

# **Delaware Model Unit**

**Unit Title:** Election of 1800; Federalists vs. Republicans

**Designed by:** Steven Byers and Vickie Caprinolo

**Affiliation:** Appoquinimink School District, Louis L. Redding Middle School

**Content Area:** Social Studies

**Grade Level:** 8<sup>th</sup> Grade

**Standards:** *History Standard One 6-8a*

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## **Summary of Unit**

*This unit uses the Election of 1800 as an analysis of a major historical event. The election was the first instance of a bitter campaign for the Presidency and ultimately the control of the country between two political parties.*

**Unit Essential Question:** What causes people to develop different political viewpoints?

## **Overview:**

Summative Assessment: Students will create political commercials supporting their candidate/party based on an assigned position/job in 1800 American society.

Lesson #1: "Alien and Sedition?" A new law has been passed that targets immigrants and the press. Students will read the law and answer the following questions: Do you agree with any part of the law? Why? Do you disagree with any part of the law? Why? How would you rewrite the law to make it better? Students will then have a group discussion. The second part of the lesson will deal with the Presidencies of George Washington and John Adams. (1 day)

Lesson #2: "Federalists vs. Republicans" Students will fill in a chart graphic organizer comparing the two parties. They will look at the various characteristics such as social make up, attitudes toward view of the United States Constitution, Foreign Policy, and the role of government. (1 day)

Lesson #3: "Who are you?" Students will be given their "who are you?" cards. They will independently write a response concerning their card. The first paragraph will be a summary of who they are (family, etc.) and what values and ideals are important to them in terms of politics. In the second paragraph they will tell which political party they are supporting and why? (1 day)

Lesson #4: "Lights, camera, and action" Based on their previous day's response, students will be grouped and asked to create a political commercial supporting their candidate. Once students write their script and practice their commercial. They will present their political commercial to the class. Their classmates will analyze and critique their presentation. (2 days)

## Lesson 1

# “Alien and Sedition”

**Abstract:** In this lesson students will examine the policies of Presidents Washington and Adams to develop their understanding of the mounting political divide facing the young American Republic.

**Audience:** Grade 8

**Estimated time to complete:** 50-60 minutes

**Benchmark Addressed:** *History Standard One 6-8a:* Students will examine historical materials relating to a particular region, society, or theme; analyze change over time, and make logical inferences concerning cause and effect.

**Essential Question:** How do different political leaders react to issues involving the people that they serve?

**Materials Needed:**

- Copies of Appendix 1: “New Law”
- Copies of Appendix 2: “Presidencies of Washington and Adams”
- Copies of Appendix 3: “Summarize it George Washington”
- Copies of Appendix 4: “Summarize it John Adams”
- Copies of Appendix 5: “Ticket Out the Door”

**Vocabulary:**

- Aliens: People who come from other countries and are not yet citizens.
- Sedition: The crime of encouraging rebellion against the government.
- Nullify: To refuse to recognize a federal law.
- States’ rights: all rights kept by the states under the U.S. Constitution.

**Procedures:**

1. Preview the Unit: Tell the students that they will be learning about Early Political Development in the United States. They will be learning about the problems faced by the first two Presidents and the development of political parties. The end product of the unit will be the students creating a campaign commercial supporting their candidate for the election of 1800.
2. Introduce Benchmark: Post benchmark somewhere visible in the room and review it with the students. If you have not done so already, review benchmark terms and their meanings with the students. (Historical Materials, Theme, Change over time, Logical Inference, Cause, and Effect)

3. Introduce Terms and/or Concepts: Introduce the vocabulary terms for the lesson. Have the students copy the terms and definitions into their notebooks. Use the terms in sentences and have the students create their own sentences using the terms correctly.
4. Preview Activity: Distribute copies of Appendix 1: New Law to the students and project a copy so that you can guide the students as well.
  - a. Part I: Teacher will announce that a new law has been passed and signed into law. Teacher will then tell the students that they are to read the new law and discuss in their groups. Students will answer questions regarding their opinions to the new law.
  - b. Part II: Students will then discuss their opinions with the whole group. During this group discussion the teacher should ask questions that challenge the students opinions by offering “what if?” questions to their opinions.
5. Building Content Knowledge: Pass out Appendix 2: “Presidencies of Washington and Adams”
  - a. Part I: Students will read a selection of text focusing on the Presidency of George Washington. Attached you will see the text taken from the History Alive textbook series, but any text will be fine. Make sure that the text focuses on three main ideas. First, the Whiskey Rebellion and Washington’s response to it. Second, the French Revolution and the reaction of George Washington and others. Third, his Farwell Address and what he was trying to tell/warn the country about. Once students have read these selections they will answer the questions on the summarization sheet. (Note: Teacher may have to adjust questions to fit the text of their curriculum materials.)
  - b. Part II: Students will read a selection of text focusing on the Presidency of John Adams. Attached you will see the text taken from the History Alive textbook series, but any text will be fine. Make sure that the text focuses on The Alien and Sedition Acts, the Virginia and Kentucky Resolutions, and the nations New Capital. Once students have read these selections they will answer the questions on the summarization sheet. (Note: Teacher may have to adjust questions to fit the text of their curriculum materials.)

**Checks for Understanding:**

At the end of the lesson give a ticket out the door based on the Presidencies of Washington and Adams.

Name: \_\_\_\_\_

Period: \_\_\_\_\_

### Preview Activity

**Directions:** A new law has been passed!! Read this new law and respond to the following questions in complete sentences.

#### *New Law*

- *An immigrant cannot become a citizen with the right to vote until they have been in the country for 14 years (previously the law said 5 years)*
- *The president can jail or deport any aliens suspected of stirring up trouble*
- *Printing, writing, or speaking in a scandalous or malicious way against the government, Congress, or the President is a crime*

1. Do you agree with any part of this law? Explain.
  
  
  
  
  
  
  
  
  
  
2. Do you disagree with any part of this law? Explain.
  
  
  
  
  
  
  
  
  
  
3. Do you think this law is fair? Explain.
  
  
  
  
  
  
  
  
  
  
4. How would you rewrite this law?

### 11.3 Washington as President

The most critical problem facing the new government was money. The national treasury was empty. Congress had the power to raise funds through taxes. But its members argued endlessly about what to tax and by how much. In 1791, Congress finally agreed to place an excise tax on whiskey and other “luxury” goods, such as carriages. An *excise tax* is a tax on the production or sale of a product.

#### The Whiskey Rebellion

Settlers living west of the Appalachian Mountains howled in protest. Western farmers found it too costly to haul their grain across the mountains to sell in eastern cities. Instead, they distilled their bulky wheat into whiskey, which could be shipped more cheaply. Many farmers complained that the tax made their whiskey too expensive, and refused to pay it.

