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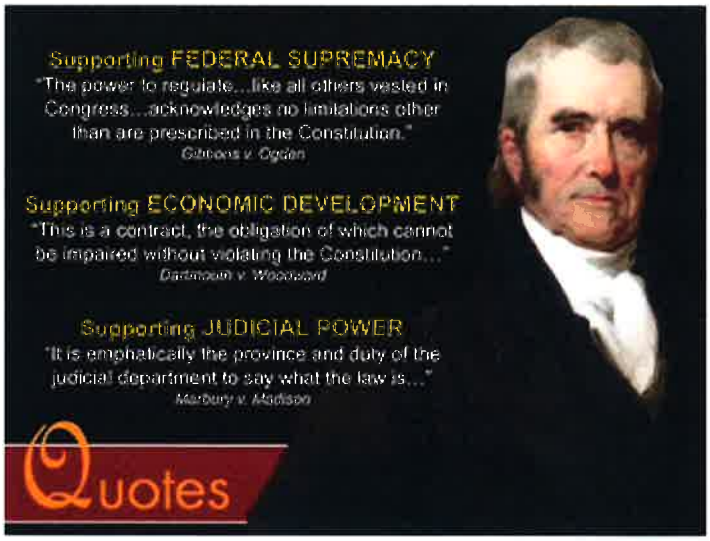
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Building a Nation









Name - _____

US History – United States @ 1800



☐ United States	☐ British	☐ French
☐ US Territory	☐ Disputed	☐ Spanish

In need of a strong leader who was popular among the American people, George Washington was unanimously chosen to be the 1st President of the United States under the new Constitution

GEORGE WASHINGTON

-set up specific Federal Courts
-determined the number of Supreme Court Justices
-allowed state decisions to be appealed to Federal Ct
(*federal laws superseded state laws)

(*becomes part of unwritten Constitution)
-created 3 advisory positions to help him create policies & enforce laws
Secretary of State - Jefferson
Secretary of Treasury - Hamilton
Secretary of War - Knox



-advised the nation to not get involved in the conflict between Britain & France
-in his farewell address, he urged the US to, "…steer clear of permanent alliances."

-PA farmers refused to pay the excise tax on whiskey and rebelled against the new gov't
-Washington called on the militia to end the rebellion – showed the strength of the new government.

PRESIDENTIAL ACHIEVEMENTS

George Washington rejected a third-term making the two-term presidency tradition that was followed until 1940 (22nd Amendment was passed limiting the Presidency to two-terms in 1951)

George Washington's Farewell Address 1796
www.pbs.org

Annotations (Notes)

Toward the end of his second term as president, Washington prepared a valedictory message addressed to "Friends and Fellow-Citizens," announcing his retirement and offering "sentiments which are the result of much reflection, of no inconsiderable observation, and which appear to me all important to the permanency of your felicity as a people." Originally published in newspapers in September 1796, the overriding concern of Washington's Farewell Address (as this message came to be known) was "the continuance of the Union as a primary object of patriotic desire," based on Washington's long-held conviction that the Union, and the common interests and principles it embodies, are critical to America's success.

Much of the Farewell Address is in the form of "warnings of a parting friend." Thus it contains a lengthy discussion of the threat posed to the Union by factionalism, or by the "spirit of party." A faction, as Madison defined it in Federalist 10, is a group of citizens "united and actuated by some common impulse of passion, or of interest, adverse to the rights of other citizens, or to the permanent and aggregate interests of the community." Washington warns specifically of the destructive potential of parties or causes that "now and then answer popular ends," but that over time can "become potent engines by which cunning, ambitious and unprincipled men will be enabled to subvert the power of the people, and to usurp for themselves the reins of government."

The Farewell Address warns of foreign as well as domestic threats to the Union. In 1796, both France and Britain were active in empire-building in North America, at the same time they were at war worldwide. Some Americans leaned toward supporting France, others Britain. Washington, seeing in this division a grave threat, inveighed against "the invidious wiles of foreign influence," urged a general policy of neutrality, and counseled against "permanent alliances." American foreign policy, he argued, should be honest and fair on the one hand, and look to America's interest on the other.

A third major theme of Washington's Farewell Address is the maintenance of a public character conducive to the idea of a common good. "'Tis substantially true," Washington wrote, "that virtue or morality is a necessary spring of popular government." And in maintaining the virtues that underlie a free people's love of their own liberty and respect for the rights of others, religion plays a necessary role: "Let us with caution indulge the supposition that morality can be maintained without religion." And again: "Of all the dispositions and habits which lead to political prosperity, religion and morality are indispensable supports. In vain would that man claim the tribute of patriotism, who should labor to subvert these great pillars of human happiness, these firmest props of the duties of man and citizens?"

In 1825, Thomas Jefferson and James Madison recommended the use of Washington's Farewell Address at the University of Virginia, as one of the best guides to the principles of American government. And on February 22, 1862, in the midst of the American Civil War, President Lincoln issued a proclamation calling on Americans to mark the birthday of "the Father of his Country," with public readings of "his immortal Farewell Address." Today as then, this practical guide to maintaining a shared commitment to the principles and institutions of free government endures as one of Washington's greatest legacies.

Name - _____ Date - _____

US History

Launching a New Nation – President George Washington

***Directions**: Read each question carefully and answer based on the reading and your knowledge of US History.*

1. How many years did President George Washington spend as President of the United States?

2. Who was the "group of citizens" that President Washington was referring to when he stated, "a group of citizens united and actuated by some common impulse of passion, or of interest, adverse to the rights of other citizens, or to the permanent and aggregate interests of the community.'"?

3. What were his concerns with these groups?

4. What do you think President Washington would say about the recent "gridlock" in government? Why?

5. Who did President Washington think we should ally ourselves with?

6. How do you think he would react to our being a "Superpower" in the world today (our interactions in the Middle East)?

7. In conclusion, what were the 3 major themes of Washington's Farewell Address?

Actions of Alexander Hamilton

- Secretary of the Treasury



Financial Plan = set out to put the United States government on sound economic footing

4 Goals & Actions of Hamilton:

1. ESTABLISH THE CREDIT OF THE UNITED STATES AMONG FOREIGN NATIONS	He wanted the national government to repay foreign debts from the Revolution => would give the Federal government credibility; assume state debts from Revolution (made a deal that moved the capital)
2. ESTABLISH A NATIONAL BANK	He wanted to set up a National Bank which would help the government in its financial dealings and gain the support of the business community (coordinate public & private financial activities
3. STRENGTHEN THE NATIONAL GOVERNMENT	He wanted to raise revenue by creating an excise (manufacturing) tax on luxury items like Whiskey – they were not allowed to tax income until 1913
4. INCREASED TARIFFS TO PROTECT US MANUFACTURING	He wanted to limit foreign competition so that American industries could grow (*was rejected by Congress)





Name _____ Period _____

Hamilton's Financial Plan

1) What problems faced Secretary of Treasury Alexander Hamilton when he first took office?

2) What was Hamilton's plan to repay the national war debt? Who opposed this plan and why? How did Hamilton respond to these criticisms?

3) What deal was made between Hamilton and Madison to resolve this dispute?

4) What was Hamilton's plan for a national bank? Why did he want the bank?

5) What was Hamilton's plan for tariffs? Who would benefit the most from this part of Hamilton's plan?

6) How did Congress finally create a National Bank?

7) a.) Explain why Federalists would support the creation of the bank.

   b.) Why would the Republicans would disagree with this action?

Hamilton's Financial Plan

As Secretary of the Treasury, Alexander Hamilton faced many problems. Among the most pressing was the large national debt. From 1789-1791, the cost of running the government was about $4.3 million. In that same time, the United States received $4.4 million in tax revenues. However, the amount of debt owed by the United States at that time exceeded $77 million dollars (about $1 billion in today's terms).

During the Revolution, both the national government and individual states had desperately needed money. They had borrowed heavily from foreign countries and ordinary citizens to pay soldiers and buy supplies. Then, as now, governments borrowed money by issuing bonds. A bond is a certificate that promises to repay the money loaned, plus interest, on a certain date. For example, if a person pays $100 for a bond, the government agrees to pay back $100 plus interest by a certain time.

Hamilton's plan called for the government to repay both federal and state debts. He wanted the government to buy up all the bonds issued by both the national and state government before 1789. He then planned to issue new bonds to pay off the old debts. As the economy improved, the government would then be able to pay off the new bonds. Many people, including bankers and investors, welcomed Hamilton's plan while others attacked it.

James Madison led the opposition. Madison argued that Hamilton's plan would reward speculators. A speculator is someone who invests in a risky venture in the hope of making a large profit. During the Revolution, the government had issued bonds to soldiers and citizens who supplied goods. Many of these bondholders were desperate and needed cash to survive. So, they sold their bonds to speculators. These bonds were often purchased by speculators for much less than they were worth, often as low as 10 to 15 cents on the dollar. If the government paid off the old bonds in full, speculators stood to make fortunes. Madison thought that speculators did not deserve to make such profits. Hamilton replied that the United States must repay its debts in full. Otherwise, he said, it risked losing the trust of investors in the future. The support of investors, he argued, was crucial to building the new nation's economy. After much debate, Congress approved full repayment of the national debt.

As a southerner, James Madison also led the fight against the other part of Hamilton's plan, the paying of state debts. By 1789, most southern states had paid off their debts from the Revolution. They thought that other states should do the same. As a result, they bitterly opposed Hamilton's plan. In the end, Hamilton proposed a compromise. Many southerners wanted the nation's capital to be located in the South. Hamilton offered to support that goal if southerners agreed to his plan to repay state debts.

Madison and others accepted the compromise. In July 1790, Congress voted to pay state debts and to build the new capitol city in the South. The new capitol would not be part of any state. Instead, it would be built on land along the Potomac River between Virginia and Maryland. Congress called the area the District of Columbia. Today, it is known as Washington, D.C. Plans called for the new capital to be ready by 1800. Meanwhile, the nation's capital was moved from New York to Philadelphia.

Hamilton's next challenge was to strengthen the faltering national economy. His economic plan was designed to help both agriculture and industry. Hamilton called on Congress to set up a national bank. In 1791, Congress created the Bank of the United States. The government deposited money from taxes in the Bank. In turn, the Bank issued paper money to pay the government's bills and to make loans to farmers and businesses. Through these loans, the Bank encouraged economic growth.

