reduced government spending by decreasing the size of the army and navy.

**EVALUATIVE**—Why was the port city of New Orleans important to western farmers? (7.8.h)

- » The city was located at the end of the Mississippi River; western farmers shipped their crops by river barges to New Orleans, where merchants could ship them domestically and internationally.

**EVALUATIVE**—What was Jefferson's great purchase on behalf of the United States, and why was it so important? (7.8.h)

- » Jefferson made the Louisiana Purchase, which included the port of New Orleans and the entire Louisiana Territory, thereby doubling the size of the country.

### **“Marbury v. Madison,” pages 27–28**

**Scaffold understanding as follows:**

**Read the section on pages 27–28 aloud.**

**CORE VOCABULARY**—Point out the vocabulary term *judicial review*, and explain its meaning.

**SUPPORT**—Remind students that the Constitution established the Supreme Court, but it was left to Congress to create the lower courts. In the Judiciary Act of 1789, Congress outlined the structure and jurisdiction of the federal court system. District courts were given limited jurisdiction, and the Supreme Court was given the jurisdiction that was originally provided for in the Constitution. Appellate courts were granted jurisdiction over cases from the federal district courts and a few other specialized cases, such as those involving patent or trade laws. The basic structure of this court system, outlined in the Judiciary Act and signed into law by President George Washington, still exists today, though it has been amended by Congress.


**After reading the text, ask the following questions:**

**LITERAL**—What action taken by President Jefferson led to the case *Marbury v. Madison*? (7.10.c)

- » When Thomas Jefferson became president, he decided to withhold the judicial commission of William Marbury, even though former president John Adams had appointed Marbury as a judge.

**LITERAL**—Explain who Marbury and Madison were in relation to the case named for them. (7.10.c)

- » William Marbury was the person promised a judicial appointment by Adams and denied that same appointment by Jefferson, via Jefferson’s secretary of state, James Madison.

 **EVALUATIVE**—How is judicial review part of the system of checks and balances? (7.10.c)

- » Through judicial review, the Supreme Court can declare a law or executive action unconstitutional, which gives the judicial branch the ability to check the power of the other two branches, preventing them from acting in opposition of the principles and protections of the Constitution.

**Primary Source Feature: “Letter from Thomas Jefferson to Robert R. Livingston, April 18, 1802,” page 29**

**Scaffold understanding as follows:**

**Direct students to the Primary Source Feature on page 29.**

**Introduce the source by reviewing what students read about the significance of the decision to purchase Louisiana.** Remind students that France first claimed the area in the seventeenth century but then gave much of it to Spain in 1762 as part of the Treaty of Fontainebleau. Although Spain possessed New Orleans, it allowed American farmers to use the city’s port, which was key to getting American goods to both domestic and international markets.

**Read the italicized introductory text aloud.**

**Have students read the excerpt independently.** Then read the excerpt aloud while students follow along. Explain the meanings of the following terms as they are encountered in the text:

**hitherto, adv.** up until now

**communion, n.** sharing

**pacific, adj.** soothing or mild in temper

**impetuosity, n.** state of being impulsive and strongly passionate

**render, v.** to make

**improvident, adj.** not thinking ahead to the future



**After reading the source, ask the following questions:**

**EVALUATIVE**—How does Jefferson describe New Orleans? (7.6, 7.6.a, 7.8.g, 7.8.f)

- » He refers to New Orleans as an essential commercial hub for the United States, describing how the farm products of “three eighths” of current American territory pass through that port and how much more will pass through in the future. He also indicates that the population of New Orleans will increase dramatically in the future.

**EVALUATIVE**—What does Jefferson imply will happen to American access to New Orleans once it passes from Spanish control to French control? (7.6, 7.6.a, 7.8.g, 7.8.f)

- » Jefferson implies that France will not allow Americans free access to New Orleans as Spain did.

**LITERAL**—How does Jefferson characterize the United States? (7.6, 7.6.a, 7.8.g, 7.8.f)

- » Jefferson describes the United States as quiet, peaceful, ambitious, enterprising, and energetic.

**EVALUATIVE**—What does Jefferson predict will happen to U.S.-France relations if France controls New Orleans? (7.6, 7.6.a, 7.8.g, 7.8.f)

- » Jefferson writes that the United States and France will certainly no longer be friendly if they come to a disagreement about access to New Orleans.

Activity Page



AP 1.2

**Distribute Primary Source Analysis (AP 1.2), and have students work with a partner to complete the Activity Page.**

**Primary Source Feature: “John Marshall, *Marbury v. Madison* (1803),” page 30**

**Scaffold understanding as follows:**

**Direct students to the Primary Source Feature on page 30.**

**Introduce the source by reviewing what students read about *Marbury v. Madison*.** Explain that this source is an excerpt from Justice John Marshall’s written decision.

**Invite volunteers to read the source aloud.** Explain the meanings of the following terms as they are encountered in the text:

**conformably, adv.** in a way that is in agreement

**expound, v.** to explain something in detail

**controvert, v.** to argue against something

**paramount, adj.** more important than anything else

**subvert, v.** to try to destroy something

**SUPPORT**—Explain to students that the Supremacy Clause in the Constitution states that the Constitution and federal law in general take priority over state laws and state constitutions. The clause forbids states from interfering with the federal government’s constitutional authority. Point out that this is what Marshall is referring to when he says that “the constitution is superior to any ordinary act of the legislature” and “the constitution is to be considered, in court, as a paramount law.”

**TURN AND TALK**—Have students paraphrase or summarize what Marshall is saying.

**After students have completed the Turn and Talk, ask the following questions:**

**LITERAL**—What does John Marshall say is the duty of the judicial department? (7.6, 7.6.a, 7.10.c)

- » Marshall writes that it is the duty of the judicial department to say what the law is, interpreting and explaining that law as necessary when applying it to a case. He also writes that if two laws are in conflict, judges need to define the role and function of each of them.

**EVALUATIVE**—What does Marshall say is the essence of judicial duty? (7.6, 7.6.a, 7.10.c)

- » Marshall states that the essence of judicial duty is when a decision must be made about whether a law is in opposition to the Constitution. If both the law and the Constitution apply to a particular case, the court must decide whether the law or the Constitution governs the case.

**INFERENTIAL**—Why did Justice John Marshall choose words such as “superior” and “paramount law” to describe the Constitution? (7.6, 7.6.a, 7.6.b, 7.10.c)

- » Marshall was trying to stress the importance of the Constitution and that following the Constitution is the most important role of the courts. He explains that the Constitution is the standard against which all other laws should be measured.

Activity Page



AP 1.2

**Distribute Primary Source Analysis (AP 1.2), and have students complete the Activity Page independently.**



**LEARNING LAB**—Before concluding the chapter, allow students adequate time to complete their Student Volume Think Twice questions, Find Out the Facts research prompts, and writing assignments. You may also wish to schedule time for students to discuss or present their work, as well as create a writing assignment portfolio.

## Timeline Card Slide Deck

- Show students the Chapter 2 Timeline Cards. Read and discuss the captions, making particular note of any dates.
- Invite students to note any comparisons with events previously studied or any examples of change or continuity they notice. (7.1)
- Review and discuss the Framing Question: “How did the events, ideas, and people during the presidencies of Adams and Jefferson impact the development of the United States?”



