

# Watch



**BOUNCE**  
TO ACTIVATE VIDEO

## William Clark, Mapping the American Frontier

Travel with Lewis and Clark as William Clark sketches and maps their journey into the American West.

# Read

about the young United States and its people.


- Lesson 1** Washington's Presidency
- Lesson 2** A Two-Party System Develops
- Lesson 3** Presidents Adams and Jefferson
- Lesson 4** A Changing Nation
- Primary Source** William Clark and Meriwether Lewis, Journals
- Lesson 5** Madison and the War of 1812
- Primary Source** Tenskawatawa, The Prophet, Speech
- Lesson 6** Monroe's Presidency and Everyday Life

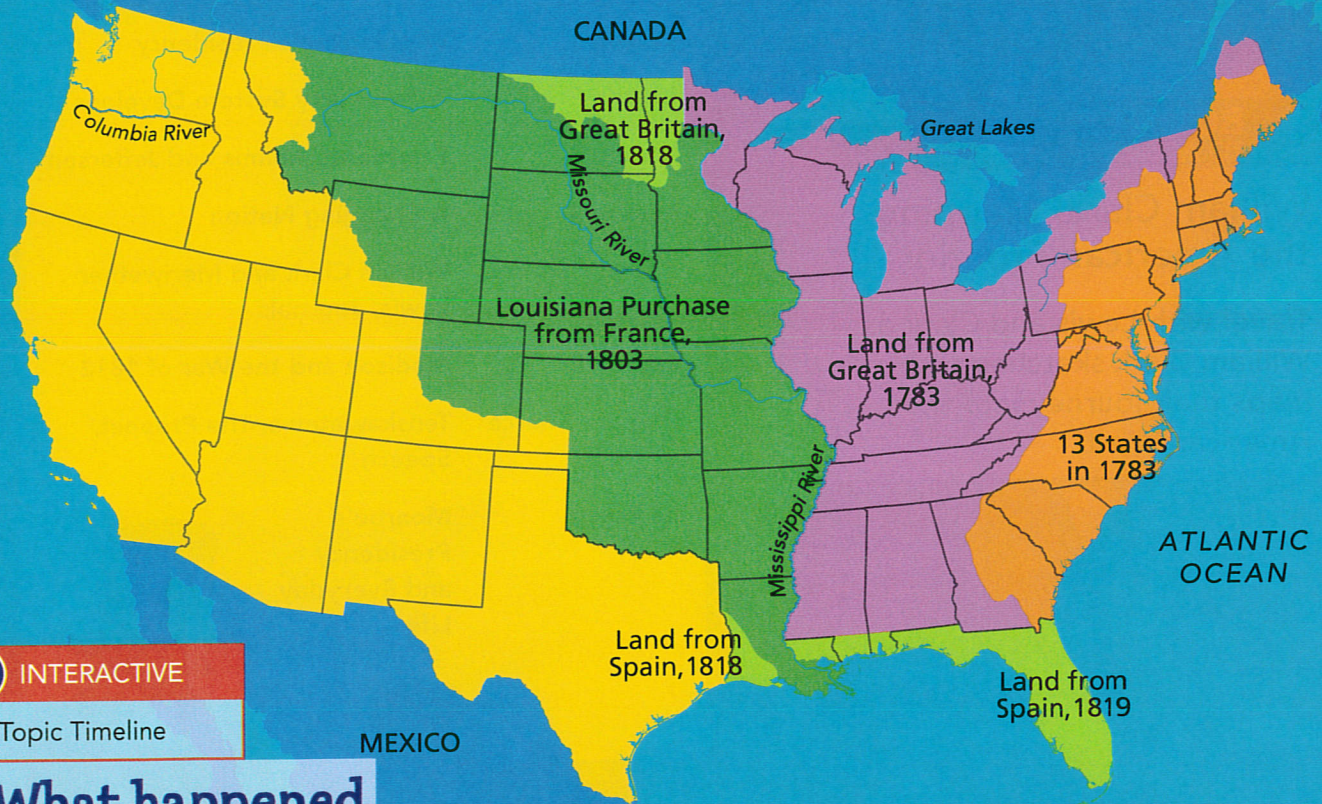


# The Early Republic

1789–1825

Learn more about the early republic by making your own map and timeline in your

 Active Journal.



 INTERACTIVE  
Topic Timeline

## What happened and when?

The United States grew in size but split politically and fought another war with Britain. Explore the timeline to see some events from 1789 to 1837.

### TOPIC EVENTS

1780

1790

1800

### WORLD EVENTS

1792  
Mary Wollstonecraft publishes *Vindication of the Rights of Women*.

1804  
Haiti declares independence from France.

1789  
George Washington is inaugurated as first President of the United States.

1797  
John Adams becomes President; Thomas Jefferson becomes Vice President.

1803  
United States purchases Louisiana territory.



**INTERACTIVE**

Topic Map

## Where did the nation expand?

From 13 states hugging the Atlantic coast, the nation expanded westward. On the map, locate the acquisitions of land that made this expansion possible.



**1812**  
War of 1812 begins.

**1819**  
Supreme Court rules in *McCulloch v. Maryland*.

**1823**  
President Monroe creates Monroe Doctrine.

**1810**

**1810**  
Argentina declares its independence from Spanish royalist leaders.

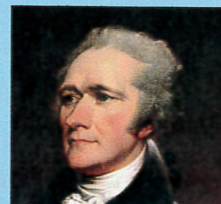
**1820**

**1830**

**1837**  
Louis Daguerre experiments with photography.

**1840**

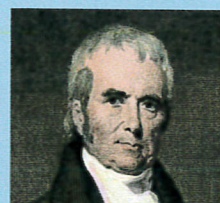
## Who will you meet?