Finally, to help American manufacturers, Hamilton asked Congress to pass a tariff, or tax, on foreign goods brought into the country. He wanted a high tariff, to make imported goods more expensive than American-made goods. A tariff meant to protect local industry from foreign competition is called a protective tariff. In the North, where there were more and more factories, many people supported Hamilton's plan. Southern farmers, however, bought many imported goods and were afraid that retaliatory tariffs would be placed on US agricultural products. They opposed a protective tariff that would make imports more expensive and would hurt farmer's exports. In the end, Congress did pass a tariff, but it was much lower than the protective tariff Hamilton wanted.

Name _____ Date _____

CHAPTER 6
Section 1

SKILLBUILDER PRACTICE *Contrasting*

Although Thomas Jefferson and Alexander Hamilton both made significant contributions to shaping the future of the United States, they were total opposites in many ways. After reading the passage below, fill out the chart. First, list five categories that you'd like to use in contrasting them. Two have been listed for you. Then, list differences between the two men for the categories. (See Skillbuilder Handbook, p. 1041.)

Thomas Jefferson Known as the author of the Declaration of Independence and third president of the United States, Thomas Jefferson was also a noted diplomat and thinker. He was born on his family's farm and led the life of a country boy.

When Jefferson was 14 years old, his father died, and the boy inherited the family farm. At the age of 16 he began attending the College of William and Mary in Williamsburg, Virginia. After college he studied law and began to practice law in 1767. He served in Virginia government and was chosen as a delegate to the Second Continental Congress. In 1776 he drafted the Declaration of Independence.

Instead of fighting in the Revolutionary War, Jefferson worked for social reform in Virginia. Following the war, he resumed his participation in the national government, eventually becoming president, with Aaron Burr as his vice-president.

After two terms as president, Jefferson retired from political life. He died quietly at his home on July 4, 1826.

Alexander Hamilton Born in the West Indies, Alexander Hamilton was the son of a Scottish merchant there. He spent some of his youth working for a trading company on the island of St. Croix, then traveled to North America and attended King's College, which later became Columbia University. He served as a captain during the Revolutionary War.

In 1782, Alexander Hamilton began to practice law in New York and became a delegate to the Congress of the Confederation under the Articles of Confederation. He was appointed secretary of the treasury in 1789. In 1795, after increased Congressional opposition to his ideas, Hamilton resigned as treasury secretary, but he remained active in politics.

In the presidential election of 1800, Hamilton supported Thomas Jefferson because, although he distrusted Jefferson, he disliked Jefferson's opponent, Aaron Burr, even more. Jefferson won the election and Burr became vice-president. In 1804, Hamilton's public criticism of Burr resulted in a duel between the two men. On July 11, 1804, they fought. Hamilton was shot and died from his wound the next day.

Category	Jefferson	Hamilton
1. Place of birth		
2. Youth		
3.		
4.		
5.		

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Name - _____ Date - _____

US History and Government

The 1st Political Parties

The First Political Parties

	FEDERALISTS	REPUBLICANS (Anti-Federalists)
LEADERS		
WHAT TYPES OF PEOPLE SHOULD HOLD POWER? *Common people or wealthy elite?*		
MORE POWER – *A central gov't or State gov'ts?*		
ECONOMIC EMPHASIS? *Agriculture or Manufacturing?*		
HOW SHOULD THE CONSTITUTION BE INTERPRETED? *Strict or Loose?*		
FOREIGN SUPPORT – *FRENCH or BRITISH?*		
NATIONAL BANK? *For or Against?*		
PROTECTIVE TARIFFS? *For or Against?*		

Name - _____ Date - _____
US History – Launching a New Nation
Project – Hamilton and Jefferson Dialogue

At the onset of our nations creation, two factions developed that would eventually signal the beginning of the political party system. When the new Constitution was completed groups called the Federalists and Anti-Federalists developed based on their support or opposition to its ratification. From then on they would continue to disagree on various aspects of our nation's government and our nation's overall direction.

Requirements:

You are to write a dialogue between the leaders of the opposing parties, Alexander Hamilton (Federalist) and Thomas Jefferson (Anti-Federalist), that exemplifies the major differences between their parties. Some issues to consider are:

- Interpretation of the Constitution
- Federalism
- Economic emphasis
- Foreign alliance
- Protective tariffs
- National bank


Jefferson


Hamilton

The dialogue must include **at least 10 exchanges** between Hamilton and Jefferson (20 if you are partnering up with someone). You must include **at least 5 of the issues** discussed or in your notes. Be as creative as you can – EFFORT COUNTS! If you choose to record your exchange you still need to have the "script" to hand in as well. The greater the effort, the better the grade.

Good Luck!

Here is an example of what your project should look like:

1 Exchange:
Alexander Hamilton:
Thomas Jefferson:

2 Exchange:
AH:
TJ:

3 Exchange:
AH:
TJ:

Foreign Affairs Trouble the Nation – 1793 to 1798

Foreign Policy	**1793**	**Declaration of Neutrality**	War broke out between Britain and France – the United States, under **George Washington**, did not feel the young nation was ready to choose sides/be an ally in any foreign conflict and therefore remained neutral.
Western Expansion & Native Americans	**1794**	**Battle of Fallen Timbers**	• In order to secure more lands for Americans to settle in the Ohio Valley, President Washington sent American troops to the region to stop the Native Americans from resisting and to force them to give up their lands. • Although the Native Americans had some early success, they were ultimately defeated, forced to sign the **Treaty of Greenville**, and cede thousands of acres of territory in the Northwest to white settlers.
		Jay's Treaty	• As a result of the treaty between the US and Britain, the British military agreed to leave the Northwest Territory as long they could continue to stay to trade furs; Britain also continued to disrupt American shipping on the high seas. • This upset many Americans, as well as our former ally the French who also began to disrupt American shipping.
Foreign Policy	**1795**	**Pinckney's Treaty**	Spain gave up its rights to disputed territory north of Florida and gave the US rights to trade along the Mississippi River and through the port of New Orleans (good for trade).
John Adams Administration	**1796**	**John Adams elected President**	**John Adams** becomes president as the development of rival parties and sectionalism becomes more apparent. ***Federalists*** *– support manufacture and trade; urban Northern states; alliance with Britain* ***Republicans*** *– support agriculture; rural Southern states; alliance with France*
		XYZ Affair	• US delegates sent to meet with French officials are told they must offer a bribe to speak with the French government; the US government and the people are outraged leading to anti-French sentiment throughout the country. • Federalists who support an alliance with Britain want the US to declare war on France, while the Republicans who see the French as our ally do not.
	1798	**Alien & Sedition Acts**	• When President Adams refused his party's wishes to declare war on France, both the Federalists and the pro-French Republicans began to criticize his decision. • The government passes a series of laws for political purposes, making it illegal for people to criticize the government and easier for aliens to be deported. • **Measures**: 1.) increased the residency requirement for citizenship (5->14 years); 2.) allowed the jailing or deportation of any alien; 3.) increased fines or jail for those who spoke out against the government
		Virginia & Kentucky Resolutions	As a result of the Alien and Sedition Acts, the Republicans pushed for Republican-held governments in the states of Virginia and Kentucky to **nullify (ignore)** the laws because they were unconstitutional (violated the Constitution).

_____1. During the 1790s, which factor best explains why the United States was able to stay out of foreign conflicts?

(1) Europe depended on farm products from the United States.
(2) The United States had announced the Monroe Doctrine.
(3) France and Great Britain agreed to end colonialism.
(4) The Atlantic Ocean helped the United States remain isolated from foreign threats.

_____2. Which foreign policy toward Europe did President George Washington recommend in his Farewell Address?

(1) military alliances (3) imperialism
(2) internationalism (4) neutrality

"Many, if not must, of our Indian wars have had their origin in broken promises and acts of injustice on our part."

_____3. The author of this statement would most likely agree that the history of United States treatment of Native Americans was primarily the result of

(1) prejudice toward Native American religions
(2) the desire for territorial expansion
(3) a refusal of Native Americans to negotiate treaties
(4) opposing economic and political systems

_____4. In the treaty Thomas Pinckney negotiated with Spain, Spain gave up all rights to territory

(1) in Florida
(2) in the Caribbean
(3) east of the Mississippi River
(4) west of the Mississippi River

_____5. The Virginia and Kentucky Resolutions were written by James Madison and

(1) Aaron Burr (3) John Adams
(2) Thomas Pinckney (4) Alexander Hamilton

_____6. The principle of nullification was developed in response to the

(1) Alien and Sedition Acts
(2) Formation of the national bank
(3) Virginia and Kentucky Resolutions
(4) British impressment of American sailors

_____7. According to Jay's Treaty

(1) the British agreed finally to evacuate the Northwest posts
(2) American rights to the Mississippi River were secured
(3) a definite boundary between the United States and Canada was secured and extended to the Great Lakes region
(4) the British agreed not to take any more American sailors off merchant ships

_____8. The XYZ Affair resulted in

(1) the growth of pro-French sentiment in the United States
(2) a formal alliance between Great Britain and the United States
(3) embarrassment for the Adams Administration
(4) a new alliance with France against Great Britain

_____9. The Virginia and Kentucky Resolutions argued that the rights to determine the constitutionality of a law passed by Congress rested in

(1) Congress
(2) the states
(3) the President
(4) the Supreme Court

• Alien and Sedition Acts
• Virginia and Kentucky Resolutions

_____10. These pieces of legislation reflected the conflict between

(1) Congress and the president
(2) states' rights and federal supremacy
(3) the military and the civilian government
(4) the United States Supreme Court and state courts

_____11. President George Washington's Farewell Address influenced future United States foreign policy by advising the nation's leaders to

(1) practice neutrality toward international conflicts
(2) place restrictions on the number of immigrants
(3) stop European colonization of the Western Hemisphere
(4) limit imports of manufactured products

Name: _____ Date: _____ Class: ___

Adams and Jefferson

Washington retired in 1797, firmly declining to serve for more than eight years as the nation's head. Thomas Jefferson of Virginia (Republican) and John Adams (Federalist) vied to succeed him. Adams won a narrow election victory. From the beginning, however, he was at the head of a party and an administration divided between his backers and those of his rival, Hamilton.