## CHECK FOR UNDERSTANDING 10 MIN

### Ask students to:

- Write a short answer to the Framing Question: “How did the events, ideas, and people during the presidencies of Adams and Jefferson impact the development of the United States?”
  - » Key points students should cite include: the election of John Adams marked the first time that a president would not be elected unanimously; Adams signed the controversial Alien and Sedition Acts; Adams brought an end to the XYZ Affair without involving the United States in a war with France; the election between Adams and Thomas Jefferson in 1800 caused confusion and led to a constitutional amendment, but it also marked the first peaceful transition of power from one political party to another; Jefferson championed education but did not live up to his own ideals regarding slavery; Jefferson doubled the size of the United States with the Louisiana Purchase and indirectly played a role in the precedent of judicial review instituted by Justice John Marshall in the *Marbury v. Madison* decision.
- Choose two of the Core Vocabulary terms (*impressment, sedition, demagogue, or judicial review*) and write a sentence using the terms.

To wrap up the lesson, ask several students to share their responses.

### Additional Activities

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Download the Bayou Bridges Online Resources for this unit, where the Additional Activities for this chapter may be found:

<https://www.coreknowledge.org/bayou-bridges-online-resources/>

# Teacher Resources

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## Assessment: Chapter 1—George Washington's Presidency and Precedents

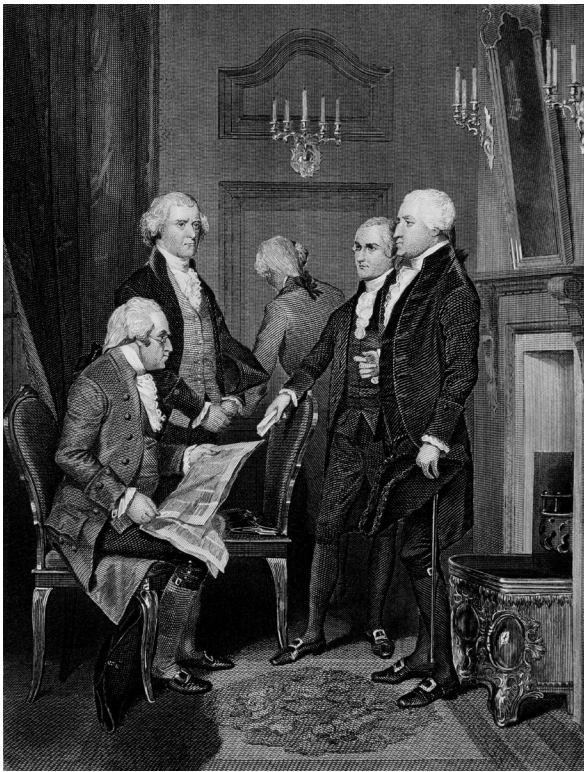
### A. On your own paper, write the letter(s) that provides the best answer.

1. Use the quote to answer the following question.

"I walk on untrodden ground."

To what was George Washington referring when he said this? (7.6, 7.6.a, 7.8.b)

- a) the lack of precedents for the presidency
  - b) the idea that he would be viewed as a king
  - c) the political rivals that he had to deal with
  - d) the fact that his cabinet did not get along
2. How many executive departments did the first Congress create? (7.8.b)
- a) three
  - b) five
  - c) ten
  - d) fifteen
3. Use the image to answer the following question.



By what name did these men, the executive secretaries in Washington's administration, come to be known? (7.8.b)

- a) the advisers
- b) the cabinet
- c) the legislative branch
- d) the executive branch

4. Use the T-chart to answer the following question.

| Jefferson  | Hamilton  |
|--|---|
| <ul style="list-style-type: none"><li>• economy based on farming</li><li>• small government</li><li>• government run by ordinary men</li></ul> | <ul style="list-style-type: none"><li>• strong central government</li><li>• government run by rich, well-born men</li></ul> |

Which phrase completes the Hamilton column of this chart? (7.8.e)

- a) economy based only on manufacturing
  - b) free education for children
  - c) a king-like president
  - d) a national bank
5. Which event resulted from disagreements between Alexander Hamilton and Thomas Jefferson? (7.8.e)
- a) Two political parties formed.
  - b) Hamilton left the government.
  - c) The men became good friends.
  - d) Washington dismissed both of them.
6. Use the excerpt to answer the following question.

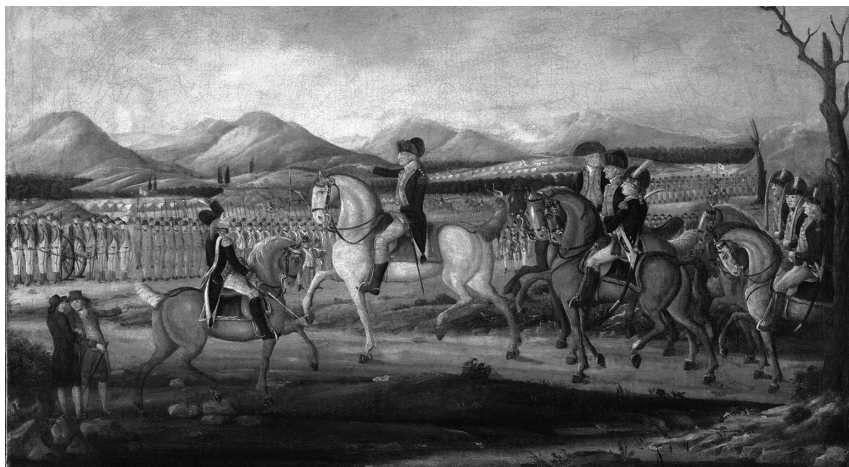
"I consider the foundation of the Constitution as laid on this ground that 'all powers not delegated to the U.S. by the Constitution, nor prohibited by it to the states, are reserved to the states or to the people' to take a single step beyond the boundaries thus specially drawn around the powers of Congress, is to take possession of a boundless feild [field] of power, no longer susceptible of any definition."

—Thomas Jefferson to George Washington, February 15, 1791

What is Jefferson arguing against in this statement? (7.8.e)