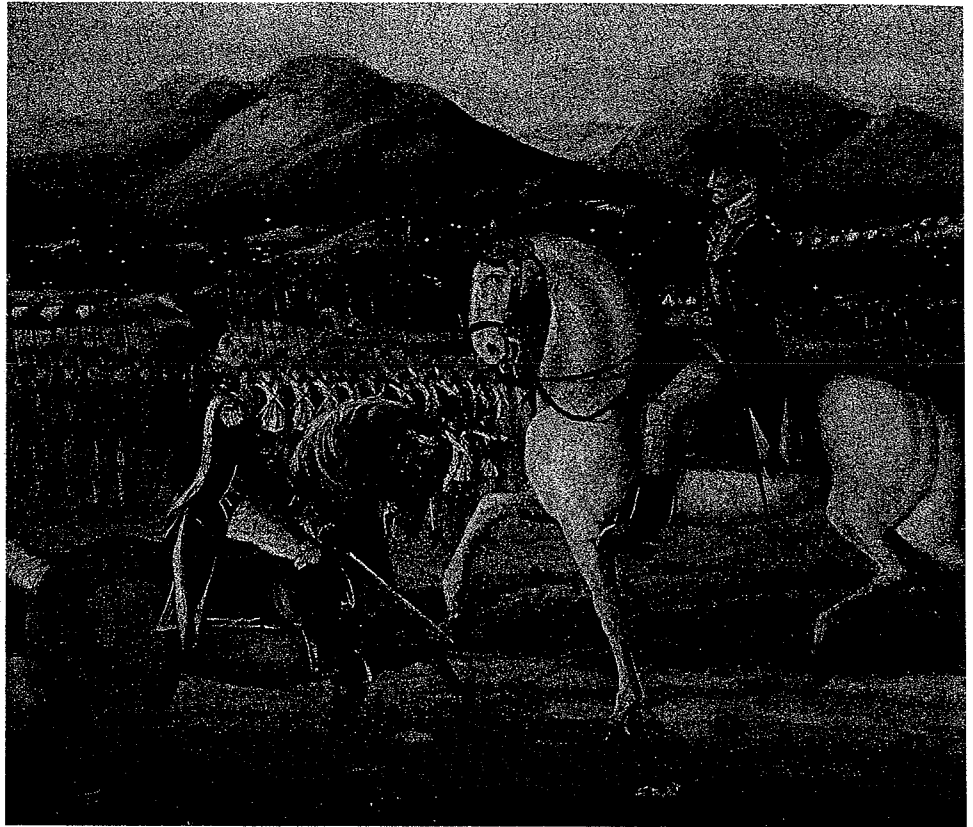
To end these protests, Congress lowered the excise tax in 1793. Most farmers began to pay up, but not the tax rebels of western Pennsylvania. These “Whiskey Boys” tarred and feathered tax collectors who tried to enforce the law.

Hamilton and Washington saw the Whiskey Rebellion as a threat to the authority of the national government. At Hamilton’s urging, Washington led 13,000 state militia troops across the mountains to crush the rebels. Faced with overwhelming force, the rebellion melted away.

Jefferson thought that the idea of sending an army to catch a few tax rebels was foolish. Even worse, he believed, Hamilton was prepared to violate people’s liberties by using armed force to put down opposition to government policies.

**The French Revolution** Meanwhile, the nation was caught up in a debate over events in France. In 1789, the French people rebelled against their king. The leaders of the French Revolution dreamed of building a nation based on “Liberty, Equality, and Fraternity,” or brotherhood. Three years later, France became a republic and declared “a war of all peoples against all kings.”

Many Americans were thrilled by the French Revolution. This was especially true of Jefferson and his followers, who began calling themselves Democratic-Republicans, or simply Republicans. The Republicans saw the French Revolution as part of a great crusade for democracy.



The Whiskey Rebellion was a serious challenge to the new nation’s ability to enforce its laws. When several hundred Whiskey Boys refused to pay a federal whiskey tax, President Washington personally led 13,000 state militia troops to put down the rebellion.

In time, news from France caused supporters of the revolution to think again. Cheered on by angry mobs, France's revolutionary government began lopping off the heads of wealthy nobles. Some 20,000 men, women, and children were killed.

Hamilton and his followers, who called themselves Federalists, were appalled by the bloodshed. Many Federalists were themselves well-off. After hearing about the fate of wealthy families in France, they began to finger their own necks, wondering whether such terrors could happen in the United States. "Behold France," warned one Federalist, "an open hell...in which we see...perhaps our own future."

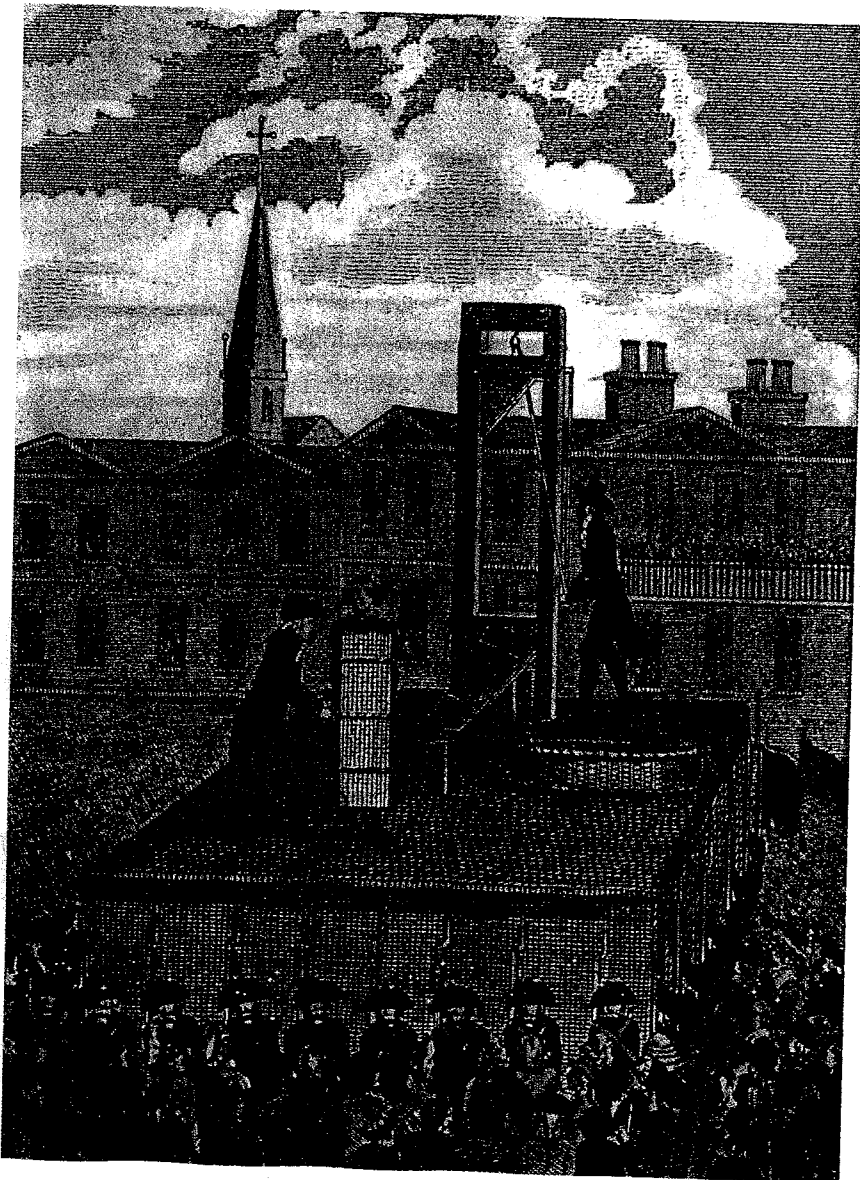
When the French Revolution turned violent, and an endless stream of nobles was beheaded on the guillotine, many Americans withdrew their support for the revolution.

**Washington's Farewell Address** The growing division between Republicans and Federalists so disturbed Washington that he agreed to run for a second term as president in 1792. He was the only person, Hamilton and Jefferson told him, who could keep the nation from pulling apart.

Near the end of his second term, Washington announced that he would not run again. Before leaving office, the president prepared a farewell address, or message. In it he reminded Americans of all that bound them together as a people. "With slight shades of difference," he said, "you have the same religion, manners, habits, and political principles. You have in a common cause fought and triumphed together."