Adams faced serious international difficulties. France, angered by Jay's treaty with Britain, adopted its definition of contraband and began to seize American ships headed for Britain. By 1797 France had snatched 300 American ships and broken off diplomatic relations with the United States. When Adams sent three commissioners to Paris to negotiate, agents of Foreign Minister Charles Maurice de Talleyrand (whom Adams labeled X, Y, and Z in his report to Congress) informed the Americans that negotiations could only begin if the United States loaned France $12 million and bribed officials of the French government. American hostility to France rose to an excited pitch. The so-called XYZ Affair led to the enlistment of troops and the strengthening of the fledgling U.S. Navy.

In 1799, after a series of sea battles with the French, war seemed inevitable. In this crisis, Adams rejected the guidance of Hamilton, who wanted war, and reopened negotiations with France. Napoleon, who had just come to power, received them cordially. The danger of conflict subsided with the negotiation of the Convention of 1800, which formally released the United States from its 1778 defense alliance with France. However, reflecting American weakness, France refused to pay $20 million in compensation for American ships taken by the French Navy.

Hostility to France had led Congress to pass the Alien and Sedition Acts, which had severe repercussions for American civil liberties. The Naturalization Act, which changed the requirement for citizenship from five to 14 years, was targeted at Irish and French immigrants suspected of supporting the Republicans. The Alien Act, operative for two years only, gave the president the power to expel or imprison aliens in time of war. The Sedition Act proscribed writing, speaking, or publishing anything of "a false, scandalous, and malicious" nature against the president or Congress. The few convictions won under it created martyrs to the cause of civil liberties and aroused support for the Republicans.

The acts met with resistance. Jefferson and Madison sponsored the passage of the Kentucky and Virginia Resolutions by the legislatures of these two states in November and December 1798. Extreme declaration of states' rights, the resolutions asserted that states could "interpose" their views on federal actions and "nullify" them. The doctrine of nullification would be used later for the Southern states' resistance to protective tariffs, and, more ominously, slavery.

By 1800 the American people were ready for a change. Under Washington and Adams, the Federalists had established a strong government, but sometimes failing to honor the principle that the American government must be responsive to the will of the people, they had followed policies that

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alienated large groups. For example, in 1798 they had enacted a tax on houses, land, and slaves, affecting every property owner in the country.

Jefferson had steadily gathered behind him a great mass of small farmers, shopkeepers, and other workers. He won a close victory in a contested election. Jefferson enjoyed extraordinary favor because of his appeal to American idealism. In his inaugural address, the first such speech in the new capital of Washington, D.C., he promised "a wise and frugal government" that would preserve order among the inhabitants but leave people "otherwise free to regulate their own pursuits of industry, and improvement."

Jefferson's mere presence in the White House encouraged democratic procedures. He preached and practiced democratic simplicity, eschewing much of the pomp and ceremony of the presidency. In line with Republican ideology, he sharply cut military expenditures. Believing America to be a haven for the oppressed, he secured a liberal naturalization law. By the end of his second term, his far-sighted secretary of the treasury, Albert Gallatin, had reduced the national debt to less than $560 million. Widely popular, Jefferson won reelection as president easily.

1. What Federalist became the second president of the United States?

2. Summarize the events of the XYZ Affair.

3. Who ruled France at the time of the Convention of 1800?

4. What did the Naturalization Act do?

5. What did the Alien Act do?

6. The Sedition Act forbade writing, speaking, or publishing anything of a "false, scandalous, and malicious" nature against the president or Congress.
   a. True
   b. False

7. What was the doctrine of nullification?

8. Who served as the third president of the United States?

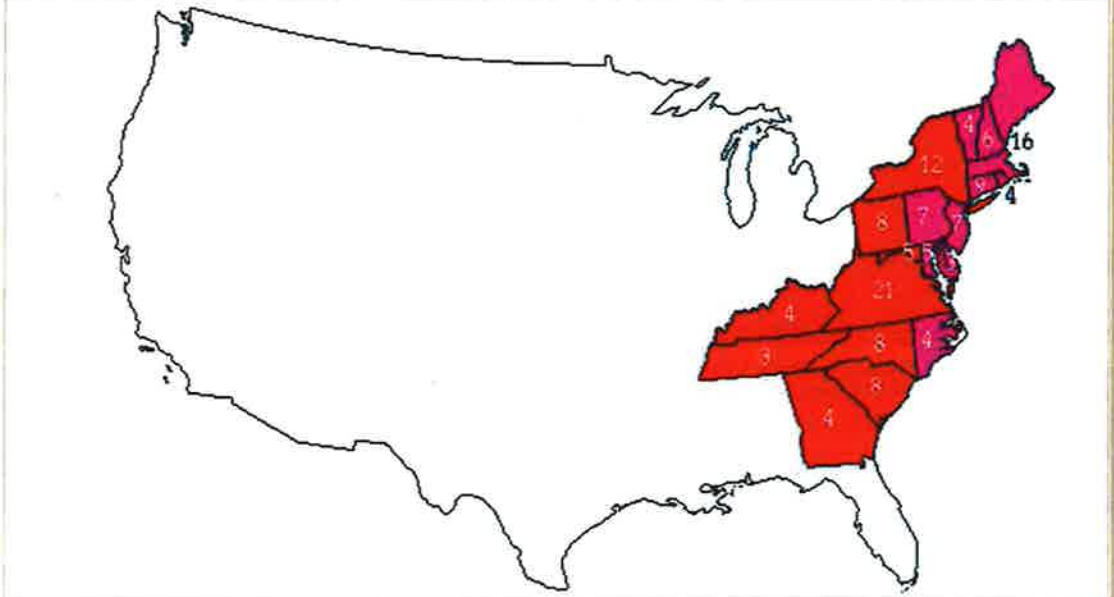
9. Who served as Secretary of the Treasury under Thomas Jefferson?

1800 Presidential Election Results

	Presidential Candidate	Home State	Political Party	Electoral Vote		House Vote	
	Thomas Jefferson	Virginia	Dem.-Rep.	73	52.9%	10	62.5%
	Aaron Burr	New York	Dem.-Rep.	73	52.9%	4	25.0%
	John Adams	Massachusetts	Federalist	65	47.1%	0	0.0%
	Charles Pinckney	South Carolina	Federalist	64	46.4%	0	0.0%
	John Jay	New York	Federalist	1	0.7%	0	0.0%
	Blank	-	-	-	-	2	12.5%

Total Number of Electors	138
Total Electoral Votes Cast	276
No. of Votes for a Majority	70







Jefferson Administration

Come Join the Party



Jefferson had very clear ideas about how he wanted the government to work. He believed in a small government with limited powers. People who agreed with his views came together and formed our first **political party** — an organized group of people with similar political views. This party was called the **Democratic-Republican Party**. Another Founding Father, Alexander Hamilton, believed in a stronger national government. Hamilton and his supporters created the **Federalist Party**.

As the new government made decisions, people took sides and the political parties grew. Political parties are important because when people with similar views act together, they have a better chance to influence the government. When Jefferson won the presidential election in 1800, it was the first time a government changed power from one party to another because of a democratic election. Jefferson would later call it the "revolution of 1800."

Jefferson decreased the size of the Federal government by:	Decreasing the size of the military	Eliminating all internal taxes (ex. excise taxes)

Key Events of the Jefferson Administration

Marbury v. Madison, 1803	Established the most important power of the Supreme Court – **judicial review** – the Supreme Court had the power to determine whether acts of government (Federal or state) were constitutional or not

Louisiana Purchase, 1803	The United States purchases the Louisiana Territory from France for $15 million • It doubled the size of the nation and gave the US control of the Mississippi River and New Orleans. • The purchase raised questions about whether the purchase was Constitutional or not
Lewis and Clark Expedition, 1803-1805	Lewis and Clark were sent to explore the new territory for future settlement. They looked for a waterway to the Pacific, charted new maps, recorded weather patterns, established contact with Native Americans, and discovered new species of plants and animals

Embargo Act, 1807	In an attempt to remain neutral and stop Britain and France from interfering in our shipping, Congress passed an embargo (cut off trade) which ultimately hurt the US more than Europe

Marbury v. Madison (1803)

Name:

"But the President Said I Could Be a Judge!"

In 1800, President John Adams ran to be re-elected as president, but he lost to Thomas Jefferson. During his last weeks in office, Adams appointed a bunch of men to be justices of the peace in the District of Columbia. Each man would receive a paper commission that was signed and sealed. The commissions were prepared, but they were not sent before Adams left office. When President Jefferson took over, he refused to send them.

One man, William Marbury, was upset. He wanted to be a judge! So he asked the United States Supreme Court to issue a legal order called a writ of mandamus (man-DAY-mus). In this case, the writ would have required Marbury's commission to be delivered.



James Madison was Jefferson's Secretary of State. He was told not to deliver the commissions.

ISSUE
Does the Supreme Court have the power to hear more types of cases than just those the Constitution says it can hear?
DECISION
No. The Supreme Court only has the power to do what the Constitution says.

The Argument

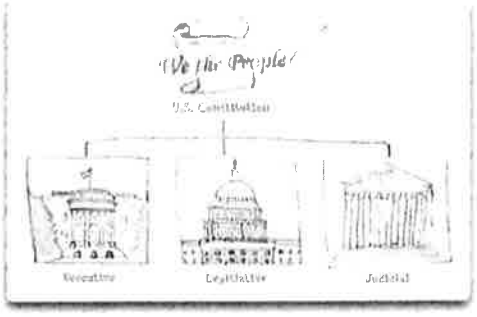
Did you notice that Marbury didn't start in a regular, local court? He started at the Supreme Court. Normally, that would be backwards. But in 1789, Congress had passed a law saying people could start at the Supreme Court if all they wanted was a writ of mandamus. Marbury argued that he was entitled to the writ because his commission had already been created. He also argued that the Supreme Court had the power to issue the writ.

The Decision

The Supreme Court agreed that Marbury had a right to receive his commission, but disagreed that the Court had the power to issue the writ. Why? Because the Supreme Court gets its power directly from the Constitution, and the Constitution says only certain kinds of cases can start at the Supreme Court. That meant the 1789 law passed by Congress was unconstitutional. Congress did not have the power to allow more kinds of cases to start at the Supreme Court. Therefore, the Supreme Court said it could not help Marbury get his commission.



William Marbury never did receive his commission. Photo courtesy of Maryland Historical Society.



Thanks to Marbury v. Madison, today the three branches of government are equal.

So What?

Believe it or not, this is considered one of the most important cases the Supreme Court has ever decided. That's because it was the first time the Supreme Court struck down an act of Congress for being unconstitutional. The idea that the Supreme Court has the final say about what is constitutional is called **judicial review**. Judicial review lets the judicial branch do two things: 1) interpret the Constitution and decide what it means, and 2) stop the executive and legislative branches from doing things that go against the Constitution.