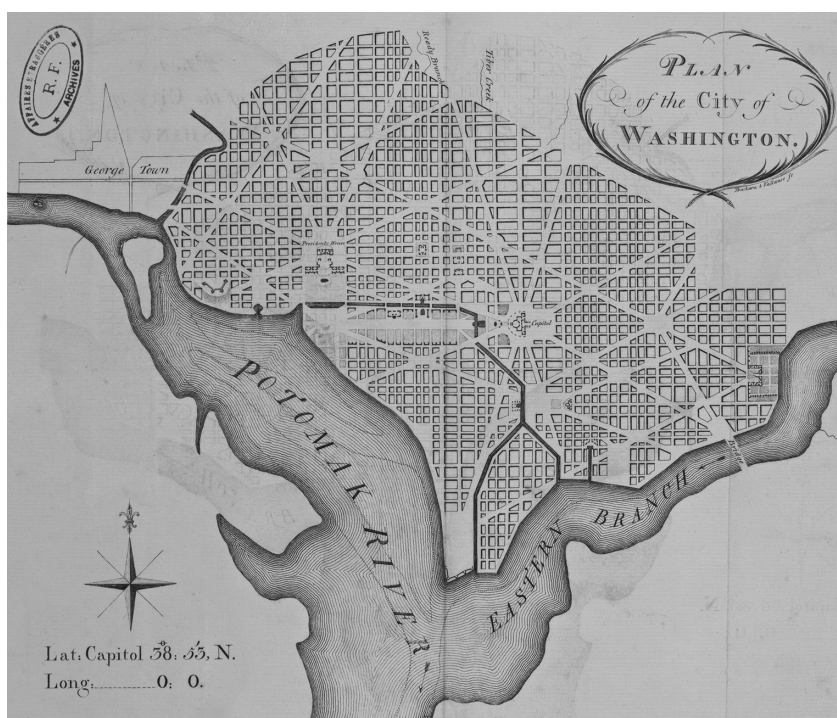
- a) Washington seeking the advice of department heads
  - b) Hamilton's proposal for a national bank of the United States
  - c) the creation of the Federalist and Democratic-Republican political parties
  - d) the establishment of regional judicial circuits
7. What event sparked the Whiskey Rebellion? (7.8.a)
- a) a tax placed on whiskey
  - b) a law prohibiting whiskey production
  - c) a limit on how much whiskey could be exported
  - d) a law controlling how whiskey was transported

8. Use the image to answer the following question.



Why were Washington's actions during the event shown here important for the country? (7.8.a)

- a) They illustrated why small farmers should not be making whiskey.
  - b) They showed that the government had the power to enforce laws.
  - c) They showed that Washington was not concerned about small farmers.
  - d) They stressed the importance of having a good transportation system.
9. Use the image to answer the following question.



Why was Benjamin Banneker's involvement in the city plan shown here significant? Select the **two** correct answers. (7.8.b)

- a) Banneker became the first free African American surveyor in the country.
- b) Banneker was a Baltimore businessman who appointed the surveyor for this plan.
- c) Banneker was from France and designed the city plan in the style of European cities.
- d) Banneker remembered the design plan so that building continued after the lead architect was fired.
- e) Banneker was a free African American man who was given a great deal of responsibility during construction of the city.

10. Use the excerpt to answer the following question.

“But as it is easy to foresee that, from different causes and from different quarters, much pains will be taken, many artifices [tricks] employed, to weaken in your minds the conviction of this truth; as this is the point in your political fortress against which the batteries of internal and external enemies will be most constantly and actively (though often covertly and insidiously) directed, it is of infinite moment that you should properly estimate the immense value of your national Union to your collective and individual happiness; that you should cherish a cordial, habitual, and immovable attachment to it.”

—George Washington, Farewell Address

What is Washington warning Americans about in this excerpt? (7.6, 7.6.a, 7.8.b)

- a) He fears that America will enter into a war.
- b) He is discouraging reliance on other countries.
- c) He does not want party politics to divide Americans.
- d) He worries that future presidents will seize too much power.

**B. On your own paper, write a well-organized paragraph in response to the following prompt:**

Many of the precedents set by George Washington are still in use today. Use evidence from the chapter to support or refute this claim. (7.7, 7.7.a, 7.7.c, 7.7.d, 7.8.b)



## Assessment: Chapter 2—*The New Nation and the First Party System*

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### A. On your own paper, write the letter(s) that provides the best answer.

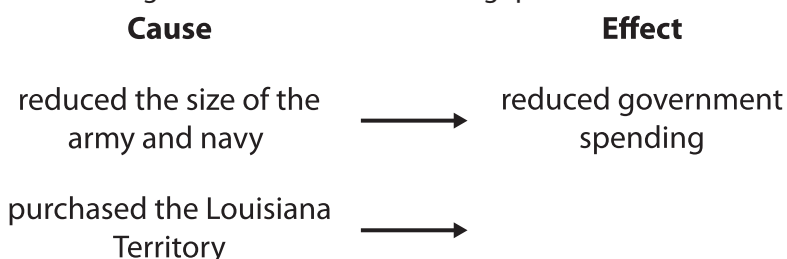
1. In what way was the election of 1796 significant? (7.8, 7.8.c)
  - a) There was a tie in the votes.
  - b) It was the first contested election.
  - c) There was a transfer of power between parties.
  - d) It was the first time there was a presidential election.
2. How did President Washington feel about the conflict between France and Great Britain? (7.8, 7.8.e)
  - a) He felt loyalty to France.
  - b) He wanted to remain neutral.
  - c) He encouraged the French in setting up a republic.
  - d) He wanted to protect business interests with Great Britain.
3. Why did President John Adams send American representatives to France in what would become known as the XYZ Affair? (7.8, 7.8.c, 7.8.e)
  - a) Three French agents had demanded a bribe.
  - b) Americans planned to help France with their war.
  - c) The French had begun seizing American merchant ships.
  - d) He wanted the French to know that America was forming a navy.
4. How did the Federalists feel about the Alien and Sedition Acts? (7.8, 7.8.e, 7.8.g)
  - a) They felt Congress was overstepping its authority.
  - b) They felt the acts would protect national security.
  - c) They felt Congress should not have the authority to pass laws.
  - d) They felt the acts did not go far enough to ensure political dissent.
5. Who ultimately decided the election of 1800? (7.8, 7.8.d)
  - a) the House of Representatives
  - b) Thomas Jefferson
  - c) the Electoral College
  - d) Aaron Burr

6. Use the table to answer the following question.

|                | <b>Thomas Jefferson</b><br>(of Virginia) | <b>Aaron Burr</b><br>(of New York) | <b>John Adams</b><br>(of Massachusetts) | <b>Charles C. Pickney</b><br>(of South Carolina) | <b>John Jay</b><br>(of New York) |
|----------------|--|------------------------------------|---|--|----------------------------------|
| New Hampshire  |  |                                    | 6                                       | 6  |                                  |
| Massachusetts  |  |                                    | 16                                      | 16   |                                  |
| Rhode Island   |  |                                    | 4                                       | 3  | 1                                |
| Connecticut    |  |                                    | 9                                       | 9  |                                  |
| Vermont        |  |                                    | 4                                       | 4  |                                  |
| New York       | 12                                       | 12                                 |   |  |                                  |
| New Jersey     |  |                                    | 7                                       | 7  |                                  |
| Pennsylvania   | 8  | 8                                  | 7                                       | 7  |                                  |
| Delaware       |  |                                    | 3                                       | 3  |                                  |
| Maryland       | 5  | 5                                  | 5                                       | 5  |                                  |
| Virginia       | 21                                       | 21                                 |   |  |                                  |
| Kentucky       | 4  | 4                                  |   |  |                                  |
| North Carolina | 8  | 8                                  | 4                                       | 4  |                                  |
| Tennessee      | 3  | 3                                  |   |  |                                  |
| South Carolina | 8  | 8                                  |   |  |                                  |
| Georgia        | 4  | 4                                  |   |  |                                  |
| <b>Totals</b>  | <b>73</b>                                | <b>73</b>                          | <b>65</b>                               | <b>64</b>  | <b>1</b>                         |