Next, Washington warned of two threats to the nation's future. You will read about one of those threats—problems with other countries—in the next chapter. The other threat was "the spirit of party." It was natural for people to hold different opinions, Washington said. But he warned against the dangers of passionate loyalty to parties. If fighting between parties was not controlled, it could tear the young nation apart.

Despite his worries for the future, Washington had much to be proud of as he left office. The new government was up and running. The nation was growing so fast that it had added three new states—Kentucky, Tennessee, and Vermont. Most of all, Washington had steered his government safely through quarrelsome times. He left the nation united and at peace.



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## 11.6 The Presidency of John Adams

**W**hen the framers of the Constitution created the Electoral College, they imagined that the electors would simply choose the two best leaders for president and vice president. That was how the nation's first two presidential elections worked. By the third election in 1796, however, it was clear that political parties had become part of the election process.

The Republicans backed Thomas Jefferson for president that year. His support came mainly from farmers in the South and the West. The Federalists supported John Adams, who appealed to lawyers, merchants, shipowners, and businesspeople in the North. When the electoral votes were counted, John Adams was elected president by just three votes. Jefferson came in second, making him vice president. The nation's new top two leaders were political enemies from opposing parties.

**The Alien and Sedition Acts** At first, President Adams tried to work closely with Jefferson. "Party violence," he found, made such efforts "useless." Meanwhile, Federalists in Congress passed four controversial laws known as the Alien and Sedition Acts. They argued that these laws were needed to protect the country from troublemakers like Citizen Genet. In fact, the real purpose of the Alien and Sedition Acts was to make life difficult for the Federalists' rivals, the Republicans.

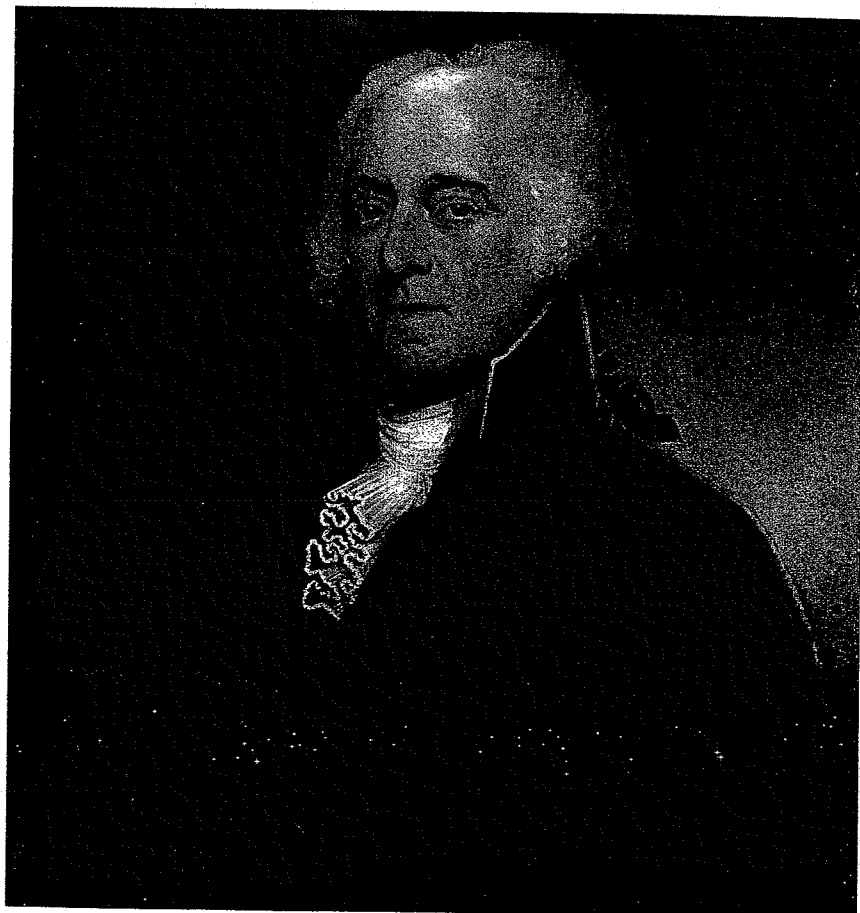
Three of the laws, the Alien Acts, were aimed at **aliens** (noncitizens). The first lengthened the time it took for an immigrant to become a citizen with the right to vote—from 5 to 14 years. Since most immigrants voted Republican, Jefferson saw this law as an attack on his party. The other two Alien Acts allowed the president to either jail or deport (expel) aliens who were suspected of stirring up trouble. Although these laws were never enforced, they did frighten a number of French spies and rabble-rousers into leaving the country.

The Sedition Act made **sedition**—encouraging rebellion against the government—a crime. Its definition of *sedition* included "printing, writing, or speaking in a scandalous or malicious [hateful] way against the government... Congress...or the President." Hamilton approved of this law, believing that it would punish only those who published vicious lies intended to destroy the government.

**aliens** people who have come from other countries and are not yet citizens

**sedition** the crime of encouraging rebellion against the government

John Adams, a Federalist, was elected the second president of the United States by the slim margin of 71 votes to 68 votes in the Electoral College. Thomas Jefferson, a Democratic-Republican, became the vice president.



The Granger Collection, New York

**nullify** To refuse to recognize a federal law. This action by a state is called *nullification*.

**states' rights** All rights kept by the states under the Constitution. Supporters of states' rights sometimes argued that states were not obliged to honor federal laws that they believed violated the Constitution.

In this cartoon, the devil and the British lion encourage a Federalist editor, represented by the hedgehog, to cross out important phrases from America's great documents. Liberty weeps at Benjamin Franklin's tomb.



The Granger Collection, New York

Instead, the Sedition Act was used to punish Republican newspaper editors who delighted in insulting Adams. One, for example, called him "old, querulous [whiny], bald, blind, crippled, toothless Adams." Twenty-five people were arrested under the new law. Ten of them were convicted of printing seditious opinions.

**The Virginia and Kentucky Resolutions** Republicans viewed the Sedition Act as an attack on the rights of free speech and free press. Since the federal government was enforcing the act, they looked to the states to protect these precious freedoms.

Jefferson and Madison drew up a set of resolutions, or statements, opposing the Alien and Sedition Acts and sent them to state legislatures for approval. They argued that Congress had gone beyond the Constitution in passing these acts. States, therefore, had a duty to **nullify** the laws—that is, to declare them to be without legal force.

Only two states, Virginia and Kentucky, adopted the resolutions. The arguments put forward in the Virginia and Kentucky Resolutions were based on the **states' rights** theory of the Constitution. This theory holds that the states created the Constitution. In doing so, they gave up certain rights. Rights not specifically given to the federal government remained with the states. Of these, one of the most important is the right to judge whether the federal government is using its powers properly.

When no other states approved the Virginia and Kentucky Resolutions, the protest died. The states' rights theory, however, was not forgotten. It would be raised and tested again in the years ahead.

### The New National Capital

In the fall of 1800, the federal government moved to the city of Washington in the District of Columbia. Most of the government's buildings were still under construction. President Adams' wife, Abigail, described the new "President's House" as a "castle" in which "not one room or chamber is finished." She used the large East Room for hanging laundry, as it was not fit for anything else.

After years of wandering from city to city, the national government finally had a permanent home.