The decision in *Marbury v. Madison* helped cement the judicial branch as equal with the other two branches of government by giving it equal power.

Marshall Court
Graphic Organizer

Objective *How did the Marshall Court decisions expand the power of the Federal government?*

Directions: Use the list on the back of this graphic organizer to fill in the constitutional question and SCOTUS ruling for each of the three cases listed below. You may use your class notes, textbook, or any other aid to help you appropriately match the details to the case. When you are done, answer the three analysis questions that follow to demonstrate your understanding of these three SCOTUS cases.

	Background of the Case	Constitutional Question	SCOTUS Ruling
Marbury v. Madison (1803)	William Marbury, a Federalist, had received a midnight appointment to be a judge from President John Adams. When President Thomas Jefferson (an Anti-Federalist or Republican) took office the next day, he ordered his Secretary of State to not deliver the commission to Marbury, preventing him from assuming his position on the court. Marbury asked the Supreme Court to force Madison to deliver the commission		
McCulloch v. Maryland (1819)	In 1816, Congress chartered the Second Bank of the United States. The bank wasn't popular among Americans who felt that it was an example of the federal government abusing its power. In 1818, the state of Maryland passed a law to tax the bank. James W. McCulloch, a cashier in the Baltimore bank, refused to pay the tax.		
Gibbons v. Ogden (1824)	In 1798 the New York state gave Robert Ogden a monopoly for a steamboat ferry connecting New Jersey & New York. A competitor, Thomas Gibbons, also secured a license from the federal government to operate a ferry between the two states. Claiming that his monopoly rights were violated, Ogden asked a New York state court to forbid Gibbons's boat from docking in New York. Gibbons sued.		

Constitutional Questions

1. Did the Supreme Court have the right to award judges commissions?
2. Does the US Congress have the power to create, open, and operate a bank?
3. Could New York state grant a monopoly that operates across multiple states?
4. Did the federal government or state governments have the right to regulate interstate commerce?
5. Can state governments interfere with the operations of a national agency? Can they tax federal agencies?
6. Did Marbury have the right to the commission?
7. Did Congress have an exclusive right to regulate interstate commerce or was this a "concurrent" power to be shared with the states?
8. What powers not listed in the US constitution does the federal government have?

Supreme Court Rulings

9. New York State wrote a law that violated the US Constitution.
10. The Supreme Court had been given the power to grant commissions to judges by the Judiciary Act of 1789 - however this law (Judiciary Act) was unconstitutional according to John Marshall.
11. The power to regulate interstate commerce rests with only the federal government.
12. Maryland can't tax the federal government institution
13. This case established the concept of "judicial review" - the idea that the Supreme Court had the right to declare laws constitutional or unconstitutional.
14. Even though the US Constitution doesn't explicitly state that Congress can establish a bank, the bank is legal because the necessary and proper clause (article II section VIII) gives Congress the power to do that which is necessary for the nation to function.
15. This decision establishes the supremacy of the federal government over the states.
16. Article III grants Congress the power to regulate interstate commerce.

NAME - _____ DATE - _____

US History – Louisiana Purchase

1. Jefferson wanted to buy part of Louisiana, including the city and port of New Orleans, from France to eliminate a strong French presence near America.	4. Napoleon offered to sell all of Louisiana to the United States. The price was $15,000,000 for more than 500-800,000 sq. mi. (@.03-.05 cents/acre)
2. In 1802, Jefferson sent two representatives to France to ask the French Leader (Napoleon Bonaparte) to sell that part of Louisiana.	5. The United States purchased the territory sight unseen on April 30, 1803. The purchase doubled the size of the United States & gave them control of the Mississippi River and New Orleans.
3. Napoleon Bonaparte needed money to finance a war with long-time nemesis, Britain. Plus he also wanted to cut his losses in Haiti and the Americas to concentrate on Europe.	6. With no time to consult the government the deal was struck. No one was sure if the purchase was constitutional or not, especially since Jefferson was a strict constructionist.

1. Why did President Jefferson want to buy the Louisiana Territory from the French?

2. Why did Napoleon finally decide to sell the land to the United States?

3. What impacts did the Louisiana Purchase have on the United States?

President Jefferson's Instructions to Meriwether Lewis

When Thomas Jefferson became President in 1801 he asked Meriwether Lewis, a captain in the army, to be his personal secretary. Captain Lewis was a terrible speller and the last man anyone would imagine as secretary to the President of the United States. Lewis, however, was the best qualified to head an expedition of discovery. Did the President have something else in mind for his newly appointed secretary?

. . . The object of your mission is to explore the Missouri River, and such principal stream of it, as, by its course and communication with the water of the Pacific Ocean may offer the most direct and practicable water communication across this continent, for the purposes of commerce.

Beginning at the mouth of the Missouri, you will take observations of latitude and longitude at all remarkable points on the river, and especially at the mouths of rivers, at rapids, at islands, and other places. . . .

The interesting points of portage between the heads of the Missouri and the water offering the best communication with the Pacific Ocean should be fixed by observation and the course of that water to the ocean. . . . Your observations are to be taken with great pains and accuracy. . . .

The commerce which may be carried on with the people inhabiting the line you will pursue renders a knowledge of these people important. You will therefore endeavor to make yourself acquainted. . . with the names of the nations and their numbers; the extent and limits of their possessions; their relations with other tribes or nations; their language, traditions. . .; their food, clothing . . . ; the diseases prevalent among them, and the remedies they use . . . ; and articles of commerce they may need or furnish and to what extent.

Other objects worthy of notice will be: the soil and face of the country, its growth and vegetable productions, especially those not of the U.S.; the animals of the country . . . ; the mineral productions of every kind . . . ; volcanic appearances; climate as characterized by the thermometer, by the proportion of rainy, cloudy, and clear days, by lightning, hail, snow, ice . . . , by the winds, . . . the dates at which particular plants put forth or lose their flowers, or leaf, times of appearance of particular birds, reptiles, or insects. . . .

Questions:

1. Why did President Jefferson give these special instructions to Meriwether Lewis?

2. What did he hope the expedition would accomplish?

3. How important was it to know about the river system in the west? About the physical geography and the climate in the west?

4. Why would it be important to know about the Native Americans in the region?


BRITISH TERRITORY
OREGON COUNTRY
Fort Clatsop, Oregon
Lewiston, Idaho
Great Falls, Montana
New Town, North Dakota
Billings, Montana
Circle of Cultures, North Dakota
ILLINOIS COUNTRY
MICH. CNTRY
Oacoma/Chamberlain, South Dakota
LOUISIANA PURCHASE
Omaha, Nebraska
Kansas City, Missouri
St. Charles
Hartford, Illinois
Clarksville, Indiana
St. Louis
Louisville, Kentucky
Charlottesville, Virginia
SPANISH TERRITORY
UNITED STATES
MISSISSIPPI TERRITORY
North America, circa 1803
Lewis & Clark
BICENTENNIAL
1803 - 1806
NOAA's National Geodetic Survey
and
Commemorative Marks
Along the Trail
CORPS OF DISCOVERY II
PEACE
AND
FRIENDSHIP
200 YEARS TO THE FUTURE

Name _____ Date _____

CHAPTER 6
Section 3

PRIMARY SOURCE *from* The Journals of Lewis and Clark

During their expedition to the West, Meriwether Lewis and William Clark kept detailed journals. Published in 1814, the journals chronicle the progress of the expedition and provide a unique glimpse at life in the West in the early 1800s. As you read this excerpt, think about the kinds of information gathered by the expedition.

Monday, April 1st, 1805. This morning there was a thunder storm, accompanied with large hail, to which succeeded rain for about half an hour. We availed ourselves of this interval to get all the boats in the water. At four o'clock P.M. it began to rain a second time, and continued till twelve at night. With the exception of a few drops at two or three different times, this is the first rain we have had since the 15th of October last.

Tuesday. The wind was high last night and this morning from N. W. and the weather continued cloudy. The Mandans killed yesterday twenty-one elk, about fifteen miles below, but they were so poor as to be scarcely fit for use.

Wednesday. The weather is pleasant, though there was a white frost and some ice on the edge of the water. We were all engaged in packing up our baggage and merchandise.

Thursday. The day is clear and pleasant, though the wind is high from N. W. We now packed up in different boxes a variety of articles for the president, which we shall send in the barge. They consisted of a stuffed male and female antelope with their skeletons, a weasel, three squirrels from the Rocky mountains, the skeleton of the prairie wolf, those of the white and gray hare, a male and female blaireau, or burrowing dog of the prairie, with a skeleton of the female, two burrowing squirrels, a white weasel, and the skin of the louservia, the horns of the mountain ram, or big-horn, a pair of large elk horns, the horns and tail of the black-tailed deer, and a variety of skins, such as those of the red fox, white hare, martin, yellow bear obtained from the Sioux; also, a number of articles of Indian dress, among which was a buffalo robe, representing a battle fought about eight years since between the Sioux and Ricaras against the Mandans and Minnetarees, in which the combatants are represented on horseback.

It has of late years excited much discussion to ascertain the period when the art of painting was first discovered: how hopeless all researches of this kind are, is evident from the foregoing fact. It is indebted for its origin to one of the strongest passions of the human heart; a wish to preserve the features of a departed friend, or the memory of some glorious exploit: this inherits equally the bosoms of all men either civilized or savage. Such sketches, rude and imperfect as they are, delineate the predominant character of the savage nations. If they are peaceable and inoffensive, the drawings usually consist of local scenery, and their favourite diversions. If the band are rude and ferocious, we observe tomahawks, scalping-knives, bows, arrows, and all the engines of destruction.

Also sent were a Mandan bow and quiver of arrows; also some Ricara tobacco-seed and an ear of Mandan corn; to these were added a box of plants, another of insects, and three cases containing a burrowing squirrel, a prairie hen, and four magpies, all alive.

Friday. Fair and pleasant, but the wind high from the northwest: we were visited by a number of Mandans, and are occupied in loading our boats in order to proceed on our journey.

from Nicholas Biddle, ed., *The Journals of the Expedition under the Command of Capts. Lewis and Clark,* Volume One (New York: The Heritage Press, 1962), 109–110.