Alexander Hamilton, the man who stabilized the economy but lost a duel



James Monroe, the fifth President, who told Europe to stay out of America's business



John Marshall, Supreme Court Justice who expanded the powers of the Court



# Quest

Project-Based Learning Inquiry

## Stay Out? Or Get Involved?


### Quest KICK OFF

You are working for a member of President Jefferson's Cabinet and must decide how to respond to war between Britain and France. Consider this question:


**How do we determine which actions are in the best interest of the United States when other nations go to war?**

What events will help you decide on the best course of action? Explore the Essential Question "How much power should the federal government have, and what should it do?" in this Quest.


#### 1 Ask Questions

Think of questions you would ask about factors such as events and their outcomes that would help you decide on the best course of action when other nations go to war. Write your questions in your  Active Journal.

#### 2 Investigate


As you read the lessons in this Topic, look for **Quest CONNECTIONS** that provide information on events and issues that affected the U.S. response to war between other nations. Take notes in your  Active Journal.

#### 3 Conduct Research

Next explore primary sources from the period of the early republic. They'll help you decide on the best course of action to take. Record notes in your  Active Journal.

### Quest FINDINGS

#### 4 Write a Position Paper

Hold a mock Cabinet meeting to review your notes, decide on the best course of action, and document this problem-solving process. In a small group, write a position paper summarizing the chosen solution. Get help for writing the paper in your  Active Journal.

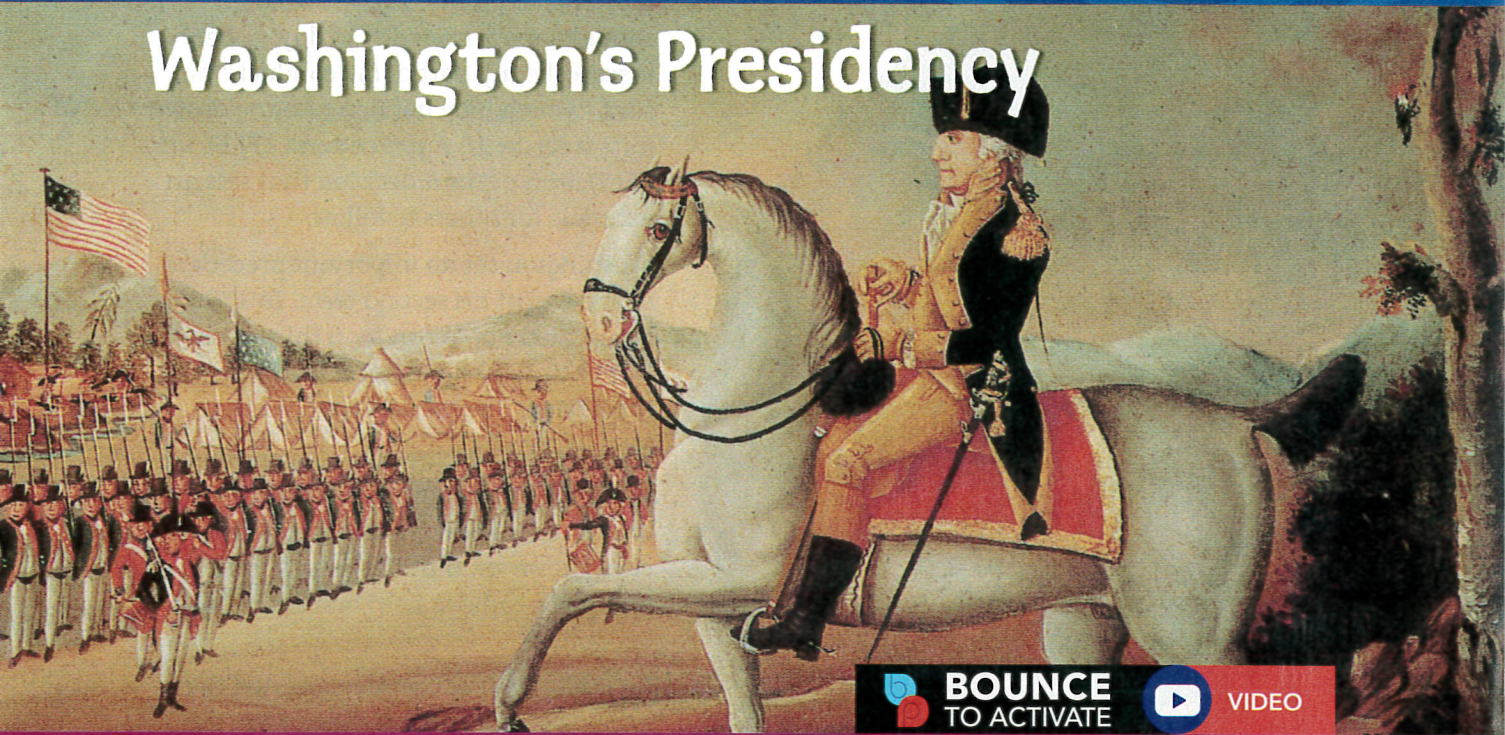


▲ This photograph shows a modern Cabinet meeting with President Obama presiding.



## LESSON 1

# Washington's Presidency



## GET READY TO READ

### START UP


President Washington reviews his troops before the Whiskey Rebellion. Write a prediction about events during Washington's presidency.

### GUIDING QUESTIONS


- What steps did President Washington take to set up the government of the new republic?
- What were the causes and effects of the Whiskey Rebellion?
- What was the impact of Washington's foreign policy outlined in his Farewell Address?

### TAKE NOTES

#### Literacy Skills: Summarize

Use the graphic organizer in your  Active Journal to take notes as you read the lesson.

### PRACTICE VOCABULARY

Use the vocabulary activity in your  Active Journal to practice the vocabulary words.

Vocabulary	Academic Vocabulary	
inauguration	tariff	accordingly
precedent	speculator	invoke
Cabinet	neutral	
bond		

George Washington was inaugurated in New York City on April 30, 1789. A presidential **inauguration** is the ceremony in which the President officially takes the oath of office. A witness reported that the new President looked “grave, almost to sadness.” Washington, no doubt, felt a great burden. He knew that Americans were looking to him to make the new government work.