What happened after this election to avoid confusion in future elections? (7.8, 7.8.d, 7.8.f, 7.8.h)

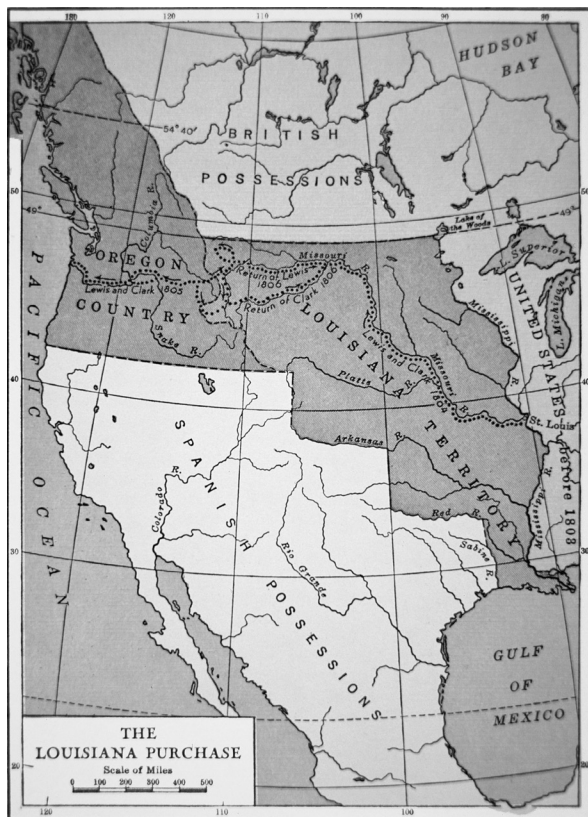
- a) The Senate broke the tie.
  - b) The Electoral College was suggested.
  - c) The Twelfth Amendment was added to the Constitution.
  - d) The electors would now only cast votes for the president.
7. Which of the following is true about how the number of electors in the Electoral College is decided for each state? Select the **two** correct answers. (7.8, 7.8.f)
- a) It is the same number as the state's members of Congress.
  - b) It is decided by elected leaders of the state government.
  - c) It is the number of representatives the state has.
  - d) It is based on the past voting record of the state.
  - e) It is based on the population of the state.
8. Use the diagram to answer the following question.



Which phrase completes the diagram? (7.8, 7.8.h)

- a) put the United States in debt
- b) improved relations with Spain
- c) doubled the size of the United States
- d) caused a war between France and the United States

9. Use the map to answer the following question.



How was the outcome of Jefferson sending two representatives to France related to what is shown on this map? (7.4, 7.8.h)

- a) They purchased New Orleans for \$10 million.
- b) They purchased the Louisiana Territory for \$15 million.
- c) They purchased New Orleans and avoided a war with France.
- d) They purchased the Louisiana Territory and returned it to Spain.

10. Use the excerpt to answer the question.

“The judicial power of the United States is extended to all cases arising under the constitution.”

—John Marshall, *Marbury v. Madison* (1803)

To what precedent is Justice John Marshall referring to here? (7.6, 7.6.a, 7.10.c)

- a) court appointments
- b) judicial review
- c) the Electoral College
- d) the supremacy clause

11. Use the excerpt to answer the following question.

“not so can it ever be in the hands of France. the impetuosity of her temper, the energy & restlessness of her character, placed in a point of eternal friction with us, and our character, which though quiet, & loving peace & the pursuit of wealth, is high minded, despising wealth in competition with insult or injury, enterprising & energetic as any nation on earth, these circumstances render it impossible that France and the US. can continue long friends when they meet in so irritable a position.”

—Thomas Jefferson to Robert R. Livingston, April 18, 1802

According to this excerpt, why is it in the United States’ best interest to buy the Louisiana Territory?

(7.6, 7.6.a, 7.8.h)

- a) It would give the United States access to the port of New Orleans.
  - b) It would provide more space for the growing U.S. population.
  - c) It would bring wealth to both the United States and France.
  - d) It would prevent future conflict with France.
- B. On your own paper, write a well-organized paragraph in response to the following prompt:**

The election of 1800 changed the future of elections in the United States. Use evidence from the chapter to support or refute this claim. (7.7, 7.7.a, 7.7.c, 7.7.d, 7.8, 7.8.d)

## Performance Task: *Governing the New Nation*

**Teacher Directions:** The first few presidencies of the United States set the tone not only for the office of president but also for the nation and its place in the world.

Activity Page



AP 1.3

Ask students to write an essay in response to the following prompt. Encourage students to use information from their Student Volume and Additional Activities in their responses. Have students use the Claims and Evidence Activity Page (AP 1.3) to organize their thoughts and plan their essays.

### Prompt:

Whose presidency had the greatest influence on the development of the United States: Washington, Adams, or Jefferson? (7.7, 7.7.a, 7.7.c, 7.7.d, 7.8, 7.8.g)

A sample table, completed with possible notes, is provided below to serve as a reference for teachers should some prompting or scaffolding be needed to help students get started.

|                                 |   |
|---------------------------------|---|
| <b>Sample Claim:</b>            | The presidency of George Washington had the greatest influence on the development of the United States.   |
| <b>Reason:</b>                  | Washington was the first president and had to set precedents for issues and events that had never before been addressed in the new country.   |
| <b>Evidence:</b>                | Washington chose how people would refer to the person holding the office of president, he decided that there would be a cabinet of advisers, he decided on the location of the new capital city, and he set the example for how presidents should enact and enforce laws during the Whiskey Rebellion.  |
| <b>Counterclaim and Answer:</b> | Jefferson and Adams had more impact on the development of the United States. For example, Adams avoided war with France and signed the controversial Alien and Sedition Acts. Jefferson doubled the size of the United States with the Louisiana Purchase, and his actions led to the establishment of judicial review.<br><br>However, both Jefferson and Adams followed presidential precedents established by Washington, including presidential traditions and efforts to keep the United States neutral. |

## Performance Task Scoring Rubric

**Note:** Students should be evaluated on the basis of their essay using the rubric.

Students should not be evaluated on the completion of Claims and Evidence (AP 1.3), which is intended to be a support for students as they think about their responses.