Discussion Questions

1. Name three items gathered by the Lewis and Clark expedition that were sent to President Jefferson.
2. Why do you think members of the Lewis and Clark expedition gathered these particular items?
3. The Lewis and Clark expedition was considered a tremendous success. Based on your reading of this journal excerpt, why do you think this was so?

The Americans © 1998 McDougal Littell Inc. All rights reserved.

Part 3 – Document Analysis – Description v. Analysis

Document 1

In each of the boxes below, describe what you see in the corresponding square based on the document provided.

Analysis of the Document - Explain what is happening using the descriptions from above.

Introduction to the War of 1812

On July 17, 1812, **President James Madison** declared war on Britain. With an army of only 7,000 poorly trained men and a navy of just 16 ships, America was not well prepared. America's first move was to attempt take control of Canada, which was at the time under British rule. While the Americans failed to take control of Canada, American naval victories fought on **Lake Erie** and **Lake Champlain** in the north stopped the British from invading America from Canada.

In the South, a British squadron landed on **Cumberland Island** after successfully attacking the town of St. Marys, Georgia on January 25, 1814. The British leader, **Admiral George Cockburn** declared the island to be "occupied territory." He said any enslaved Africans on the island were free. Slaves seeking freedom started flocking to the island from all over the coastline. The response was so great that a group of sixty-six slaves paddled twenty-three miles in a wooden canoe to reach the island. In all, 1,483 enslaved Africans joined the British squadron on Cumberland Island.

In August of 1814, the British landed in the Chesapeake Bay area with the goal of seizing Washington D.C. As the British army of approximately 4,000 approached America's capitol, the majority of Washington residents fled the sweltering city. Even though the American army, with President James Madison in attendance, tried to defeat the British in a battle at Bladensburg a few miles from the city, they were unsuccessful. A messenger was dispatched to the White House to warn First Lady Dolly Madison of the impending arrival of the British. She and her staff fled by carriage across the Potomac - taking with her a full-length portrait of George Washington that had been torn from a White House wall.

That evening, the British army reached Capitol Hill and began to destroy all public buildings in the city, including the **Capitol Building** and the **White House**. They also set fire to most of the Virginia countryside. The British then moved north to Baltimore, but were finally stopped when they reached **Baltimore Harbor**. They were unable to take **Fort McHenry**, and upon suffering heavy losses they retreated.

The American victory in Baltimore Harbor was witnessed by **Francis Scott Key**, a young poet-lawyer who had been sent aboard a British warship anchored in the Chesapeake Bay to negotiate an American prisoner's release. While being held on the boat, Francis Scott Key witnessed the battle, and seeing his country's flag still flying over the Fort the next morning, he was inspired to write a poem, the **Star-Spangled Banner**.

As the war continued, both the Americans and the British were running low on resources. In December 1814, American negotiators met with British diplomats in Belgium and signed the **Treaty of Ghent** which declared peace. Neither the Americans nor the British won the War of 1812, yet Americans showed the world that their young republic could succeed.

One of the most famous battles actually took place after the war was technically over. **General Andrew Jackson** and an army that included regulars and, among others, pirates and frontiersmen, successfully defended the **port city of New Orleans** against two-to-one odds. When the battle had ended, the Americans had suffered only 100 casualties, while the British suffered 2,000 which included 3 generals and another 7 colonels in a matter of only 30 minutes. General Jackson became a national hero and the victory most certainly solidified and ensured the treaty with Britain.

Answer the following on notebook paper:

1. What were the causes of the War of 1812?

2. Describe the American army in 1812.

3. What prevented the British from invading America from Canada?

4. What happened to the White House in August of 1814?

5. What inspired Francis Scott Key to write what became our national anthem, *The Star Spangled Banner*?

6. How did the War of 1812 end?

CAUSES	
1. Napoleonic Wars	
2. Impressment of American sailors	
3. Incitement of Natives on the frontier	
4. War Hawks wanted to expand into Canada	

The War of 1812



TURNING POINTS

1. *Failed US invasion of Canada*
2. *Wm Henry Harrison defeats Tecumseh & ends Native threat in Ohio*
3. *British burn the capital, Washington, D.C.*
4. *US victory at the Battle of Baltimore*
5. *Treaty of Ghent – officially ends the war*
6. *US victory at the Battle of New Orleans – Andrew Jackson is proclaimed the hero of the war*

IMPACTS:	
1. Natives lose their greatest ally in Britain	
2. Growth of American manufacturing	
3. Growth of American nationalism	
4. Beginning of Manifest Destiny	



Although Americans claimed victory, neither side actually gained or lost any territory during the War of 1812.

1. Locate: (a) Ft. McHenry, (b) New Orleans, (c) Lake Champlain
2. In what kinds of places were most of the major battles fought?
3. How did the British naval blockade affect the outcome of the war?

GROWTH OF NATIONALISM
ERA OF GOOD FEELINGS

1. Battle of New Orleans – was a defining moment for the United States; victory over the mighty British created a sense of confidence and pride

2. "American System" – Henry Clay

   In an attempt to unite the country, President Madison called for a plan that would create a strong, stable economy that would become self-sufficient

   A. Tariff of 1816 – in order to protect American manufactured goods (North supported, South rejected)

   B. Second National Bank of the US – created a common currency to promote trade (wide support)

   C. Develop transportation systems: National Road and Erie Canal system

Historical Context - Directions: Watch the this video on the Erie Canal and answer the questions below.

---

1) Which Governor of New York wanted to build the Erie Canal?

    a) What effect did this governor think the canal would have on NY state?

2) How long would the canal run?

3) Did Presidents Thomas Jefferson & James Madison support the Erie Canal project?

4) How did Governor Clinton get the funds to build the Erie Canal?

5) Which two waterways did the Erie Canal connect?

6) How did the Erie Canal impact the shipping and trading of goods and resources?

7) What effect did the Erie Canal have on New York City & New York state?

8) *Connect:* Would the Erie Canal have had the same effect if the United States had not made the Louisiana Purchase or passed the Northwest Ordinance?

Documents on the Erie Canal

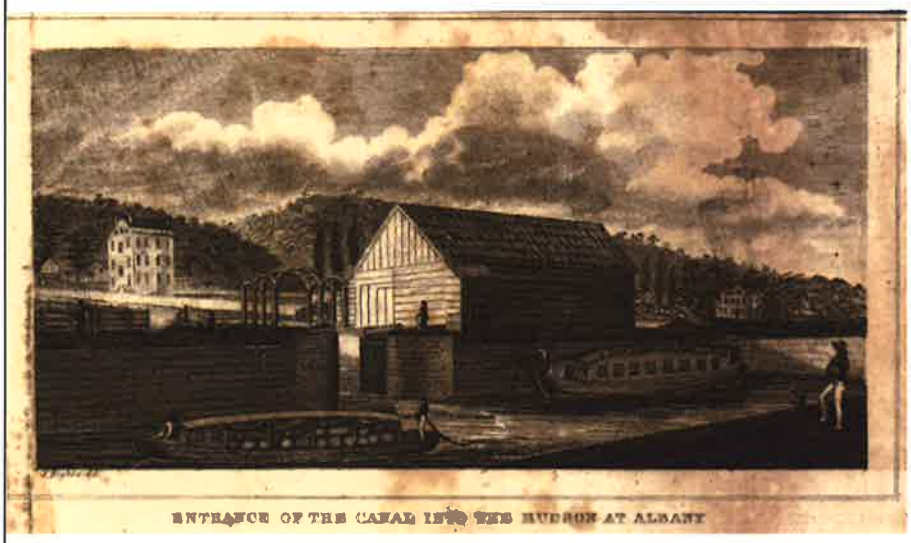
Directions: Read the three sources below on the Erie Canal.
Preview the written task below to guide and focus your reading.

Source #1: Primary Source Monthly newsletter: Detail from a geological and agricultural survey of the district adjoining the Erie Canal by Jodi Norman for the Colonial Williamsburg Foundation (2017)

Work on the Erie Canal began on July 4, 1817, at Rome, New York. The October 1818 issue of The American Monthly Magazine and Critical Review described the promise of the "grand canal" in the following manner:

". . . states and perhaps nations will hereafter owe to it their most intimate and beneficial connections. It is constructed not as a frail barrier between civilization and barbarism, but to promote union, prosperity, and happiness among the enterprising inhabitants of a new world."

An engineering marvel at the time of its completion in 1825, the Erie Canal was 363 miles long, 40 feet wide, and 4 feet deep. It boasted 18 aqueducts, 83 locks, and a 10-foot-wide towpath along its bank for the horses, mules, and oxen that pulled the canal boats.



etail from "A geological and agricultural survey of the district adjoining the Erie canal in the state of New York," printed by Packard & enthuysen, Albany New York, 1824. Courtesy of the Library of Congress, Rare Book and Special Collections Division.

The Erie Canal opened a high-volume trade route linking the Atlantic coast with the Great Lakes, spurred vigorous settlement and development in the entire Great Lakes region, and established New York City as the commercial and economic center in the United States. The Erie Canal also turned Buffalo, Rochester, Syracuse, Rome, Utica, and Schenectady, New York, into boom towns. In 1833, canal boat passenger James Stuart noted Rochester as: ". . the most thriving of the villages on the Erie Canal . . . situated on a considerable river, the Genesee, near Lake Ontario, and possessing Immense water power. . . . The place only contained approximately 1000 inhabitants in 1818 and now about 13,000. There are cotton-works, power-looms, woollen factories, eleven flour-mills, and six or seven churches."

The Erie Canal made it possible to transport goods at a fraction of the previous expense and in less than half the previous overland time. Barge loads of farm produce and raw materials moved east as manufactured goods and supplies flowed west. Between 1836 and 1862, to keep pace with growing demand and competition from railroads, the Erie Canal was widened to 70 feet and deepened to 7 feet. In 1918, much of the original Erie Canal route was replaced by the larger New York State Barge Canal, and many sections were abandoned completely. Continued railroad expansion, the development of the highway system in the 1950s, and the opening of the Saint Lawrence Seaway in 1959, caused a dramatic decline in commercial traffic on the canal.