Name: \_\_\_\_\_

Class Period: \_\_\_\_\_

## Summarize It!

**Directions:** For each of the following sections, summarize the main ideas presented. Use good details.

### 11.3 Washington as President

➤ Whiskey Rebellion: \_\_\_\_\_

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➤ The French Revolution: \_\_\_\_\_

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➤ Washington's Farewell Address: \_\_\_\_\_

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Name: \_\_\_\_\_

Class Period: \_\_\_\_\_

## Summarize It!

**Directions:** For each of the following sections, summarize the main ideas presented. Use good details.

### 11.6 The Presidency of John Adams

➤ The Alien and Sedition Acts: \_\_\_\_\_

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➤ The Virginia and Kentucky Resolutions: \_\_\_\_\_

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➤ The New National Capitol: \_\_\_\_\_

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## TICKET OUT

Name \_\_\_\_\_ Date \_\_\_\_\_

What I learned today:

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A question I have for the teacher related to the topic is:

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## TICKET OUT

Name \_\_\_\_\_ Date \_\_\_\_\_

What I learned today:

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A question I have for the teacher related to the topic is:

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## Lesson 2

# “Federalists v. Republicans”

**Abstract:** In this lesson students will examine the political ideals of the two parties involved in the Election of 1800, the Republicans and the Federalists.

**Audience:** Grade 8

**Estimated time to complete:** 50-60 minutes

**Benchmark Addressed:** *History Standard One 6-8a:* Students will examine historical materials relating to a particular region, society, or theme; analyze change over time, and make logical inferences concerning cause and effect.

**Essential Question:** How do political parties develop over time?

**Materials Needed:**

- Copies of Appendix 1: “Republicans v. Federalists Graphic Organizer”
- Copies of Appendix 2: “Republicans and Federalists”

**Vocabulary:**

- Republican: Political party that viewed a strict interpretation of the Constitution and opposed a large Federal government.
- Federalist: Political party that wanted a fiscally sound and strong nationalistic government.

**Procedures:**

6. Preview the Lesson: Tell the students that they will be learning about the two major parties in the late 1790’s, the Republicans and the Federalists. The students will learn about their political beliefs as well as the people who followed them.
7. Review Benchmark: Post benchmark somewhere visible in the room and review it with the students. If you have not done so already, review benchmark terms and their meanings with the students. (Historical Materials, Theme, Change over time, Logical Inference, Cause, and Effect)
8. Review Terms and/or Concepts: Have the students write down the vocabulary terms and the definitions into their notebook. Have the students share examples of using the terms correctly in a sentence. At this point you will want to address any questions from, “Ticket Out the Door.”
9. Building Content Knowledge: Pass out Appendix 1 and 2 to each student.

- a. Part I: Students will read a selection of text focusing on the Federalist Party. Attached you will see the text taken from the History Alive textbook series, but any text will be fine. Once students have read these selections they will answer the questions on the graphic organizer. (Note: Teacher may have to adjust questions to fit the text of their curriculum materials.)
- b. Part II: Students will read a selection of text focusing on the Republican Party. Attached you will see the text taken from the History Alive textbook series, but any text will be fine. Once students have read these selections they will answer the questions on the graphic organizer. (Note: Teacher may have to adjust questions to fit the text of their curriculum materials.)

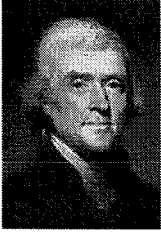

**Checks for Understanding:**

Once students have completed filling in the worksheet on their own, it is very important to go over it with them and make sure they understand and have properly filled in the organizer. It may also be important to add details that are not included in your curriculum materials.

Name: \_\_\_\_\_

Class Period: \_\_\_\_\_

## Republican vs. Federalist Graphic Organizer

| <b>The Democratic-Republicans</b><br><br>Thomas Jefferson | <b>The Federalists</b><br><br>Alexander Hamilton |
|--|---|
| <b>Personal Background</b>   |   |
|  |   |
| <b>Social Make-Up of Supporters</b>  |   |
|  |   |
| <b>View on Constitution</b>  |   |
|  |   |
| <b>Economic Policies</b>   |   |
|  |   |
| <b>Foreign Policy Position</b>   |   |
|  |   |

## 11.4 Alexander Hamilton and the Federalist Party

Washington's warnings did not stop the rise of political parties in the young nation. The Federalist Party appeared first during the debates over the ratification of the Constitution. Its most influential leader was Washington's energetic treasury secretary, Alexander Hamilton.

**Personal Background** Hamilton was born in the West Indies and raised on the Caribbean island of St. Croix. When Hamilton was 13, a devastating hurricane struck the island. Hamilton wrote a vivid description of the storm that impressed all who read it. A few St. Croix leaders arranged to send the talented teenager to New York, where he could get the education he deserved. Once in America, Hamilton never looked back.

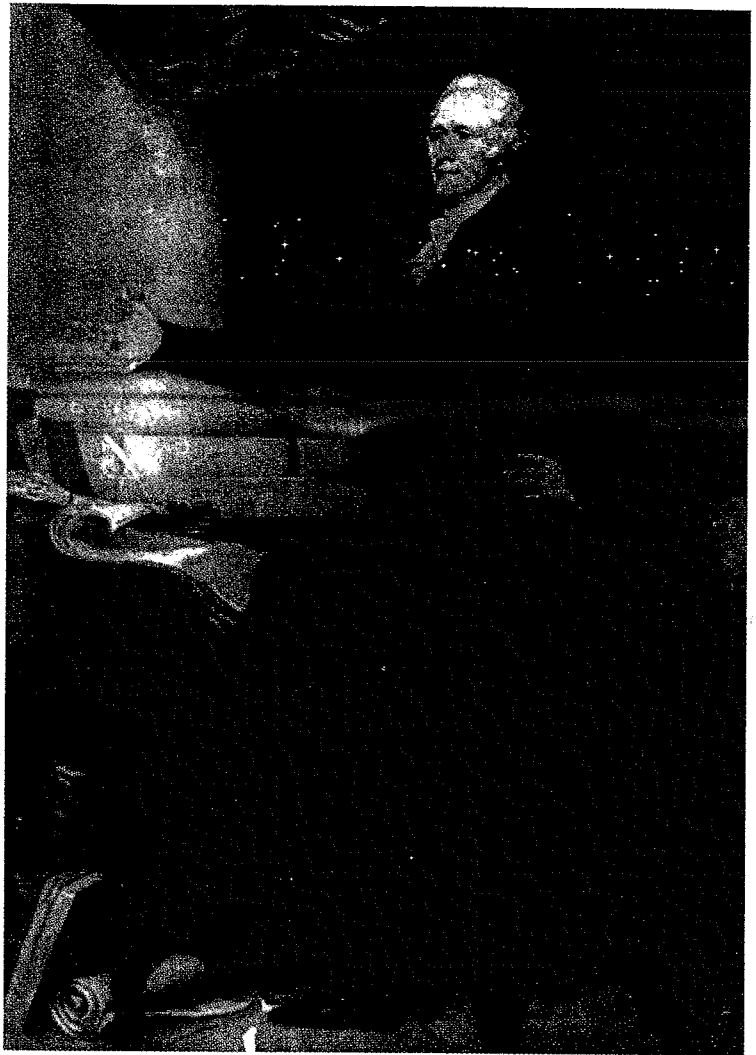
Hamilton grew up to be a small, slim, handsome man. His blue eyes were said to turn black when he was angry. But most of the time they sparkled with intelligence and energy. With no money or family connections to help him rise in the world, he made his way on ability, ambition, and charm.

George Washington spotted Hamilton's talents early in the Revolutionary War.

Washington made the young man his aide-de-camp, or personal assistant. Near the end of the war, Hamilton improved his fortunes by marrying Elizabeth Schuyler. His new wife came from one of New York's richest and most powerful families. With her family's political backing, Hamilton was elected to represent New York in Congress after the war. Later, he served as a delegate from New York to the Constitutional Convention.