|                 |   |
|-----------------|---|
| <p><b>3</b></p> | <p>Response is accurate, detailed, and persuasive. It addresses all parts of the prompt. The claim is clearly stated, well-developed, and fully supported with relevant information that includes both content knowledge and source details. The response demonstrates sound, cohesive reasoning and analysis, making insightful and well-explained connections between the claim, information, and evidence. The writing is clearly articulated, is focused, and demonstrates strong understanding of the influence of the first three presidents on the United States; a few minor errors in spelling, grammar, or usage may be present.</p> <p>Response may cite some or all of the following details:</p> <ul style="list-style-type: none"><li>• George Washington decided on the title for the president.</li><li>• Washington created a cabinet of advisers.</li><li>• Although Washington discouraged political parties, conflicts that arose during his presidency led to their formation.</li><li>• A national bank was established during Washington’s presidency.</li><li>• The first Congress decided there would be six justices and established the structure for the lower courts.</li><li>• Washington put an end to the Whiskey Rebellion.</li><li>• Washington chose the location of the capital city.</li><li>• Washington set the precedent for a president not serving more than two terms.</li><li>• Jefferson doubled the size of the United States with the Louisiana Purchase.</li><li>• Jefferson signed a bill that outlawed the international slave trade.</li><li>• Jefferson’s election as president led to the Twelfth Amendment, changing the way the president and vice president were elected.</li><li>• Jefferson’s order to withhold commissions led to the <i>Marbury v. Madison</i> decision, which solidified the Supreme Court’s power of judicial review.</li></ul> |
| <p><b>2</b></p> | <p>Response is mostly accurate, is somewhat detailed, and addresses the prompt. The claim is clearly stated and sufficiently supported and developed with some relevant information that includes both content knowledge and source details. The response demonstrates a general understanding of the influence of the first three presidents on the United States, with analysis and reasoning that are somewhat cohesive and sound but may be uneven. Connections between the claim, information, and evidence are made, but some explanations may be missing or unclear. The writing is organized and demonstrates control of conventions, but some minor errors may be present.</p>   |

|   |  |
|---|--|
| 1 | Response shows effort but is incomplete or limited and only partially addresses the prompt. The claim may be inaccurate or vague, but it is supported by at least one piece of relevant information or evidence. The response shows some understanding of the influence of the first three presidents on the United States, but analysis and reasoning, while accurate, are vague, incomplete, or lacking connections. The writing may also exhibit issues with organization, focus, and/or control of standard English grammar. |
| 0 | Response is too brief or unclear to evaluate. It lacks an identifiable claim, accurate or relevant supporting information, and accurate analysis or reasoning. The response demonstrates minimal or no understanding of the influence of the first three presidents on the United States. The writing may exhibit major issues with organization, focus, and/or control of standard English grammar.   |

Name \_\_\_\_\_

Date \_\_\_\_\_

### Performance Task Activity: *Governing the New Nation*

The first few presidencies of the United States set the tone not only for the office of president but also for the nation and its place in the world.

Whose presidency had the greatest influence on the development of the United States: Washington, Adams, or Jefferson? Give specific examples.

Use the Claims and Evidence Activity Page (AP 1.3) and the lines below to take notes and organize your thoughts. Remember to include details from the chapters and primary sources in *Governing the New Nation*, as well as from the sources and resources in the unit activities.

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Name \_\_\_\_\_

Date \_\_\_\_\_

## Activity Page 1.1

## Use with Chapter 1

### Letter to Family

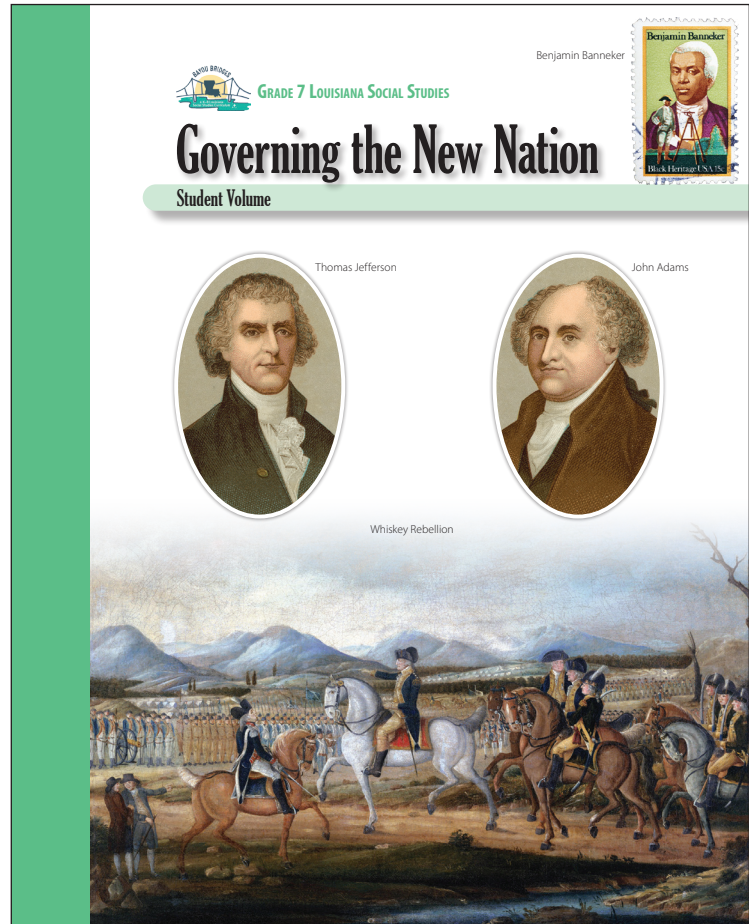
During the next few weeks, as part of our study of the Bayou Bridges Louisiana Social Studies Curriculum, your child will be learning about the first presidencies of the United States. They will learn about the precedents set during the presidency of George Washington. They will also learn about the important events of the Adams and Jefferson presidencies, such as the XYZ Affair and the Louisiana Purchase.

In this unit, students will learn about how the president's cabinet came to be; how the first political parties were formed; how the nation's lower courts were established; how Washington emphasized the authority of the federal government during the Whiskey Rebellion; how Washington, D.C., was designed and built; how the elections of 1796 and 1800 impacted the country; why the Louisiana Purchase was important; and the importance of the Supreme Court's decision in *Marbury v. Madison*.

As part of their exploration, students will also learn a little bit about slavery in the early United States and how African American scholar Benjamin Banneker confronted Thomas Jefferson about his role as a slaveholder. This information is presented in a factual, age-appropriate way.

Sometimes students have questions regarding how the information they are learning relates to themselves and their own experiences. In such instances, we will encourage each student to discuss such topics with you. We recognize that the best place to find answers to those types of questions is with your family and the adults at home.

Please let us know if you have any questions.



Name \_\_\_\_\_

Date \_\_\_\_\_

Activity Page 1.2

Use with Chapters 1–2

Primary Source Analysis

|   |  |
|---|--|
| <b>SOURCE:</b>  |  |
| <b>CONTENT</b><br>What type of document is it? What does it say?<br>Briefly summarize it.   |  |
| <b>CREATION</b><br>Who created this source? When?   |  |
| <b>COMMUNICATION</b><br>What is the purpose of the source? Who is the intended audience?  |  |
| <b>CONTEXT</b><br>What was going on where and when this was created?  |  |
| <b>CONNECTION</b><br>How does this source relate to the context? How does it relate to what you already know?   |  |
| <b>CONSIDERATION</b><br>What point of view is being expressed? What examples of bias or judgment does it include, if any?                                       |  |
| <b>CONCLUSION</b><br>Draw a conclusion about the source. How does it help answer the Framing Question? How does it contribute to your understanding of history? |  |

Name \_\_\_\_\_

Date \_\_\_\_\_

Activity Page 1.3

Use with Chapter 1

Claims and Evidence

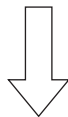
**STATE THE CLAIM** *What opinion or position are you defending?*



**STATE THE REASON** *Why should someone agree with this claim?*



**IDENTIFY THE EVIDENCE** *What details from the text and sources support the reason?*



**RECOGNIZE A COUNTERCLAIM** *What different opinion or position might someone have?  
What argument might be used against you?*

**ANSWER THE COUNTERCLAIM** *How will you disprove the counterclaim?*

Name \_\_\_\_\_

Date \_\_\_\_\_

Activity Page 1.4

Use with Chapters 1–2

Two-Column Chart

|  |  |
|--|--|
|  |  |
|--|--|

Name \_\_\_\_\_

Date \_\_\_\_\_

## Activity Page 2.1

## Use with Chapter 2

### Domain Vocabulary: Chapters 1–2

Using your own paper, write the letter that matches the definition of each term.