Source # 2: The Erie Canal: Growing Our State and Nation (by National Parks Service - 2017)

	Before Erie Canal c. 1820	c. 1850
Cost of ton of freight from Albany to Buffalo	$100	$10
Number of days travel Albany to Buffalo	14	6
Number of U.S. States	23	31
Population of Utica	2,972	17,565
Population of Rochester	1,502	36,403
Population of Buffalo	2,095	42,261
Population of Albany	12,630	50,763
Cost of plot of land in Buffalo	$250	$20,000

Source #3: Ohio's Shot in the Arm by Harlan Unrau and Nick Scrattish, "Historic Structures Report, Cuyahoga Valley: Ohio and Erie Canal," U.S. Department of the Interior, National Park Service, 1984

It was not long after Ohio became a state in 1803 that the need for an adequate transportation system became apparent. The economy in the interior of the state was based on a barter system in which farmers grew and raised what they needed for their families, and exchanged any surplus goods for other needed supplies and staples. There were very few roads, and those that did exist were often nothing but muddy ruts. The state's rivers provided for local transportation only and many rivers were not even navigable. Therefore farmers wishing to take their goods to market had a long and difficult journey. The easiest way to transport grain crops was in the form of whiskey, which could easily be carried on horseback. Paper money was scarce. Poverty characterized life in early Ohio.

The construction of the Erie canal, which began in 1817, brought a quick change to the economy. Because canal contractors earned cash and passed it on to workers and suppliers, cash soon replaced the barter system. Industries such as quarrying and lumbering developed to provide the needed supplies for the work. Skilled workers included stone masons, carpenters, shipwrights, and blacksmiths.

This was just the beginning of Ohio's economic boost. With the opening of the canal, farmers in Ohio area were able to command higher prices for their crops. The price of wheat near Akron, which had been 20-30 cents a bushel before the canal's opening, escalated to 75 cents by 1833. Goods from the eastern ports such as nails, glass, cloth, salt, coffee, and tea now were available in the wilderness. Settlers also could purchase sugar and flour at a lower price. Property values increased, and the state's population rose from 580,000 in the 1820s to over two million by 1850. When the extension and connection of the Erie Canal to the Ohio Canal was completed in 1832, markets in New York and New Orleans were opened to farmers and traders in central Ohio. Ohio was no longer an isolated state dominated by poverty, now that it was connected to the rest of the United States through a reliable means of transport, it was truly part of the union.

The canal also promoted the development of industry along its banks. The reason for this was that the operation of the canal depended on locks. Each lock served as a water elevator, capable of raising and lowering boats heavily laden with cargo. Because of the elevation change, usually eight feet, areas near locks became a great source of waterpower for industry. Saw mills, grist mills, and woolen mills sprang up at locks and other areas of the canal where the water could power their machinery. Locks also caused traffic jams. The canal was wide enough for two-way traffic, but since locks could only handle one boat at a time, traffic was bound to back up, just as it does on modern freeways. People did not like having to sit around and wait to "lock through," so many stores and taverns began to develop near the canal. Simon Perkins realized the potential for business near the canal. In 1825, as construction of the canal was beginning, he founded the city of Akron. He knew that with 16 locks placed in close proximity there would be plenty of opportunity for development. Akron would evolve into a major city in northeast Ohio.

The canal also created new industry and technology. Iron ore from the upper Great Lakes region and coal from Appalachia came together in Cleveland, launching Ohio's steel industry. When steel production became an integral part of Ohio's economy, other related industries soon developed. By 1840 Ohio had grown from one of the poorest states in the Union to the third most prosperous. The growth and development spurred by the construction of the canal system is the foundation of Ohio's economy today.

Impact of the Erie Canal

Using Evidence

Writing Task *What were the effects of the construction of the Erie Canal?*

Connecting Claims & Evidence

Directions: Below are three claims regarding the effects of the Erie Canal. For each claim:

1. Find evidence from the specified *number of sources* (using sources #1 - 3 above) to support the claim.
2. Write the evidence (quote) from the source in the left hand column.
3. Write the number of the source the evidence comes from in the center (second) column.
4. In the right hand (third) column, connect the evidence to the claim by explaining *why* the evidence supports the claim.

Claim #1: The Erie Canal had positive effects on the economy of the United States.

- Find *one piece of evidence from each of the three different* sources to support this claim. Document your findings in the chart below.

Evidence	Source	Connect evidence to the claim

Claim #2: The Erie Canal connected the Great Lakes region and Midwest states with the East Coast, forging a stronger bond among the states in the USA.

- Find *one piece of evidence from two different sources* above to support this claim. Document your findings in the chart below.

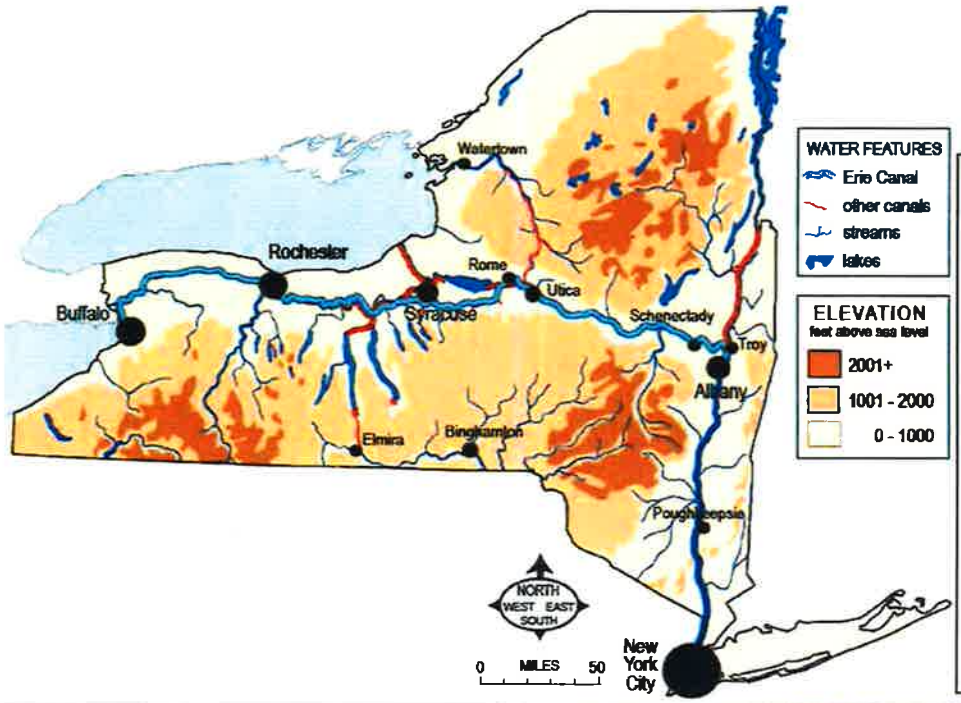
Evidence	Source	Connect evidence to the claim

Claim #3: The Erie Canal led to an increase in population and led to the development of many smaller towns and cities in the midwest and New York State.

- Find *one piece of evidence from each of the three* different sources to support this claim. Document your findings in the chart below.

Evidence	Source	Connect evidence to the claim

Erie Canal – 1825 to 1850



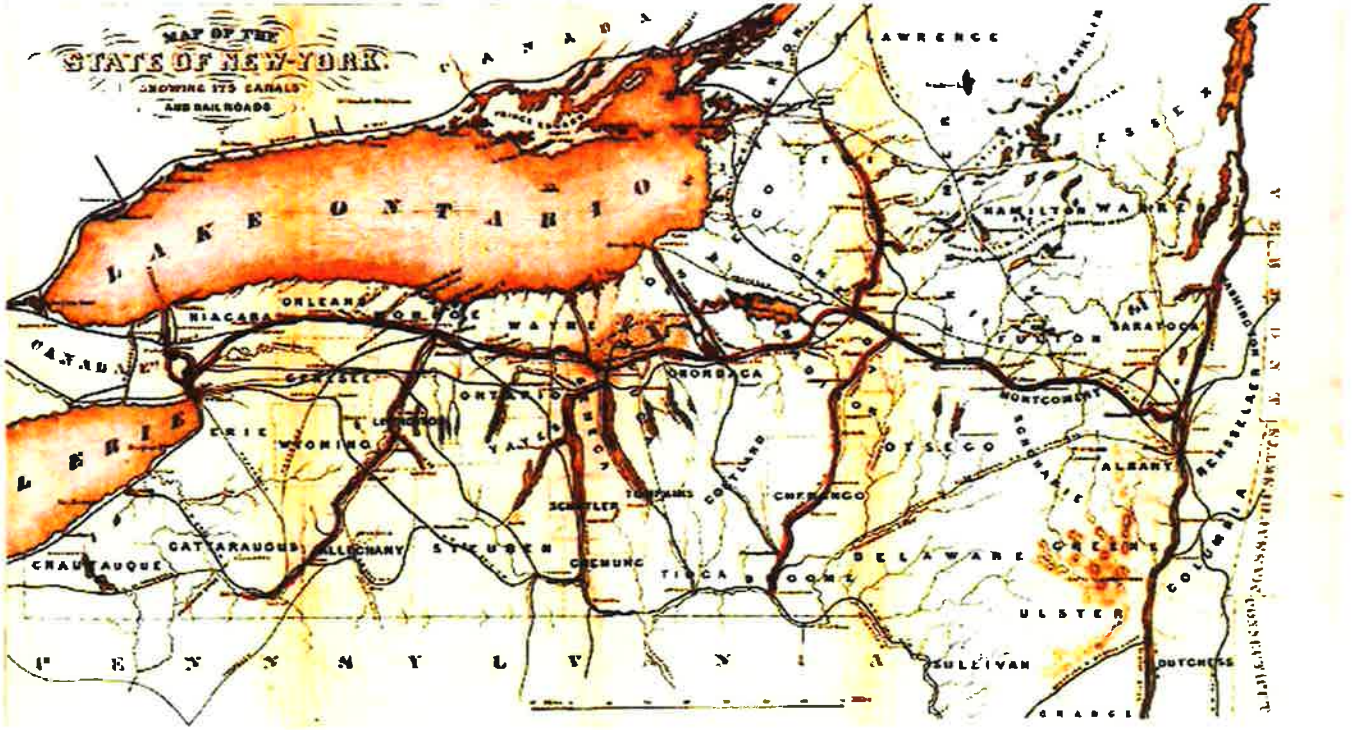
Use both maps and your knowledge of history to answer the following:

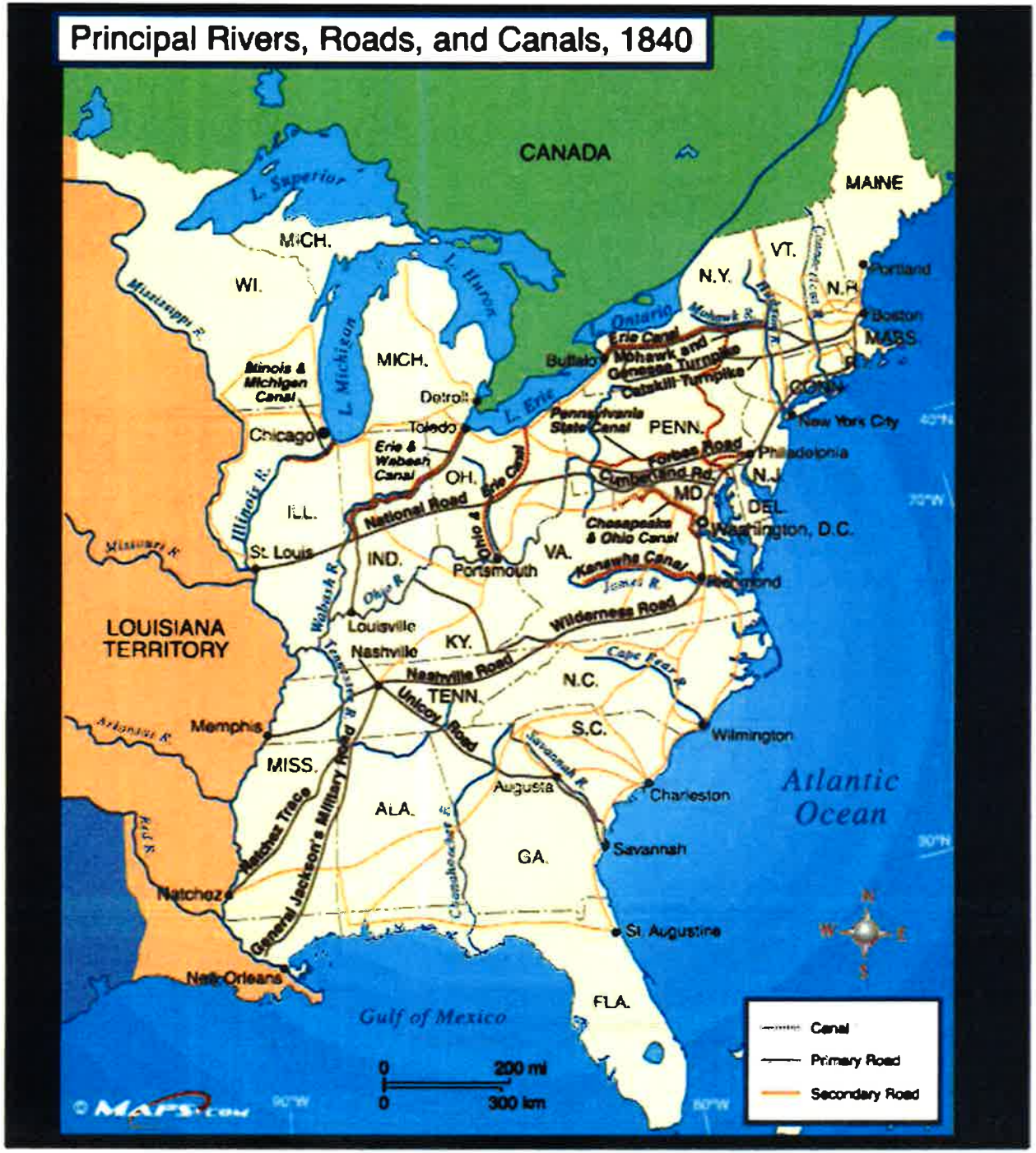
1. Which major bodies of water were connected by the Erie Canal?

2. What happened to cities that were located on the Erie Canal?

3. Was Chenango County impacted by the Erie Canal system? How?

4. Why did the Erie Canal make New York "The Empire State"?





1. What impact did the series of roads and canals built in the first half of the 1800s have on the United States?

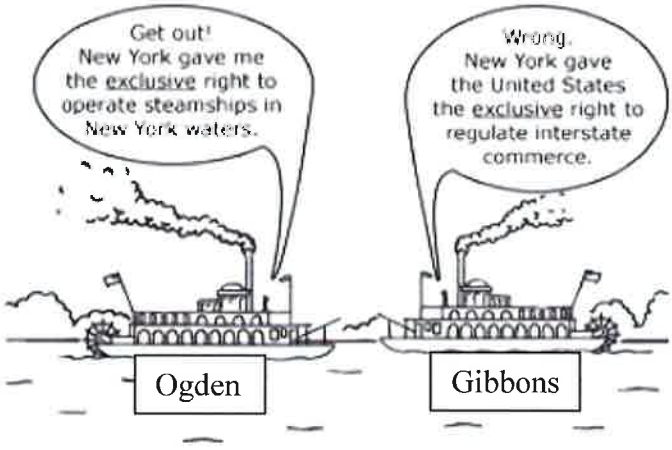
2. Which canal was built to connect the Great Lakes with the Mississippi River?

3. Which method of transportation was faster in 1840, roads or waterways? Why?

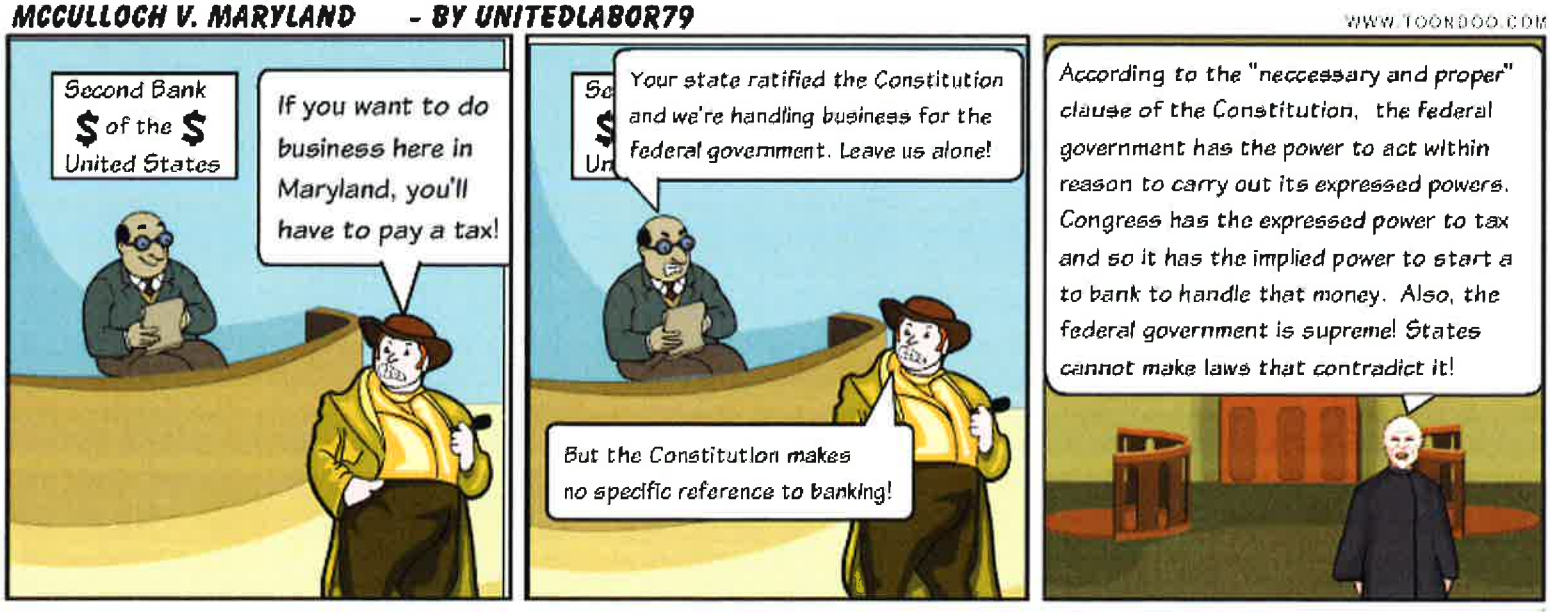
4. What impacts did roads and canals have on major cities like Chicago, New York City, Detroit, and New Orleans?

3. Supreme Court Decisions – give power to the Federal government over states

A. Gibbons vs. Ogden – the Supreme Court ruled that only the Federal government had the right to regulate interstate commerce



B. McCulloch vs. Maryland – the Supreme Court ruled that states do not have the power to interfere with instruments of the Federal government



4. Foreign Affairs – How did the government expand and secure its territory

1817

Rush-Bagot Treaty
Demilitarized the Canadian border

1818

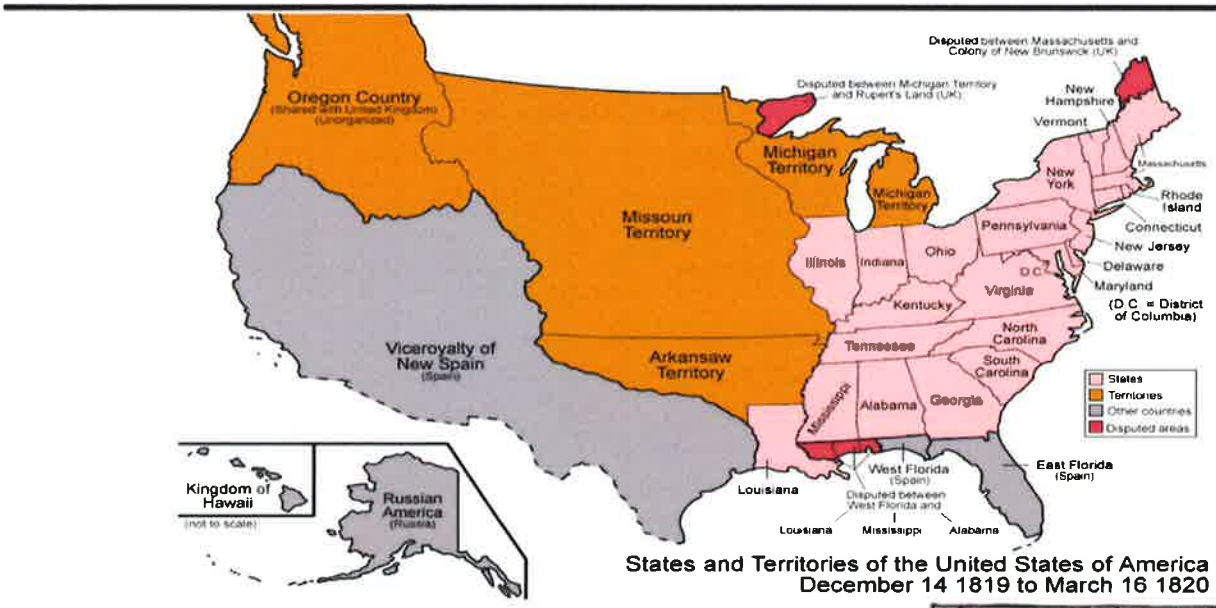
Convention
joint occupation of the Oregon Territory w/ Britain