**View of Human Nature** Hamilton's view of human nature was shaped by his wartime experiences. All too often, he had seen people put their own interests and personal profit above patriotism and the needs of the country. "Every man ought to be supposed a knave [scoundrel]," he concluded, "and to have no other end [goal] in all his actions, but private interests."

Most Federalists shared Hamilton's view that people were basically selfish and out for themselves. For this reason, they distrusted any system of government that gave too much power to the "the mob," or the common people. Such a system, said Hamilton, could only lead to "error, confusion, and instability."



This portrait of Alexander Hamilton was painted by John Trumbull, a famous American artist. Hamilton rose from poverty to become a leader of the Federalist Party. His brilliant career was cut short when he was killed in a duel with Vice President Aaron Burr, whom he had accused of being a traitor.

**Best Form of Government** Federalists believed that the country should be ruled by “the best people”—educated, wealthy, public-spirited men like themselves. Such people had the time, education, and background to run the country wisely. They could also be trusted to make decisions for the general good, not just for themselves. “Those who own the country,” said Federalist John Jay bluntly, “ought to govern it.”

Federalists favored a strong national government. They hoped to use the new government’s powers under the Constitution to unite the quarreling states and keep order among the people. In their view, the rights of states were not nearly as important as national power and unity.

Hamilton agreed. Having grown up in the Caribbean, Hamilton had no deep loyalty to any state. His country was not New York, but the United States of America. And he hoped to see his adopted country become a great and powerful nation.

Alexander Hamilton believed that to become strong, the United States needed to develop businesses such as this foundry (factory for melting and shaping metal) in Connecticut.

**Ideal Economy** Hamilton’s dream of national greatness depended on the United States developing a strong economy. In 1790, the nation’s economy was still based mainly on agriculture. Hamilton wanted to expand the economy and increase the nation’s wealth by using the power of the federal

government to promote business, manufacturing, and trade.

Before this could happen, the new nation needed to begin paying off the huge debts that Congress and the states had piled up during the Revolutionary War. In 1790, Hamilton presented Congress with a plan to pay off all war debts as quickly as possible. If the debts were not promptly paid, he warned, the government would lose respect both at home and abroad.

Hamilton’s plan for repaying the debts was opposed by many Americans, especially in the South. Most southern states had already paid their war debts. They saw little reason to help states in the North pay off what they still owed.

To save his plan, Hamilton linked it to another issue—the location of the nation’s permanent capital. Both northerners and southerners wanted the capital to be located in their section of the country. Hamilton promised to support a location in the South if southerners would support his debt plan. The





debt plan was passed, and the nation's new capital—called the District of Columbia—was located in the South on the Potomac River between Maryland and Virginia.

Next, Hamilton asked Congress to establish a national bank. Such a bank, Hamilton said, would help the government by collecting taxes and keeping those funds safe. It would print paper money backed by the government, giving the nation a stable currency. Most important, the bank would make loans to businesspeople to build new factories and ships. As business and trade expanded, Hamilton argued, all Americans would be better off.

Once again, Hamilton's proposal ran into a storm of opposition. Where in the Constitution, his opponents asked, was Congress given the power to establish a bank? In their view, Congress could exercise only those powers specifically listed in the Constitution.

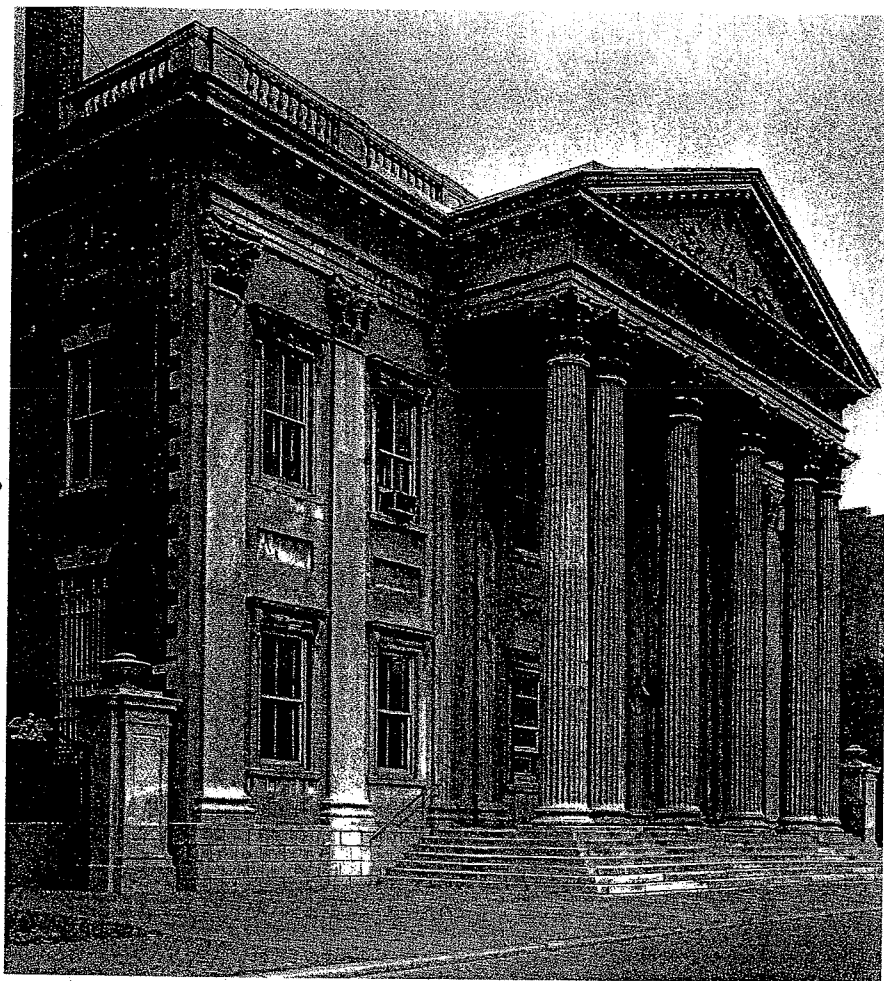
Hamilton, in contrast, supported a loose construction (broad interpretation) of the Constitution. He pointed out that the "elastic clause" allowed Congress to "make all laws which shall be necessary and proper" for carrying out its listed powers. Since collecting taxes was one of those powers, Congress could set up a bank to help the government with tax collection.

After much debate, Hamilton was able to get his bank approved by Congress. Once established, the Bank of the United States helped the nation's economy grow and prosper.