- |                       |  |
|-----------------------|--|
| 1. Electoral College  | a) an example for future actions or decisions  |
| 2. inaugural ceremony | b) having many different types or parts  |
| 3. oath of office     | c) an action that moves people to resist or act out against lawful authority                                     |
| 4. precedent          | d) the series of official events in which a newly elected candidate is installed in, or takes, office            |
| 5. impressment        | e) the authority of the Supreme Court to decide whether laws or actions by the government are constitutional     |
| 6. diverse            | f) where newly settled areas meet unsettled but not necessarily uninhabited areas                                |
| 7. domestically       | g) money owed after borrowing it   |
| 8. currency           | h) a promise made by a government official to obey the law and fulfill the responsibilities of their job         |
| 9. judicial circuit   | i) a system of money   |
| 10. debt              | j) the act of seizing people and forcing them to serve against their will, such as in the military               |
| 11. demagogue         | k) a group of representatives who elect the president and vice president based on the popular vote in each state |
| 12. frontier          | l) lower courts that are organized according to region   |
| 13. sedition          | m) relating to or originating within a country; nationally   |
| 14. judicial review   | n) a political leader who appeals to people's prejudices and desires to gain power                               |

# 2022 LOUISIANA STUDENT STANDARDS FOR SOCIAL STUDIES:

## GRADE 7

- 7.1** Explain ideas, events, and developments in the history of the United States of America from 1791 to 1877 and how they progressed, changed, or remained the same over time.
- 7.2** Analyze connections between ideas, events, and developments in U.S. history within their global context from 1791 to 1877.
- 7.3** Compare and contrast events and developments in U.S. history from 1791 to 1877.
- 7.4** Use geographic representations and historical data to analyze events and developments in U.S. history from 1791 to 1877, including environmental, cultural, economic, and political characteristics and changes.
- 7.5** Use maps to identify absolute location (latitude and longitude) and describe geographic characteristics of places in Louisiana, North America, and the world.
- 7.6** Use a variety of primary and secondary sources to:
- a)** Analyze social studies content.
  - b)** Evaluate claims, counterclaims, and evidence.
  - c)** Compare and contrast multiple sources and accounts.
  - d)** Explain how the availability of sources affects historical interpretations.
- 7.7** Construct and express claims that are supported with relevant evidence from primary and/or secondary sources, social studies content knowledge, and clear reasoning and explanations to:
- a)** Demonstrate an understanding of social studies content.
  - b)** Compare and contrast content and viewpoints.
  - c)** Analyze causes and effects.
  - d)** Evaluate counterclaims.
- 7.8** Analyze the influence of key events, ideas, and people on the economic, political, and social development of the United States from 1791–1850s.
- a)** Explain the causes and events of the Whiskey Rebellion, including the response from the Washington administration and its relationship to enforcement of the government’s right to tax.
  - b)** Explain the influence of precedents set by the presidency of George Washington, and analyze the advice in and effects of his Farewell Address.
  - c)** Analyze key events of the presidency of John Adams including the Alien and Sedition Act and the XYZ affair.
  - d)** Explain the significance of the election of 1800.
  - e)** Explain how the disagreements between Thomas Jefferson and Alexander Hamilton resulted in the emergence of the Federalist and Democratic-Republican political parties, including views on foreign policy, Alien and Sedition Acts, economic policy, National Bank, funding and assumption of the revolutionary debt.
  - f)** Describe the role of the Electoral College in presidential elections, including how it aims to ensure representation of less populated states.
  - g)** Explain how the U.S. government addressed foreign and domestic challenges during the late 1700s to the mid-1800s and how related policies and legislation influenced the development of the United States.

- h)** Analyze the major events of Thomas Jefferson’s presidency, including the Louisiana Purchase, Lewis and Clark expeditions, Dunbar-Hunter Expedition of Ouachita River, Red River Expedition, and Twelfth Amendment.

**7.9** Analyze the causes, course of, and consequences of the War of 1812.

- a)** Explain the events leading to the War of 1812, including Britain’s war with Napoleonic France, impressment, and blockades, and analyze the political and economic effects on the United States.
- b)** Explain key events, turning points and outcomes of the War of 1812, including blockades, Battle of Lake Erie (1813), Burning of Washington (1814), Battle of New Orleans (1814), Battles of Baltimore and Lake Champlain (1814), penning of the Star Spangled Banner, and the Treaty of Ghent (1814).
- c)** Analyze the interests and motivations of Native American groups aligned with the United States and with Britain during the War of 1812, including Chief Tecumseh.
- d)** Explain the importance and effects of the Battle of New Orleans to Louisiana, and describe the roles played by General Andrew Jackson and Jean Lafitte.
- e)** Explain the events leading to and surrounding Louisiana statehood, including the Neutral Strip, the West Florida controversy, and the capture of the Spanish Fort at Baton Rouge, as well as key figures including Julien de Lallande Poydras.

**7.10** Analyze the growth and development of the United States from the early to mid-1800s.

- a)** Describe the Era of Good Feelings (1815–1825), including Henry Clay’s American System, Treaty of 1818, Adams-Onis Treaty of 1819, and the development of transportation networks.
- b)** Analyze the purpose of the Monroe Doctrine (1823), with emphasis on its policies of both isolationism and protection of American interests in the Western Hemisphere, and how it influenced U.S. foreign policy and interactions with other nations.
- c)** Analyze the effects of *Marbury v. Madison* (1803), *McCulloch v. Maryland* (1819), *Gibbons v. Ogden* (1824), and *Worcester v. Georgia* (1832).
- d)** Analyze the ideas and motivations that contributed to westward expansion, including Manifest Destiny, and its political, social, and economic effects.
- e)** Analyze the causes and effects of Indian Removal policies of the early to mid-1800s, including the Indian Removal Act of 1830, Trail of Tears, and Seminole Wars, and explain the role of key figures, including Andrew Jackson, Chief John Ross, and Chief Osceola.
- f)** Analyze key events and developments that contributed to westward expansion, including the Oregon Treaty (1846), annexation of Texas (1845), Treaty of Guadalupe Hidalgo (1848), Gadsden Purchase (1853), the Pony Express (1860), Pacific Railway Act (1862), and Homestead Act (1862).
- g)** Explain the motivation and means of migration West, the experiences of the settlers, and resulting changes in the West, including the Gold Rush (1848–1855), trails (Oregon Trail, Mormon Trail, and Santa Fe Trail), first transcontinental telegraph, and the transcontinental railroad.
- h)** Describe the causes, course, and consequences of the Mexican-American War, including the Battle of the Alamo, Battle of San Jacinto, annexation of Texas, the Mexican Cession and Zachary Taylor’s role in the war and subsequent election to the presidency.
- i)** Explain the causes and effects of the first Industrial Revolution in the United States, including advancements in technology, increased manufacturing, changing labor conditions, growing transportation systems, and urbanization.
- j)** Analyze the development of the agrarian economy in the South, including Louisiana, and explain how advancements in technology, such as the cotton gin and multiple-effect evaporator for sugar, contributed to an increase in enslaved labor.
- k)** Explain how steamboats influenced Louisiana’s economic growth and the significance of Captain Henry Miller Shreve in steamboat navigation.
- l)** Compare and contrast the economies of the North and the South during the early to mid-1800s.