## How Did Washington Shape the American Presidency?

Washington's presidency marked the beginning of what historians call the early republic. This period, between 1789 and about 1825, began when the first U.S. government was formed under the Constitution. Decisions made during the early republic had a lasting impact on the institutions and culture of the United States. As the first President, Washington showed his strong leadership and set an example for future generations.

The Constitution provided a framework for the new government of the United States.





**Analyze Images** John Jay led the new nation's judicial branch when he became the first Chief Justice of the United States Supreme Court in 1789. **Use Visual Information** On what kind of a book do you think the Chief Justice lays his hand? Hint: The Supreme Court is the highest court, making decisions about U.S. laws.

It did not explain how the President should govern from day to day. "There is scarcely any part of my conduct," he said, "which may not hereafter be drawn into precedent." A **precedent** (PRES uh dent) is an act or a decision that sets an example for others to follow.

Washington set an important precedent at the end of his second term. In 1796, he decided not to run for a third term. Not until 1940 did any President seek a third term.

**The First Cabinet** The Constitution says little about how the executive branch should be organized. It was clear, however, that the President needed talented people to help him carry out his duties.

In 1789, the first Congress created five executive departments. They were the departments of State, Treasury, and War and the offices of Attorney General and Postmaster General. The heads of these departments made up the President's **Cabinet**. Members of the Cabinet gave Washington advice and were responsible for directing their departments.

As a proven leader himself, Washington knew he needed to appoint others with similar qualities to his Cabinet. He needed effective leaders who had the ability to persuade others to adopt new proposals and implement his ideas.

Washington set a precedent by choosing well-known leaders to serve in his Cabinet. The two most influential Cabinet members were the Secretary of State, Thomas Jefferson, and the Secretary of the Treasury, Alexander Hamilton.

**Establishing a Court System** The Constitution calls for a Supreme Court. Congress, however, had to set up the federal court system. As one of its first actions, Congress passed the Judiciary Act of 1789. It called for the Supreme Court to consist of one Chief Justice and five Associate Justices. Today, the Supreme Court has eight Associate Justices because Congress later amended the Judiciary Act. Washington named John Jay the first Chief Justice of the United States.

The Judiciary Act also set up a system of district courts and circuit courts across the nation. Decisions made in these lower courts could be appealed to the Supreme Court, the highest court in the land.

 **READING CHECK** **Identify Main Ideas** Why was the Cabinet created?



## How Did Alexander Hamilton Deal with the National Debt?

As Secretary of the Treasury, Alexander Hamilton faced many problems. Among the most pressing was the large national debt. This is the total amount of money that a government owes to others.

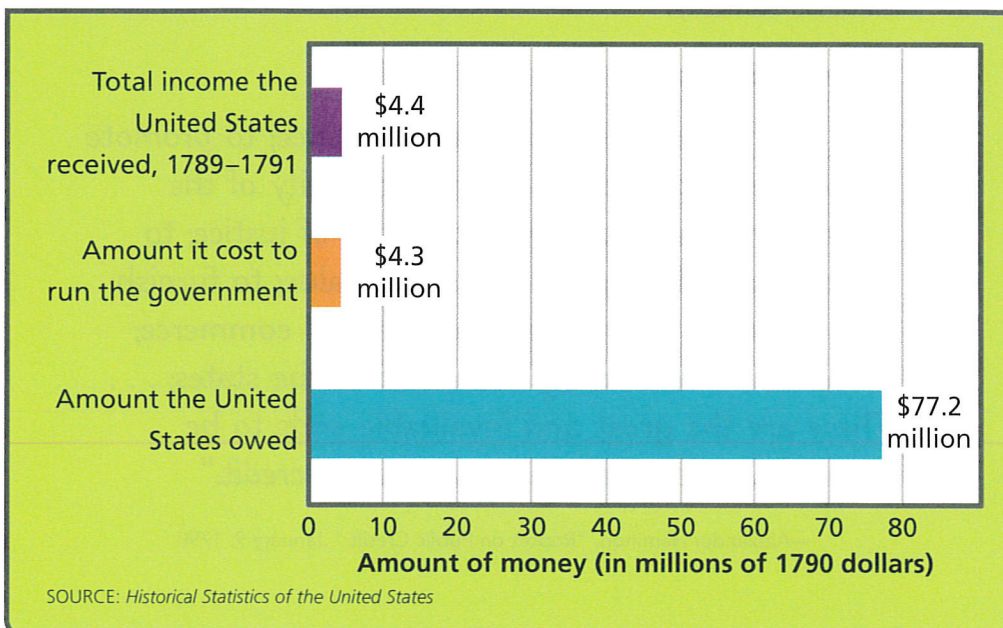
During the Revolution, both the national government and individual states had desperately needed money. They had borrowed heavily from foreign countries and ordinary citizens to pay soldiers and buy supplies. Then, as now, governments borrowed money by issuing bonds. A **bond** is a certificate that 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 (an additional sum of money) by a certain time.

**A Plan to Reduce the Debt** Hamilton wanted to pay off the government's debts and create a stable economic system for the United States. The plan he proposed showed that Cabinet members could provide strong leadership.

Hamilton called for the government to repay both federal and state debts. His first act in government was to ask Congress to pass a **tariff**, or tax on imports, to pay for the government. Congress passed this tariff in 1789. Hamilton wanted the government to buy up all the bonds issued by both the national and state governments before 1789. He then planned to issue new bonds to pay off the old debts. As the economy improved and income from the tariff increased, the government would then be able to pay off the new bonds. Many people, including bankers and investors, welcomed Hamilton's plan. Others attacked it.

**Analyze Graphs** This graph shows U.S. financial problems after the Revolutionary War. **Infer** Based on the information in the graph, what can you conclude about the economic situation of the federal government when Washington took office?