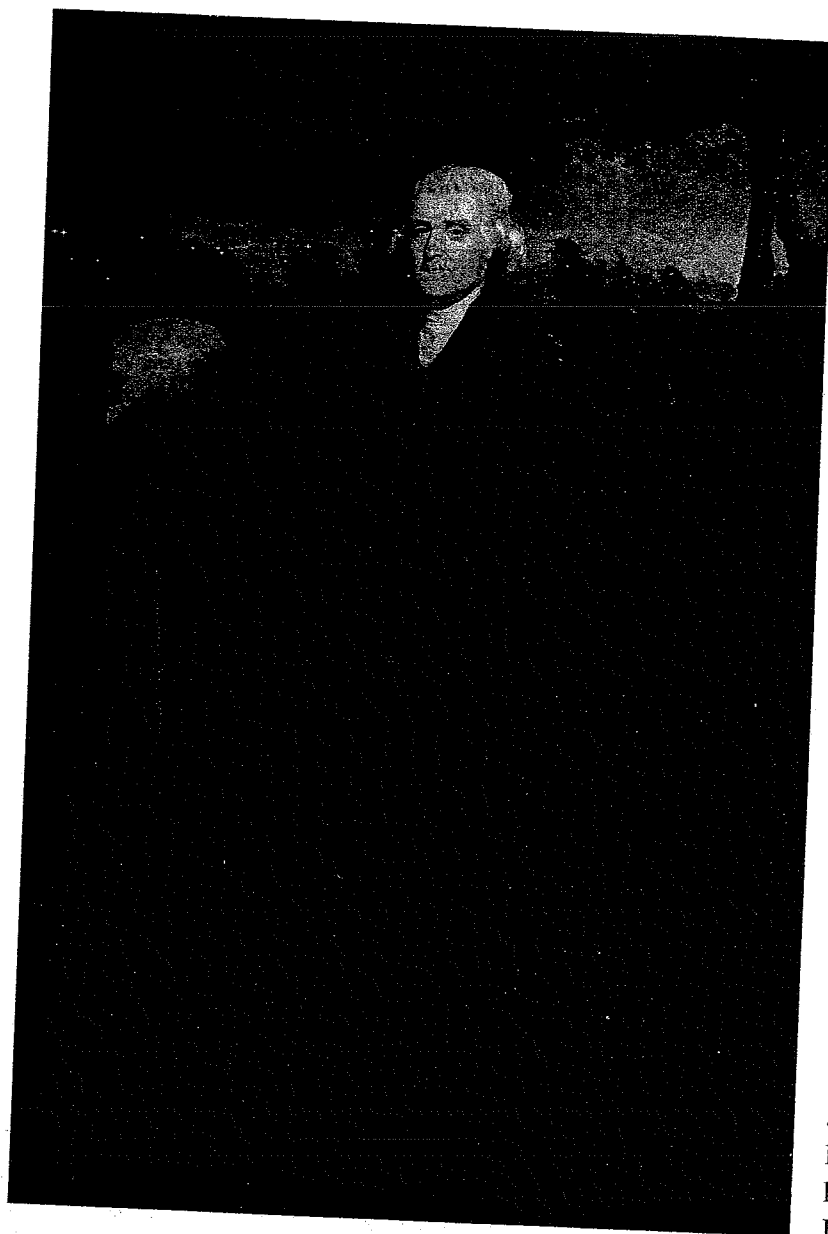
**Relations with Britain and France** When the French Revolution began, Hamilton hoped that it would lead to the "establishment of free and good government." But as he watched it lead instead to chaos and bloodshed, his enthusiasm for the revolution cooled.

When war broke out between France and England in 1793, most Federalists sided with Britain. Some were merchants and shippers whose business depended on trade with America's former enemy. Others simply felt more comfortable supporting orderly Britain against revolutionary France.

Hamilton leaned toward Britain for yet another reason. Great Britain was all that he hoped the United States would become one day: a powerful and respected nation that could defend itself against any enemy.



Hamilton established the first national bank, pictured here in 1933. The bank collected taxes, printed money, and made loans to businesses.



## 11.5 Thomas Jefferson and the Republican Party

**H**amilton's success in getting his plans through Congress alarmed Thomas Jefferson and his fellow Republicans. In Jefferson's view, almost everything Hamilton did to put the United States on the path to greatness was instead a step down the road to ruin. The two men held very different views on almost everything.

**Personal Background** Jefferson was born in Virginia to an old and respected family. One of ten children, he was gifted with many talents. As a boy, he learned to ride, hunt, sing, dance, and play the violin. Later, he carried a violin with him in all his travels.

Jefferson was also a gifted student. When he entered college at age 16, he already knew Greek and Latin. He seemed to know something about almost everything. He once wrote that "not a sprig of grass [is] uninteresting to me." This boundless curiosity would remain with him all his life.

Jefferson grew up to be a tall, lanky man with reddish brown hair. Abigail Adams, the wife of John Adams, wrote that his appearance was "not unworthy of a God." With land inherited from his father, Jefferson set himself up as a Virginia tobacco planter. Like other planters, he used slaves to work his land.

Once he was established as a planter, Jefferson entered Virginia politics. As a politician, he lacked the ability to make stirring speeches. Instead, Jefferson spoke eloquently with his pen. His words in the Declaration of Independence and other writings are still read and admired today.

**View of Human Nature** Jefferson's view of human nature was much more hopeful than Hamilton's. He assumed that informed citizens could make good decisions for themselves and their country. "I have so much confidence in the good sense of men," Jefferson wrote when revolution broke out in France, "that I am never afraid of the issue [outcome] where reason is left free to exert her force."

Jefferson had great faith in the goodness and wisdom of people who worked the soil—farmers and planters like himself. "State a problem to a ploughman [farmer] and a professor," he said, and "the former will decide it often better than the latter."

Thomas Jefferson was one of America's greatest patriots. His strongest support came from the middle class: farmers, laborers, artisans, and shopkeepers.

**Best Form of Government** Republicans favored democracy over any other form of government. They had no patience with the Federalists' view that only the "best people" should rule. To Republicans, this view came dangerously close to monarchy, or rule by a king.

Republicans believed that the best government was the one that governed the least. A small government with limited powers was most likely to leave the people alone to enjoy the blessings of liberty. To keep the national government small, they insisted on a strict construction, or interpretation, of the Constitution. The Constitution, they insisted, meant exactly what it said, no more and no less. Any addition to the powers listed there, such as the creation of a national bank, was unconstitutional and dangerous.

Along with a weak national government, Republicans favored strong state governments. State governments, they argued, were closer to the people, and the people could control them more easily. Strong state governments could also keep the national government from growing too powerful.

**Ideal Economy** Like most Americans in the 1790s, Jefferson was a country man. He believed that the nation's future lay not with Federalist bankers and merchants, but with plain, Republican farm folk. "Those who labor in the earth," he wrote, "are the chosen people of God, if ever He had a chosen people."

Republicans favored an economy based on agriculture. They opposed any measures, such as the national bank, designed to encourage the growth of business and manufacturing. In their view, the national bank was not only unconstitutional, but anti-farmer. While the bank was happy to loan money to businesspeople to build factories and ships, it did not make loans to farmers to buy land.