- m) Describe push and pull factors for immigration to the United States in the early to mid-1800s, and explain how migration within and to the United States affected rural and urban areas.

**7.11** Analyze role and importance of social and political reform movements of the nineteenth century.

- a) Analyze the key people, ideas, and events of the women's rights movement and woman's suffrage movement of the early to mid-1800s, including the Seneca Falls Convention, National Women's Rights Conventions, Susan B. Anthony, Elizabeth Cady Stanton, Lucretia Mott, Sojourner Truth, Mary Church Terrell, and Margaret Fuller.
- b) Explain the development of education and prison reform movements, including those led by Horace Mann and Dorothea Lynde Dix.
- c) Explain the effects of abolition efforts by key individuals and groups, including Sojourner Truth, William Lloyd Garrison, and the Quakers.
- d) Analyze the historical works and ideas of influential abolitionists, including Frederick Douglass' speech "The Constitution of the United States: Is It Pro-Slavery or Anti-Slavery?" and Harriet Beecher Stowe's *Uncle Tom's Cabin*.
- e) Describe the purpose, challenges, routes, and successes of the Underground Railroad and the key role played by Harriet Tubman.
- f) Explain restrictions placed on the trade of enslaved people prior to the Civil War, including the Northwest Ordinance of 1787 and the Act Prohibiting Importation of Slaves of 1807.

**7.12** Explain the ideas, key people, and events related to the growth of sectionalism and rising tension prior to the Civil War.

- a) Analyze major events, legislation, and court decisions from 1800 to 1861 that led to increasing sectionalism, including the Missouri Compromise of 1820, *North Carolina v. Mann* (1830), the Nullification Crisis (1831–1833), the Compromise of 1850, the Fugitive Slave Acts (1793, 1850), the Kansas-Nebraska Act (1854), and the Dred Scott decision (1857).
- b) Describe the reasons for the formation of the Republican Party in 1854 and its founding platform.
- c) Compare and contrast various arguments on the issue of slavery and state's rights, including those expressed in the Lincoln-Douglas debates and during the 1860 presidential campaign.
- d) Explain the causes of and reactions to rebellions and raids, including the German Coast Uprising, Nat Turner's Rebellion, and John Brown's Raid on Harpers Ferry and subsequent trial.
- e) Analyze Lincoln's First Inaugural Address, and explain how the ideas expressed affected the cause and course of the Civil War.

**7.13** Analyze the causes, course, and consequences of the Civil War.

- a) Explain why the Confederate states seceded from the Union.
- b) Explain Louisiana's decision to secede from the Union and its effects, including the state seizure of federal properties in Louisiana (the United States Arsenal and Barracks at Baton Rouge; United States Branch Mint).
- c) Describe the events leading to, significance of, and reaction to the Battle of Fort Sumter, including Lincoln's call for 75,000 volunteers.
- d) Describe the importance and outcomes of the major military engagements of the Civil War, including Manassas, Shiloh, Capture of New Orleans, Antietam, Gettysburg, Vicksburg, Siege of Port Hudson, Sherman's March to the Sea, and the surrender at Appomattox Court House.
- e) Describe the roles and experiences of soldiers, women, enslaved people, and freed people during the Civil War.
- f) Analyze the role of Louisiana in the Civil War and how the conflict affected Louisiana and its people, including the importance of its ports and the occupation of New Orleans.
- g) Analyze the purpose, significance, and consequences of the Emancipation Proclamation.



- h)** Describe the roles and contributions of key individuals in the Civil War, including Jefferson Davis, Robert E. Lee, Thomas Stonewall Jackson, PGT Beauregard, Mary Walker, Clara Barton, Ulysses S. Grant, William Tecumseh Sherman, Robert Smalls, and the Louisiana Tigers.
- i)** Analyze Lincoln's Gettysburg Address and Second Inaugural Address, and explain how the ideas expressed affected the course of the war and show how ideas about equality changed over time.
- j)** Describe the significance of Lincoln's assassination, and how it affected the nation.

**7.14** Analyze the major events, key people, and effects of Reconstruction.

- a)** Compare and contrast plans for Reconstruction, including Lincoln's Ten Percent Plan, President Johnson's Plan, and the Radical Republican Plan for Reconstruction.
- b)** Analyze the development and effects of tenant farming and the sharecropping system in the postwar South.
- c)** Explain how federal action affected individual rights and freedoms during the Reconstruction era, including through the Thirteenth Amendment, Freedmen's Bureau, Civil Rights Bill of 1866, Reconstruction Act of 1867, Fourteenth Amendment, Fifteenth Amendment, and analyze the challenges, achievements, and effectiveness of each.
- d)** Explain the rise of violence and intimidation of Black Americans by groups, including the Ku Klux Klan, White League and Red Shirts and describe the significance of the Opelousas and Colfax Massacres.
- e)** Describe the role and motivations of carpetbaggers and scalawags during Reconstruction.
- f)** Explain the roles of Black politicians in Southern states during Reconstruction, including Oscar Dunn and P.B.S. Pinchback.
- g)** Explain how the presidential election of 1876 and the Compromise of 1877 led to the end of Reconstruction, and analyze short-term effects of the collapse of Reconstruction, including the decline of Black Americans in elected offices and loss of enforcement of the Fourteenth and Fifteenth Amendments.
- h)** Analyze how Black Codes affected the lives of Black Americans, including the restriction rights to own and lease property, conduct business, bear arms, and move freely through public spaces.
- i)** Analyze how national events and amendments to the U.S. Constitution influenced Louisiana from the 1860s to 1877, including changes to the Louisiana Constitution.

## Answer Key: Governing the New Nation

### Student Volume Questions

#### Chapter 1

**p. 5 Think Twice** Possible answer: Elected leaders probably feel a responsibility to represent the interests of the people who elected them, even if it means making big changes. Monarchs might be more likely to follow the same governing patterns as those family members who ruled before them.

**p. 10 Think Twice** Possible answer: Just as in Washington’s time, the United States still has debts and expenses it needs to be able to pay. Having a method of collecting funds to do so is essential.

**p. 11 Think Twice** Washington may have worn his uniform because it held symbolic significance, representing his authority as the nation’s first president. It also created a historical connection, reminding the farmers of their shared struggle for independence and fostering a sense of unity and loyalty to the nation.

**p. 14 Think Twice** Congress wanted the capital city to be the headquarters of the national government, with no loyalties or responsibilities to a particular state—or that state’s laws.

**p. 15 Think Twice** Possible answer: I agree with the two-term limit. Presidents may become too comfortable using their power if they stay in office too long. Additionally, it is important for new people with new ideas and approaches to have the opportunity to govern.