### U.S. Financial Problems, 1789–1791





## State Debt Assumed by the New Federal Government, 1790

STATE	ASSUMED DEBT (IN DOLLARS)	STATE	ASSUMED DEBT (IN DOLLARS)
New Hampshire	300,000	Delaware	200,000
Massachusetts	4,000,000	Maryland	800,000
Rhode Island	200,000	Virginia	3,500,000
Connecticut	1,600,000	North Carolina	2,400,000
New York	1,200,000	South Carolina	4,000,000
New Jersey	800,000	Georgia	300,000
Pennsylvania	2,200,000		

SOURCE: Library of Congress

**Analyze Graphs** Hamilton agreed to pay off state debts as well as federal debts. **Draw Conclusions** Considering the differences among the states' debt levels, why might some states have objected to the federal government taking over every state's debts?

**Hamilton's Plan** James Madison led the opposition. Madison argued that Hamilton's plan rewarded 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 needed cash to survive and sold their bonds to speculators. Speculators bought bonds worth one dollar for only 10 or 15 cents. If the government paid off the old bonds in full, speculators stood to make fortunes. Madison thought that speculators did not deserve to profit.

Hamilton replied that the United States must repay its debts in full. The support of investors, he argued, was crucial to building the new nation's economy:

### Primary Source

*"To justify and preserve their confidence; to promote the encreasing [increasing] respectability of the American name; to answer the calls of justice; to restore landed property to its due value; to furnish new resources both to agriculture and commerce; to cement more closely the union of the states; . . . These are the great and invaluable ends to be secured, . . . for the support of public credit."*

—Alexander Hamilton, "Report on Public Credit," January 9, 1790



After much debate, Congress approved full repayment of the national debt.

As a southerner, Madison also led the fight against the other part of Hamilton's plan, the repaying 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. The New England states, for example, still owed a lot. Thus, some northern states stood to gain more than others from the plan. As a result, the southern states bitterly opposed Hamilton's plan.

This fight over how to use scarce resources was only one of many in the early republic. To make government work, there were compromises.

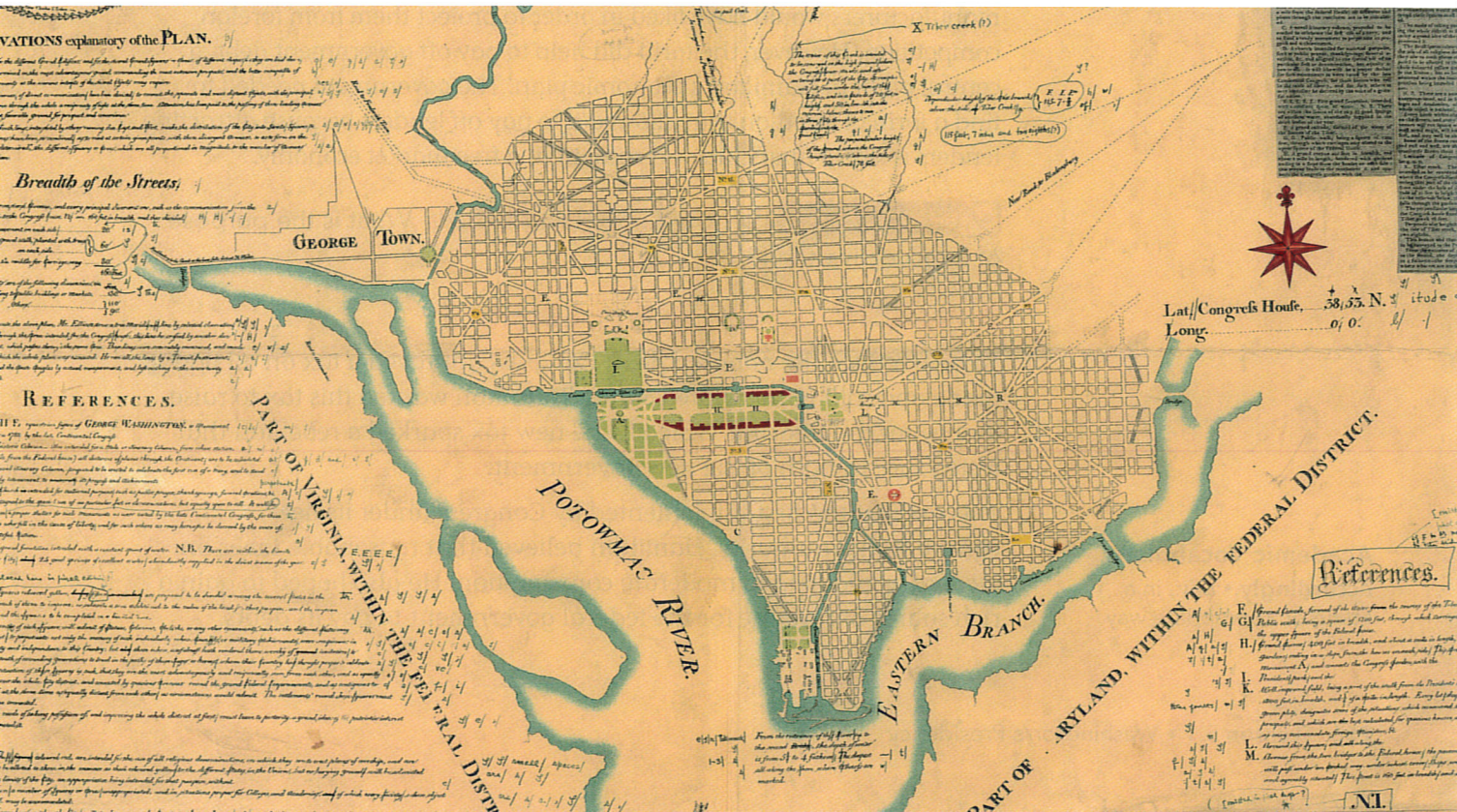
**Reaching a Compromise** In the end, Hamilton proposed a compromise. Many southerners wanted the nation's capital to be located in the South. Hamilton offered to support that goal if southerners agreed to his plan to repay state debts.