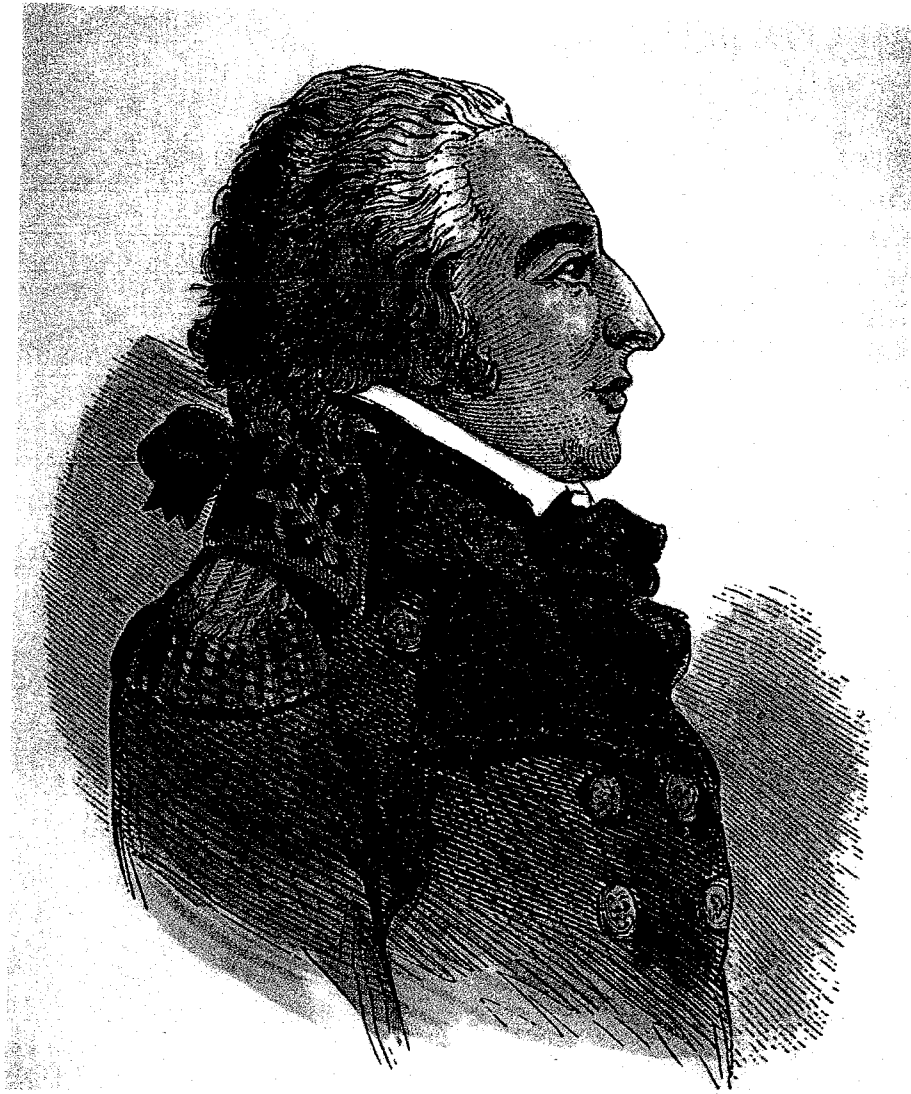


The Granger Collection, New York

**Relations with Britain and France** Another issue that sparked heated arguments between Republicans and Federalists was the French Revolution. Most Americans favored the revolution until it turned violent and led to war. As you have read, most Federalists then turned against the new French republic and sided with Great Britain. For this change of heart, a Republican newspaper branded the Federalists "British bootlickers."

Despite the violence of the revolution, most Republicans continued to support France. While regretting the bloodshed, they argued that a few thousand noble heads was a small price to pay for freedom. For their

Agriculture, according to Jefferson, was the most important part of the economy. He believed farming was the best occupation because it kept people out of corrupt cities.



Edmond Genet, who called himself Citizen Genet, was the French representative to the United States. During his stay, he attempted to convince Americans to join the French in their war with Britain. After Genet insulted President Washington, he was ordered to leave the country.

loyalty to France, Republicans were scorned in a Federalist newspaper as “frog-eating, man-eating, blood-drinking cannibals.”

In 1793, the French government sent Edmond Genet to the United States as its new official representative. Genet preferred to be called “Citizen,” using the title adopted by French revolutionaries to emphasize the equality of all people. His mission was to convince Americans that they should join France in its war against Great Britain.

Citizen Genet was welcomed by Republicans as a conquering hero. As he traveled about the country preaching against kings and nobles, he was cheered by large crowds. In Philadelphia, the nation’s temporary capital, a great banquet was held in his honor. Throughout the city, people drank toasts to Citizen Genet and to France.

The cheering crowds quickly went to Genet’s head. When he formally presented himself to President Washington, he expected another warm and enthusiastic reception. Washington, however, did not want to be drawn into war with Britain. His response to Genet was cool and dignified.

Genet began making speeches attacking the president. “I live in the midst of continual parties,” he crowed. “Old man Washington is jealous of my success, and of the enthusiasm with which the whole town flocks to my house.” These attacks on Washington brought thousands of Genet’s supporters into the streets of Philadelphia. “Day after day,” recalled Vice President Adams, the protesters “threatened to drag Washington out of his house, and effect [bring about] a revolution in the government, or compel it to declare war in favor of the French revolution.”

This was too much, even for Jefferson. Washington’s cabinet agreed that Genet had to go. Calling him “hotheaded...disrespectful, and even indecent toward the President,” Secretary of State Jefferson asked the French government to recall its troublesome representative.

## Lesson 3

# “Who Are You?”

**Abstract:** In this lesson students will examine the political ideals of the two parties involved in the Election of 1800, the Republicans and the Federalists.

**Audience:** Grade 8

**Estimated time to complete:** 50-60 minutes

**Benchmark Addressed:** *History Standard One 6-8a:* Students will examine historical materials relating to a particular region, society, or theme; analyze change over time, and make logical inferences concerning cause and effect.

**Essential Question:** How does a person life (work, family, social status, etc.) impact their political viewpoints?

**Materials Needed:**

- Copies of Appendix 1: “Who Are You?” Cards
- Copies of Appendix 2: “Who Are You?” Paragraph Summary sheets

**Vocabulary:**

- Republican: Political party that viewed a strict interpretation of the Constitution and opposed a large Federal government.
- Federalist: Political party that wanted a fiscally sound and strong nationalistic government.

**Procedures:**

10. Preview the Lesson: Tell the students that yesterday you learned about the ideals and make up of the two major parties of the time period, the Republicans and the Federalists. Today you will be given a job and/or place in late 18<sup>th</sup> century America. You will be making you political choices based on what you know about the two parties and what they stand for.
11. Review Benchmark: Post benchmark somewhere visible in the room and review it with the students. If you have not done so already, review benchmark terms and their meanings with the students. (Historical Materials, Theme, Change over time, Logical Inference, Cause, and Effect)
12. Review Terms and/or Concepts: Review the vocabulary terms for the lesson. Have the students share examples of using the terms correctly in a sentence.

13. Piecing it Together: Students will receive an individual “Who Are You?” card. Using their chart they will answer the prompt on the summary sheets: *“Imagine that you are a man living in the year 1800. You will need to write a detailed paragraph describing who you are by elaborating on the information you were given. Include information about your family and specifics about your work. You should also share your opinions on politics and government. Be sure that your paragraph reflects the information given to you on your identity card.”*

**Checks for Understanding:**

Students will turn in their summaries. Be sure to check that the students made the correct decision based on the information they have been given in class.

|  |   |
|--|---|
| <b>You are a banker living in Massachusetts.</b>               | <b>You are a doctor living in Rhode Island.</b>                 |
| <b>You are a fisherman living in Massachusetts.</b>            | <b>You are a shipbuilder living in Connecticut.</b>             |
| <b>You are a candle maker living in Rhode Island.</b>          | <b>You are a baker living in Delaware.</b>                      |
| <b>You are a shoe store owner living in Delaware.</b>          | <b>You are a fur trapper living in Pennsylvania.</b>            |
| <b>You are a wealthy land owner living in Maryland.</b>        | <b>You are a tobacco plantation owner and live in Delaware.</b> |
| <b>You are a gunsmith owner living in New York.</b>            | <b>You are a lumber mill owner and live in New York.</b>        |
| <b>You are a banker living in Pennsylvania.</b>                | <b>You are a textile store owner living in New Hampshire.</b>   |
| <b>You are a newspaper editor owner living in Connecticut.</b> | <b>You are a sculptor living in New Hampshire.</b>              |

|   |   |
|---|---|
| <b>You are a wealthy inventor living in New Jersey.</b>     |   |
| <b>You are a goldsmith living in Maryland.</b>              | <b>You are a cotton plantation owner living in Georgia.</b>         |
| <b>You are a lawyer living in Delaware.</b>                 | <b>You are a blacksmith living in Virginia.</b>                     |
| <b>You are a grain farm owner living in North Carolina.</b> | <b>You are a whaler living in Connecticut.</b>                      |
| <b>You are a rice farm owner living in Georgia.</b>         | <b>You are an indigo plantation owner living in South Carolina.</b> |
| <b>You are a ship builder living in Massachusetts.</b>      | <b>You are a butcher living in North Carolina.</b>                  |
| <b>You are settler living in Ohio.</b>                      | <b>You are a settler living in Kentucky.</b>                        |



Class Period: \_\_\_\_\_

**Directions:** Imagine that you are a man living in the year 1800. You will need to write a detailed paragraph describing who you are by elaborating on the information you were given. Include information about your family and specifics about your work. You should also share your opinions on politics and government. Be sure that your paragraph reflects the information given to you on your identity card. Then, at the bottom of the page, circle the candidate that you would vote for in the election of 1800. Remember to choose the candidate that you feel would best represent the opinions you wrote about in the paragraph.