1819

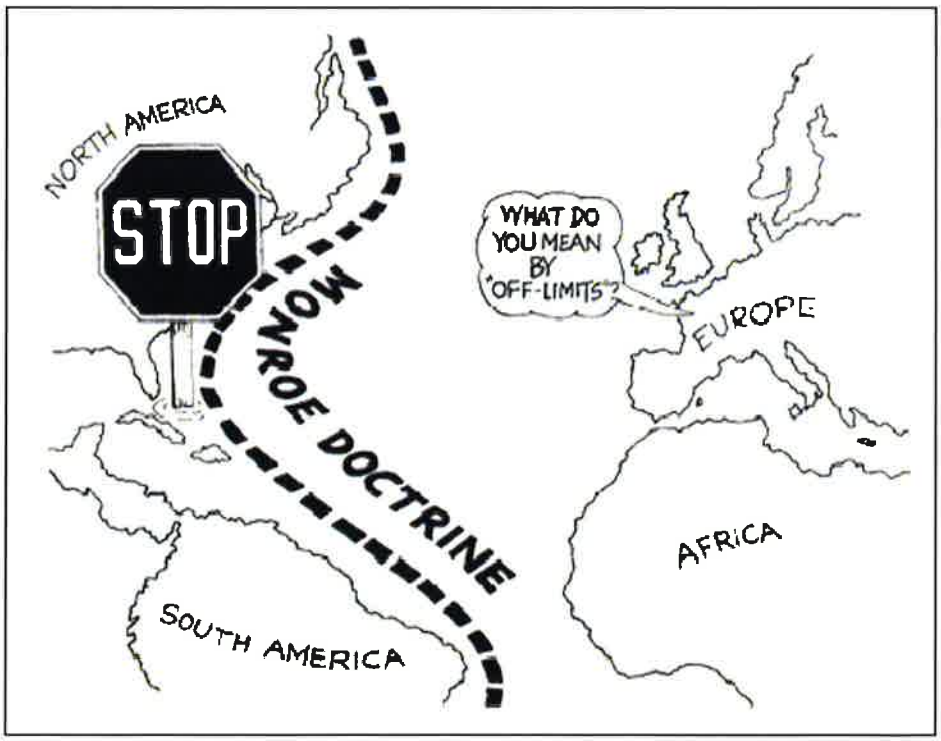
Adams-Onis Treaty
Spain cedes Florida to the United States & disavowed any claim to Oregon

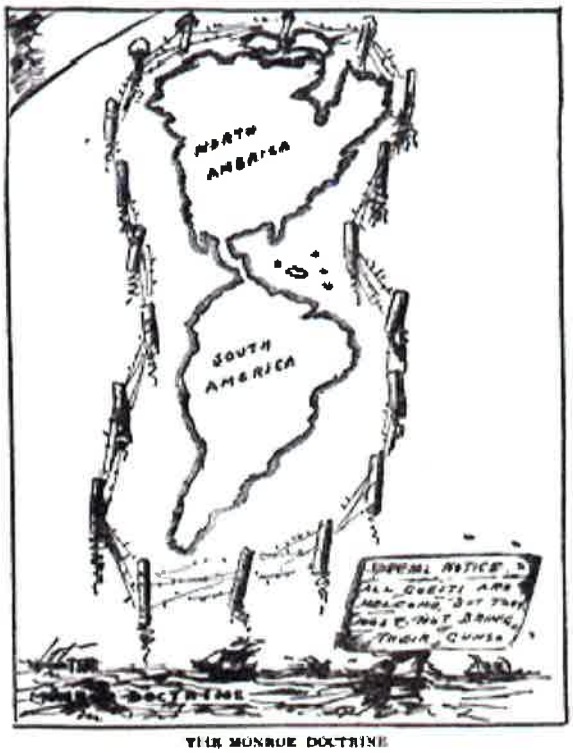
1823

Monroe Doctrine
the US declared the West closed to further European colonization



States and Territories of the United States of America
December 14 1819 to March 16 1820





THE MONROE DOCTRINE

Monroe Doctrine

Analysis

Objective *What did the Monroe Doctrine say? How did it shape early US foreign policy?*

Brain Dump: Before analyzing the Monroe Doctrine, review the cartoon below closely. Based on this cartoon, what do you think the Monroe Doctrine was about? Describe your thoughts below the cartoon.



Primary Source: Monroe Doctrine - 1823

Historical Context of the Monroe Doctrine: The Monroe Doctrine was written in response to events that took place between 1820 and 1823. In the early 19th Century, many Latin American nations won their independence from Spain. Between 1820 and 1823, Spain and other European powers hoped to maintain a sphere of influence over these new nations; additionally, Russia tried to exert control over North American territories along the northwest Pacific Coast. The constant threat of foreign influence over the American continent led President Monroe to issue the Monroe Doctrine as part of his annual message to Congress; the doctrine would dictate US foreign policy for many years to come.

Directions: *Read the excerpts of the Monroe Doctrine below. Answer the analysis questions that follow each section. In addition, following section three are general analysis questions to answer.*

Section 1:

1 2 3 4	...the occasion has been judged proper for asserting, as a principle in which the rights and interests of the United States are involved, that the American continents by the free and independent condition which they have assumed and maintain, are henceforth not to be considered as subjects for future colonization by any European power.....

1) *Close Reading:* What does section 1 of the Monroe Doctrine say about future European colonization on the American continent?

Section 2:

1 2 3 4 5 6 7 8 9	The citizens of the United States cherish sentiments the most friendly in favor of the liberty and happiness of their fellowmen (Europeans) on the other side of the Atlantic. In the wars of the European powers in matters relating to themselves we have never taken any part, nor does it comport with our policy to do so.... With the existing colonies or dependencies of any European power we have not interfered and shall not interfere. But with the Governments in the Americas who have declared their independence and maintain it, and whose independence we have, on great consideration and on just principles, acknowledged, we could not view any interposition for the purpose of oppressing them, or controlling in any other manner, by any European power, in any other light than as the manifestation of an unfriendly disposition toward the United States...

1) *Close Reading:* What does section 2 of the Monroe Doctrine say about American involvement in European affairs?

2) *Close Reading:* How will the United States view European powers trying to oppress or control free countries on the American continents?

Section 3:

1 2 3 4	It is only when our rights are invaded or seriously menaced that we resent injuries or make preparation for our defense or war.... to declare that we would consider any attempt on their (European Nations) part to extend their (European nations) system to any portion of this hemisphere as dangerous to our peace and safety.

1) *Close Reading:* According to section 3, under which two conditions will the United States make preparations for war?

   a)

   b)

General Analysis Questions

1) *Analysis:* As a citizen of the United States in 1823, how could the Monroe Doctrine provide you with a sense of optimism regarding your country's strength and position in the world?

2) Predict the likely position the United States would take if:

   a) In 1830, Great Britain sent troops to occupy Argentina (a free nation after 1816)
   b) In 1830, Spain sent troops to occupy the Spanish colonies in South America

Cite evidence from the excerpts of the Monroe Doctrine above to support your claims.

CHESTER THE CRAB

1805 LEWIS 'N' CLARK | 1820 MISSOURI COMPROMISE | 1823 | 1836 BATTLE OF ALAMO

WHO DOES THE MONROE DOCTRINE WARN?

BY 1823, THE UNITED STATES HAS OFFICIALLY RECOGNIZED SOME NEW COUNTRIES: COLOMBIA, MEXICO, CHILE, ARGENTINA, BRAZIL, AND PERU. THESE NEW NATIONS HAVE DECLARED INDEPENDENCE FROM EUROPEAN EMPIRES.

U.S. PRESIDENT **JAMES MONROE** WANTS TO PROTECT THESE BABY REPUBLICS.

THE STRUGGLE OF DEMOCRACY AGAINST TYRANNY IS A WORLDWIDE FIGHT!

U.S.

ATLANTIC OCEAN

EUROPE

AFRICA

SOUTH AMERICA

FROM NOW ON:

- ★ EUROPEAN NATIONS CANNOT COLONIZE ANY NATION IN THE WESTERN HEMISPHERE.
- ★ ANY TRY AT COLONIZATION IS A DIRECT ATTACK ON U.S. INTERESTS.
- ★ THE U.S. WILL NOT MESS IN EUROPEAN POLITICS EITHER.

TODAY WE CALL HIS STATEMENT **The Monroe Doctrine**

BROWN '01

THOMAS JEFFERSON SAYS:

THIS IS THE BIGGEST DECLARATION SINCE I MADE THE DECLARATION OF INDEPENDENCE! MINE MADE US A NATION. THIS ONE SETS OUR COMPASS AND POINTS OUR COURSE.

DOES THE MONROE DOCTRINE WORK?

YES — BECAUSE BRITAIN AGREES WITH HIM, AND BRITAIN'S NAVY CONTROLS THE SEAS.

AMERICA GETS STRONGER FROM MONROE'S VIEW OF THE WORLD. "FORT MONROE" IS BUILT TO PROTECT VIRGINIA DURING HIS PRESIDENCY. HE LEAVES OFFICE IN 1824 AND DIES ON JULY 4, 1831 — THE LAST OF AMERICA'S REVOLUTIONARY LEADERS. END

5. Westward Expansion –

Why? – many settlers pushed west to find economic freedom: there was plentiful fertile, yet cheap land available and some went to escape debts owed

Requirements for Statehood –

A. 60,000 people
B. petition for admission
C. written state constitution
D. elected representatives
E. Congressional approval

Missouri Compromise (1820) – when Missouri petitioned to enter the Union, conflict began over the issue of slavery. At the time there were an even number of slave and free states and Missouri becoming a slave state would shift the balance of power to pro-slavery.

A compromise was agreed upon:

1. **Missouri would enter as slave state**
2. **Maine would enter as free state**
3. **The Louisiana Territory was split along the 36° 30′ N – above that line being free and below allowing slavery**