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

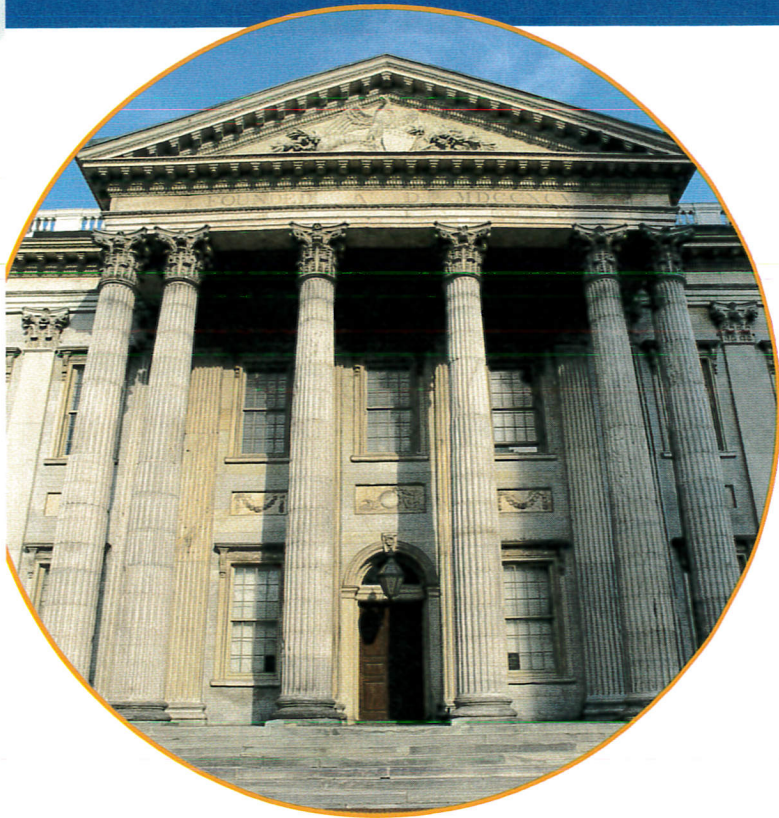
**READING CHECK** Identify Cause and Effect Why were federal and state debts so high?

### Analyze Images

Locating the nation's capital in what is now Washington, D.C., was the result of a compromise in which southern states agreed that the federal government would take over state debts, mainly helping northern states. **Infer** What about Washington's location helped southern states accept the compromise?







**Analyze Images** This building in Philadelphia was the headquarters of the first Bank of the United States. The Bank was founded in 1791. **Sequence** Why do you think the founding of the first bank came after the Revolution?

**Academic Vocabulary**  
**accordingly** • *adv.*, in a fitting or appropriate way

## How Did Hamilton Create a Stable Economy?

Hamilton's next challenge was to strengthen the faltering national economy.

**Accordingly**, 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 first 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 and the development of a free-enterprise economic system.

To help American manufacturers, Hamilton asked Congress to pass a new tariff 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.

Hamilton's plan sparked arguments over taxation. In the North, where there were more and more factories, many people supported Hamilton's plan. Southern farmers, however, bought many imported goods. They opposed a protective tariff that would make imports more expensive.

In the end, Congress did pass a tariff, but it was much lower than the protective tariff Hamilton wanted. The tariff was also lower than American manufacturers would have liked in order to protect them from foreign competition. However, the tariff did help to pay off government debt, a central point in Hamilton's economic plan. The government needed to find a form of taxation that allowed it to pay off lenders because attracting lenders is key to financing government in a free market economy.

 **READING CHECK** **Identify Supporting Details** What is the purpose of a protective tariff?

## A New Tax Leads to Rebellion

To help reduce the national debt, Congress approved a tax on all liquor made and sold in the United States. Hamilton wanted this tax to raise money for the treasury. Instead, the new tax sparked a rebellion that tested the strength of the new government.

This tax was the first implemented by Congress under its new constitutional authority. Hamilton believed that reasonable taxes on alcohol would help to moderate consumption. He also hoped to gain a rich source of revenue for the federal government to pay its debts.



However, the new law varied the tax rate and often left smaller liquor manufacturers paying more than larger ones. Furthermore, the tax had to be paid in cash. This was often difficult for small distilleries. Large liquor enterprises in the East had less trouble with the tax than those on the frontier or in small towns.

Hamilton, though himself a man of humble origins, did not fully appreciate the economic concerns of Americans who lived on farms or in small towns. A large number of them opposed the new tax.

**The Whiskey Rebellion** Like many Americans, backcountry farmers grew corn. However, corn was bulky and expensive to haul long distances over rough roads. The cost of transport made western corn too expensive to sell in the East. Instead, farmers converted their corn into whiskey. Barrels of whiskey were worth much more and could be sold for a profit in the East, despite the cost of transport.

Back country farmers hated the tax on whiskey because it sharply reduced their income. Many refused to pay it. They compared it to the taxes Britain had forced on the colonies.

In 1794, when officials in western Pennsylvania tried to collect the tax, farmers rebelled. During the Whiskey Rebellion thousands marched in protest through the streets of Pittsburgh. They sang revolutionary songs and tarred and feathered the tax collectors.

**Washington Shows Leadership** President Washington responded quickly. He showed his abilities as a military leader once again.