[illegible]

## John Adams

## Lesson 4

# “Lights, Camera, Action!”

**Abstract:** In this lesson students will examine the political ideals of the two parties involved in the Election of 1800, the Republicans and the Federalists.

**Audience:** Grade 8

**Estimated time to complete:** 120 minutes

**Benchmark Addressed:** *History Standard One 6-8a:* Students will examine historical materials relating to a particular region, society, or theme; analyze change over time, and make logical inferences concerning cause and effect.

**Essential Question:** Why is persuasion important during times of political change?

**Materials Needed:**

- Copies of Appendix 1: “Presidential Campaign Commercial”
- Copies of Appendix 2: “Rubric for Election of 1800 Commercial”

**Vocabulary:**

- Republican: Political party that viewed a strict interpretation of the Constitution and opposed a large Federal government.
- Federalist: Political party that wanted a fiscally sound and strong nationalistic government.
- Aliens: People who come from other countries and are not yet citizens.
- Sedition: The crime of encouraging rebellion against the government.
- Nullify: To refuse to recognize a federal law.
- States’ rights: all rights kept by the states under the U.S. Constitution.

**Procedures:**

14. Preview the Lesson: Tell the students that they will be getting back their summaries with corrections and/or ideas. They will be grouped according to who they selected as their party and will be given the task of creating a political commercial.
15. Review Benchmark: Post benchmark somewhere visible in the room and review it with the students. If you have not done so already, review benchmark terms and their meanings with the students. (Historical Materials, Theme, Change over time, Logical Inference, Cause, and Effect)
16. Review Terms and/or Concepts: Review ALL of the vocabulary terms for the unit. Have the students share examples of using the terms correctly in a sentence.

17. Introduce the Summative Project:

- a. Part I: Give each student a copy of Appendix 1, "Presidential Campaign Commercial" and Appendix 2, "Presidential Campaign Commercial Rubric." Have the students read the directions to themselves as you read them aloud. *"Based on the Who are you activity, that you completed, you have been grouped with other people that will be endorsing the same candidate as you. You and your group will be making a commercial for the presidential candidate that you chose."* Once you read the directions, go over each part of the assignment in detail explaining what you are looking for and asking if they have any questions.
- b. Part II: One of the best ways to explain this project is to show examples of what a political commercial looks like. Go onto [www.youtube.com](http://www.youtube.com) and show the students various examples of campaign ads. Just search Campaign Commercials and you can pick from hundreds of examples. Some are posted below.
  - <http://www.youtube.com/watch?v=MDUQW8LUMs8>
  - <http://www.youtube.com/watch?v=jzIF6E-tx7o>
  - <http://www.youtube.com/watch?v=QD3KmP738Xs>
  - <http://www.youtube.com/watch?v=ONM7148cTyc>
  - <http://www.youtube.com/watch?v=6Fxl242-z6I>
  - <http://www.youtube.com/watch?v=4nskCWwWLms>

18. Piecing it Together: Students will work with partners/small groups to develop a commercial supporting their political party. They will use the story board diagram on their rubric to plan out their commercial.

19. Showtime: Students will be picked at random to perform their commercial before a live audience.

**Checks for Understanding:**

Have the students in the audience write down what point of view they think the commercial is coming from and why. The ultimate goal is to have the students see how different points of view can impact how you develop your political ideals and affiliations.

Name: \_\_\_\_\_

Class Period: \_\_\_\_\_

## Presidential Campaign Commercial

Based on the Who Are You activity you completed, you have been grouped with other people that will be endorsing the same candidate as you. You and your group will be making a commercial for the presidential candidate that you chose. Your commercial will be graded on the following:

- **Collaboration with your group members-** Did you all get along and work well together? Did you listen to and support each other? Did everyone participate in the commercial?
- **Quality of Work-** Is your commercial well rehearsed? Did your group spend enough time preparing?
- **Props-** Did your group use several props/costumes in your commercial? Do the props help to understand the message of the commercial and make it creative?
- **Speaks Clearly-** During the commercial presentation, did your group speak loud and clear? Did you pronounce everything correctly?
- **Political Ideas-** Did your commercial accurately reflect multiple ideas held by your candidate
- **Content-** Did your commercial prove that you understood the political message of your candidate? Was everything you said accurate?
- **Persuasion-** Did you do a good job persuading the audience to vote for your candidate? Did you give multiple reasons why people should vote for your candidate?
- **Stays on Topic-** Did your commercial stay focused on your candidate's strengths and viewpoints?

## Presidential Campaign Commercial Rubric

**Student Name:** \_\_\_\_\_

| CATEGORY                        | 4   | 3  | 2   | 1   |
|---------------------------------|---|--|---|---|
| <b>Collaboration with Peers</b> | Almost always listens to, shares with, and supports the efforts of others in the group. Tries to keep people working well together. | Usually listens to, shares with, and supports the efforts of others in the group. Does not cause "waves" in the group. | Often listens to, shares with, and supports the efforts of others in the group but sometimes is not a good team member. | Rarely listens to, shares with, and supports the efforts of others in the group. Often is not a good team member. |
| <b>Quality of Work</b>          | Student is completely prepared and has obviously rehearsed.   | Student seems pretty prepared but might have needed a couple more rehearsals.  | The student is somewhat prepared, but it is clear that rehearsal was lacking.   | Student does not seem at all prepared to present.   |
| <b>Props</b>                    | Student uses several props (could include costume) that show considerable work/creativity and which make the presentation better.   | Student uses 1 prop that shows considerable work/creativity and which make the presentation better.                    | Student uses 1 prop which makes the presentation better.  | The student uses no props OR the props chosen detract from the presentation.                                      |
| <b>Speaks Clearly</b>           | Speaks clearly and distinctly all (100-95%) the time, and mispronounces no words.   | Speaks clearly and distinctly all (100-95%) the time, but mispronounces one word.                                      | Speaks clearly and distinctly most (94-85%) of the time. Mispronounces no more than one word.                           | Often mumbles or can not be understood OR mispronounces more than one word.                                       |
| <b>Political Ideas</b>          | Commercial clearly represents multiple ideas held by Federalists or Republicans.  | Commercial represents some ideas held by Federalists or Republicans.   | Commercial represents one idea held by Federalists or Republicans.  | Commercial did not represent ideas held by Federalists or Republicans.  |
| <b>Content</b>                  | Shows a full understanding of the topic.  | Shows a good understanding of the topic.   | Shows a good understanding of parts of the topic.   | Does not seem to understand the topic very well.  |
| <b>Persuasion</b>               | Commercial clearly explains at least 2 reasons why candidate should be elected.   | Commercial clearly explains one reason why candidate should be elected.  | Commercial minimally explains one reason why candidate should be elected.   | Commercial does not give a reason why candidate should be elected.  |
| <b>Stays on Topic</b>           | Stays on topic all (100%) of the time.  | Stays on topic most (99-90%) of the time.  | Stays on topic some (89%-75%) of the time.  | It was hard to tell what the topic was.   |