#### Chapter 2

**p. 20 Think Twice** President Washington was aware that the new country was still recovering from the social and economic costs of the American Revolution. He probably believed that the country was still too young to have the resources it would need to successfully go to war with two much wealthier, established countries.

**p. 21 Think Twice** Possible answer: I do not think the acts were justified. They targeted certain groups and were in opposition to many of the freedoms recently promised in the Bill of Rights.

**p. 23 Think Twice** Possible answer: The advantages of the Electoral College system include promoting

fairness and representation, while the disadvantages include the potential for manipulation and misrepresentation of the preferences of voters.

### Chapter Assessments

#### Chapter 1

- A. 1. a 2. a 3. b 4. d 5. a 6. b 7. a 8. b 9. d, e 10. c**
- B.** Students should clearly state an accurate claim and support it with relevant evidence, such as that the president is still referred to as “Mr. President” and serves no more than two terms; the president still has a cabinet of advisers, though it is larger than in Washington’s presidency; the federal government still enacts and enforces laws within the authority given to it by the Constitution; and Washington, D.C., is still the capital city. Answers should include explanations of how the evidence supports the claim.

#### Chapter 2

- A. 1. b 2. b 3. c 4. b 5. a 6. c 7. a, e 8. c 9. b 10. b 11. d**
- B.** Students should clearly state an accurate claim and support it with relevant evidence, such as how the election of 1800 helped shape the country’s political system and paved the way for future elections because it was the first time in the United States that power was transferred from one political party to another peacefully, as well as how it led to the electoral process being changed with the addition of the Twelfth Amendment to the Constitution. Answers should include explanations of how the evidence supports the claim.

### Activity Pages

#### Two-Column Chart (AP 1.4)

**Hamilton:** supported both farming and the growth of manufacturing for a diverse economy; envisioned Americans working in factories and producing goods for sale domestically and internationally; envisioned the development of large cities throughout the United States; believed in a strong central government that was closely tied to powerful business interests; believed that government should be entrusted to “the rich, the well-born, and the able”; established a national bank

**Jefferson:** believed America should primarily remain a nation of small farmers; preferred limited manufacturing and trade; was wary of cities and the poverty and hunger that were rampant in European cities; believed that less government was better; believed in the involvement of ordinary people in the governance of their country

### Primary Source Analysis (AP 1.2): Chapter 1 Primary Source Feature 1

**Source:** Excerpts from Letters by Thomas Jefferson and Alexander Hamilton About Establishing a National Bank

**Content:** Both sources are excerpts from letters. Jefferson warns of overstepping the Constitution, and Hamilton states his views that Jefferson and Madison are wrongly and offensively opposed to him and his ideas.

**Creation:** Jefferson wrote the first excerpt in 1791. Hamilton wrote the second excerpt in 1792.

**Communication:** The purpose is to communicate ideas; Jefferson is writing to George Washington, and Hamilton is writing to Edward Carrington.

**Context:** These letters were written during George Washington's first term as president, when the establishment of a national bank was being debated.

**Connection:** The sources give insight into two different opinions on the bank and government policy, as well as political infighting. It supports what I read about differences between Jefferson and Hamilton in Chapter 1.

**Consideration:** Jefferson shows his dedication to following the Constitution closely; Hamilton implies he also has negative feelings toward his colleagues Jefferson and Madison.

**Conclusion:** Both sources demonstrate the challenges of trying to run a government that is brand new. This helps me appreciate how many practices and traditions needed to be decided upon to get the United States to where it is today.

### Primary Source Analysis (AP 1.2): Chapter 1 Primary Source Feature 2

**Source:** George Washington's Farewell Address

**Content:** The document is a farewell address by President George Washington that was published in a newspaper.

**Creation:** The writing of Washington's farewell address began in 1792, when it was thought that he might only serve one term. James Madison helped him write the first draft. When he did leave office in 1797, Alexander Hamilton helped Washington by rewriting much of Madison's draft.

**Communication:** The audience was the American people. The address was written to inspire Americans to remain unified and to safeguard the still-young U.S. Constitution.

**Context:** The United States had not yet been tested in a serious way. Washington wanted the country to remain vigilant and strong against internal division.

**Connection:** George Washington cared deeply about the country and had fought and risked his life for it. He had served as president for two terms, and he wanted his new nation to be a success and a template for other independent nations.

**Consideration:** Washington thought that the ideals of the United States represented something new and exceptional. He was comfortable with the structure of government created in the Constitution and with the precedents he had set during his presidency.

**Conclusion:** Washington's presidency set many precedents. His farewell address makes it clear that he wanted his legacy to be the strength and unity of the American people.

### Primary Source Analysis (AP 1.2): Chapter 2 Primary Source Feature 1

**Source:** Letter from Thomas Jefferson to Robert R. Livingston, April 18, 1802

**Content:** This source is a personal letter in which Thomas Jefferson discusses the importance of purchasing Louisiana.

**Creation:** President Thomas Jefferson wrote this letter in 1802.

**Communication:** The purpose of the letter is to share the urgency Jefferson feels that France must not be in control of New Orleans.

**Context:** France had taken possession of the Louisiana Territory, and there was a chance that western American farmers would not be able to access the port of New Orleans.

**Connection:** This letter shows how strongly Jefferson felt about the United States having access to the port of New Orleans and what he predicted would happen if this were not the case.

**Consideration:** Jefferson’s perspective on Spain and France as rivals and/or neighbors is clear. He is more biased in favor of Spain than France.

**Conclusion:** This source helps me better understand why the Louisiana Purchase was so important within Jefferson’s presidency and to the history of the United States, including its future territory and economy.

**Primary Source Analysis (AP 1.2): Chapter 2  
Primary Source Feature 2**

**Source:** John Marshall, *Marbury v. Madison* (1803)

**Content:** It is a Supreme Court decision.

**Creation:** Justice John Marshall wrote the decision in 1803.

**Communication:** The purpose is to communicate the decision made about the *Marbury v. Madison* case to the public.

**Context:** In early 1801, shortly before he left office, President John Adams had appointed William Marbury as a judge, but Marbury did not receive his commission, or official documents, before Adams left office. When Thomas Jefferson became president, he decided to withhold the commission, so Marbury petitioned the Supreme Court to act to resolve the issue.

**Connection:** The Supreme Court is authorized by the Constitution, but there are not many details about how it should operate within the government. Some decisions about the Supreme Court’s role and function would be made as it heard cases.

**Consideration:** Marshall refers to the Constitution as “superior” and a “paramount law,” demonstrating the respect he feels for the Constitution.

**Conclusion:** In his decision, Justice John Marshall established the Supreme Court’s power of judicial review and expanded the reach of the judicial branch. Judicial review gave the Supreme Court an important role in the government, as it could now officially check the actions of the other two branches against the Constitution.

**Domain Vocabulary: Chapters 1–2 (AP 2.1)**

- |      |       |
|------|-------|
| 1. k | 8. i  |
| 2. d | 9. l  |
| 3. h | 10. g |
| 4. a | 11. n |
| 5. j | 12. f |
| 6. b | 13. c |
| 7. m | 14. e |



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