## INTERACTIVE

A Controversial Tax

### Analyze Images

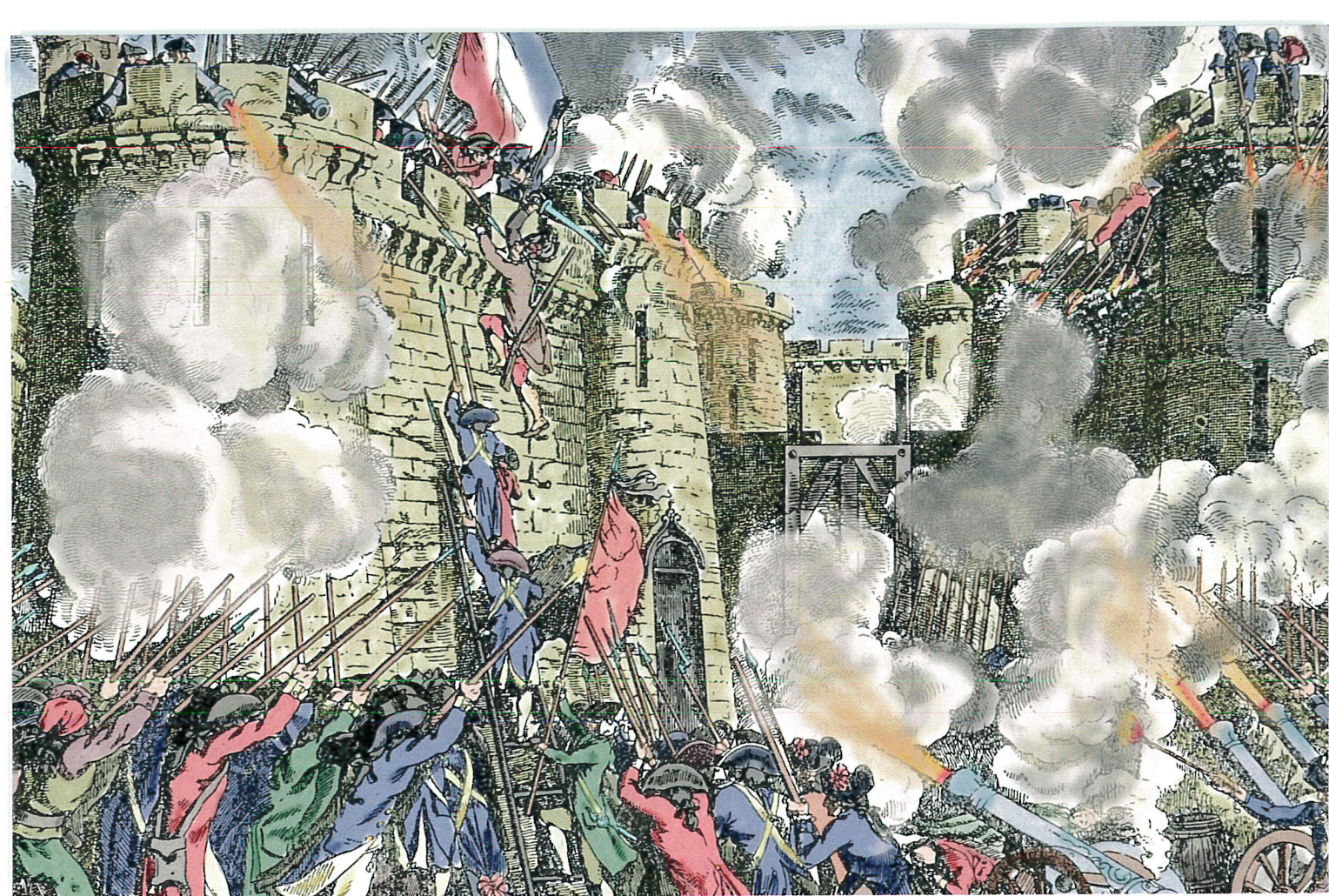
Frontiersmen tar and feather a government tax collector during the Whiskey Rebellion to protest a tax on liquor.

### Classify and Categorize

How would you describe the behavior of the crowd in the picture?







**Analyze Images** In this image showing the French Revolution, a mob in Paris burns symbols of the monarchy. **Understand Effects** What do you think some Americans thought about the increasing violence of the French Revolution?

He called up the militia and dispatched them to Pennsylvania. When the rebels heard that thousands of troops were marching against them, they fled back to their farms. Hamilton wanted the leaders of the rebellion executed, but Washington disagreed and pardoned them. He believed that the government had shown its strength to all. Now, it was time to show mercy.

The Whiskey Rebellion tested the will of the new government. Washington's quick response proved to Americans that their new government would act firmly in times of crisis. The President also showed those who disagreed with the government that violence would not be tolerated.

 **READING CHECK** **Identify Cause and Effect** What was the main cause of the Whiskey Rebellion?

## How Did Americans React to the French Revolution?

Late in 1789, French ships arrived in American ports with startling news. On July 14, an angry mob in Paris, France, had destroyed the Bastille (bahs TEEL), an ancient fort that was used as a prison. The attack on the Bastille was an early event in the French Revolution. Before long, the revolution would topple the monarch and lead to the execution of thousands of ordinary French citizens.



The French Revolution broke out a few years after Americans had won their independence. Like Americans, the French fought for liberty and equality. As the French Revolution grew more violent, however, it deepened political divisions within the United States.

The French had many reasons to rebel against their king, Louis XVI. The peasants and the middle class paid heavy taxes, while nobles paid none. Reformers wanted a constitution to limit the king's power and protect basic rights, as the American Constitution did.

**Supporting Liberty in France** At first, most Americans supported the French Revolution. Americans knew what it meant to struggle for liberty. Also, during the American Revolution, France had been an ally. Many Americans admired the Marquis de Lafayette, a leading French reformer who had fought with them in the American Revolution.

However, the French Revolution frightened most European rulers and nobles. They wanted to prevent revolutionary ideas from spreading to their lands. When two European countries, Austria and Prussia, **invoked** other rulers to help the French king regain his throne in 1792, France declared war.

By 1793, the French Revolution was turning more and more violent. Radical reformers gained power. They beheaded the king and later the queen. During the Reign of Terror, tens of thousands of ordinary French citizens were executed.

**Differing Opinions** Violence in France divided Americans. Some, like Thomas Jefferson, continued to support the French revolutionaries. He felt that the French had the right to use violence to win freedom, although he condemned the executions of the king and queen.

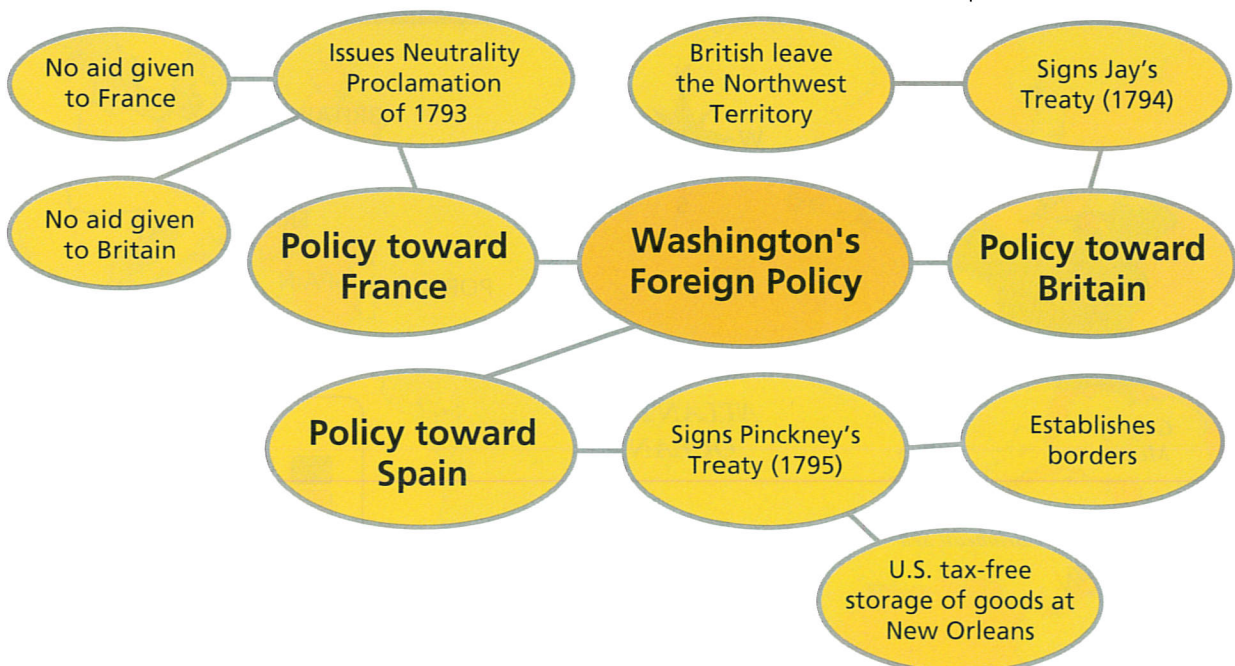
**INTERACTIVE**

Foreign Affairs  
Under Washington

**Academic Vocabulary**


**invoke** • v., to call on; to appeal to

**Analyze Diagrams** The information in the chart reflects Washington's foreign policy. **Identify Main Ideas** Based on the chart, how did Washington deal with European powers? How did his actions reflect his foreign policy preferences?





## Quest CONNECTIONS

What was Washington's foreign policy? Why did he form this policy? Record your findings in your  Active Journal.

Alexander Hamilton, John Adams, and others strongly disagreed about the use of violence. One could no more create democracy through widespread violence, claimed Adams, "than a snowball can exist in the streets of Philadelphia under a burning sun."

**President Washington's Foreign Policy** The French armies' attack on Austria led Britain to declare war on France. Europe was soon plunged into a string of wars that lasted on and off for more than 20 years. The fight between France and Britain, Europe's two leading powers, threatened the economy of the United States. These countries were America's main trading partners.

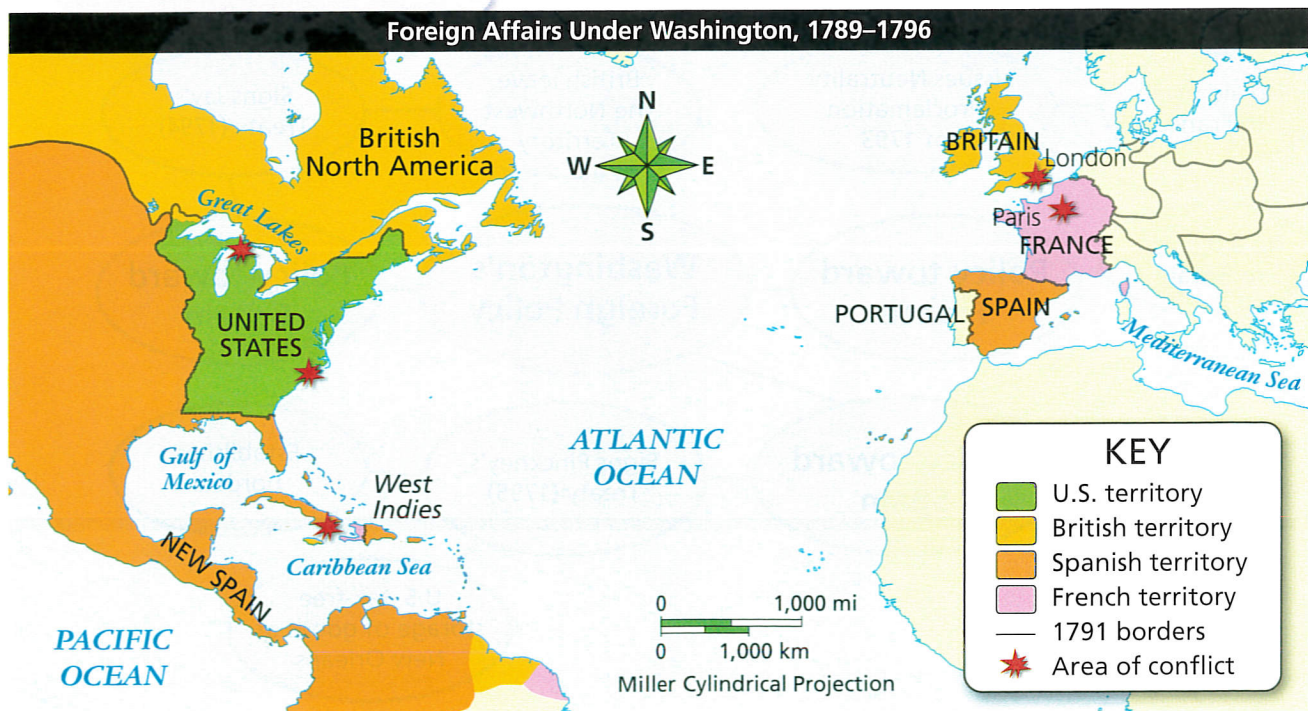
## GEOGRAPHY SKILLS

Paris was the site of the violent French Revolution. The map also identifies places where the United States faced British hostility or outright aggression.

1. **Location** Near what bodies of water did the United States face British aggression in America?
2. **Draw Conclusions** Which nation—Britain or France—appeared to pose a more serious threat to the United States? Why?

Faced with war in Europe, President Washington had to decide on a foreign policy. Foreign policy is a nation's plan of action toward other nations. During the American Revolution, the United States and France had signed a treaty that made the two countries allies. Now, France wanted to use American ports to supply its ships and launch attacks on British ships. Allowing France to use American ports would expose the United States, still recovering from the Revolutionary War, to new British attacks. Washington worried that the United States could not honor its treaty with France and still remain neutral in the European conflict. Remaining **neutral** means not taking sides in a conflict.

Washington also hoped to protect the American economy from the conflict between Britain and France. Merchants and farmers in the United States depended on American ports to maintain overseas trade with Britain and other countries. The British navy ensured the safety of American trading ships.





Still, many Americans favored France. Staying neutral appeared to be Washington's best option.

**Protecting American Interests** The issue of the treaty deepened the divisions within Washington's Cabinet. Hamilton pointed out that the United States had signed the treaty with Louis XVI. With the king dead, he argued, the treaty was no longer valid. Jefferson, a supporter of France, urged strict acceptance of the treaty.

After much debate, Washington issued the Neutrality Proclamation in April 1793. It stated that the United States would not support either side in the war. Further, it forbade Americans from aiding either Britain or France. The Neutrality Proclamation was a defeat for Jefferson. This and other defeats eventually led Jefferson to leave the Cabinet.

**READING CHECK Identify Main Ideas** Why did Washington decide on neutrality as his foreign policy?

## Washington Defends Neutrality

Declaring neutrality was easier than enforcing it. Americans wanted to trade with both Britain and France. However, those warring nations seized American cargoes headed for each other's ports.

**Jay's Treaty** In 1793, the British captured more than 250 American ships trading in the French West Indies. Some Americans called for war. Washington, however, knew that the United States was too weak to fight. He sent Chief Justice John Jay to Britain for talks.

Jay negotiated an agreement that called for Britain to pay damages for the seized American ships. Britain also agreed to give up the forts it still held in the West. Meanwhile, Americans had to pay debts long owed to British merchants.

Jay's Treaty sparked loud protests because it did nothing to protect the rights of neutral American ships. After furious debate, the Senate finally approved the treaty in 1795.

**The Impact of Washington's Farewell Address** After serving two terms as President, George Washington refused to serve a third.



**Analyze Political Cartoons** In this political cartoon, citizens burn an effigy of John Jay to protest Jay's Treaty, which they believed favored Britain.

**Use Visual Information** How does the burning of the stuffed figure of John Jay make the image more powerful than if the mob did not burn the figure?



## *Friends, & Fellow Citizens.*

The period for a new  
tion of a citizen to administer the  
government of the United States, being  
far distant, and the time actually  
over, when your thoughts must be  
ed in designating the person, who is  
cloathed with that important trust  
~~to~~, it appears to me proper, e  
ally as it may conduce to a more dist  
expression of the public voice, that  
now apprision of the resolution I ha  
formed, to decline being considered  
the number of those, out of whom a cho  
to be made. —

I beg you, at the same time  
me the justice to be assured, that this  
line has not been taken, without a  
re... the considerations app

### Analyze Images In

his Farewell Address, Washington gave clear warnings about the dangers of political entanglement with other nations.

**Identify Main Ideas** Why did Washington fear such entanglements?

Washington did not oppose foreign trade, but he did reject alliances that could drag the country into war. His advice guided American foreign policy for many years.

**READING CHECK Identify Main Ideas** What advice did Washington give in his final address?

Before retiring in 1796, Washington published his Farewell Address. In it, he advised Americans against becoming involved in European affairs:

### Primary Source

“Tis our true policy to steer clear of permanent Alliances, with any portion of the foreign World. . . . The great rule of conduct for us, in regard to foreign nations is . . . to have with them as little political connection as possible.”

—George Washington, Farewell Address, 1796


## Lesson Check

### Practice Vocabulary

1. Why were many of President George Washington’s actions considered **precedents**?
2. How were **bonds** and **speculators** related in the early republic?

### Critical Thinking and Writing

3. **Identify Main Ideas** Explain Hamilton’s argument in favor of paying the nation’s debts in full.
4. **Identify Cause and Effect** Why was the nation’s capital built as a new city in the South?

5. **Summarize** What was George Washington’s response to the Whiskey Rebellion, and what effect did his response have on the nation?
6. **Writing Workshop: Generate Questions to Focus Research** In your  Active Journal, write at least three questions about the country’s physical landscapes, political divisions, and territorial expansion during the early republic. These questions will help focus your research and help you to write a research paper at the end of the Topic.