Political Developments in the Early Republic

How did the Federalist and Republican visions for the United States differ?

Listen to the songs “Hail, Columbia” and “Fair and Free Elections.” Then answer these questions.

**Hail, Columbia**
1. What are three adjectives that describe the song’s mood?
2. How do you think Washington’s swearing in as president united the country?

**Fair and Free Elections**
1. What are three adjectives that describe the song’s mood?
2. According to the lyrics, what were some of the issues of the 1800 presidential election?
3. In what ways do you think the nation changed between Washington’s inauguration in 1789 and the election of 1800?

Social Studies Vocabulary
As you complete the Reading Notes, use these terms in your answers.

- Whiskey Rebellion
- Washington’s Farewell Address
- loose construction
- strict construction
- sedition
- nullify
- States’ Doctrine

**Section 1**
1. What issue divided the first Congress as the nation launched the new government?

   Some members of Congress were eager to build a strong national government while others wanted to limit the power of the new government.

Answers will vary. Accept all reasonable responses.
2. Complete the spoke diagram illustrating the nation’s first executive branch under George Washington. Draw a symbol to represent each department. Then, on the spokes, list the role of each department and the person who headed it.

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Department of War
  headed by Henry Knox
  to defend the nation

First Executive Branch
  headed by Alexander Hamilton
  to oversee the nation’s finances

Treasury Department
  to oversee the nation’s finances
  headed by Thomas Jefferson

Department of State
  to handle relations with other countries
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Section 2

1. Create a simple illustration showing the government’s response to the Whiskey Rebellion. Also explain whether you think the government acted appropriately. Answers will vary. Accept all reasonable responses. Students should use examples from the text to back up their opinion.

2. Explain in your own words what Washington in his Farewell Address meant by the threat of the “spirit of party.”

In Washington’s Farewell Address, the threat of the “spirit of party” referred to the passionate loyalty of Americans to political parties. Washington worried that fighting between parties could tear the nation apart.
Sections 3 and 4

Read Section 3 and write a response to Questions 1 to 6 from the perspective of Alexander Hamilton. Then, read Section 4 and write responses to the questions from the perspective of Thomas Jefferson.

1. What is your view of human nature?

I believe that most people are basically selfish and . . .
out for themselves. A government that gives too much power to the common people cannot be trusted.

Informed citizens can make good decisions for themselves and the country. I have faith in peoples’ goodness and wisdom.

Alexander Hamilton

Thomas Jefferson

2. Who should lead our country?

Wealthy, educated, public-spirited men should lead the country.

Farmers and planters like myself should lead the country.

Alexander Hamilton

Thomas Jefferson

3. How strong should our national government be?

We should have a strong national government that unites the states and keeps order among the people.

The national government should be small, with limited powers.

Alexander Hamilton

Thomas Jefferson
4. What is the ideal economy?

The ideal economy is based on business, manufacturing, and trade.  

The ideal economy is based on agriculture.

Alexander Hamilton  

Thomas Jefferson

5. Is the establishment of a national bank constitutional? Why or why not?

Yes. I believe the creation of a national bank is constitutional. I believe in the loose construction of the Constitution. The elastic clause allows Congress to make any necessary laws, such as the establishment of a bank.

No. The Constitution says nothing about a national bank and therefore Congress cannot create one. I believe in the strict construction of the Constitution. It means what it says and nothing more.

Alexander Hamilton  

Thomas Jefferson

6. Should the United States ally itself with Great Britain or France? Why?

In the war between France and Great Britain, the United States should side with Great Britain. We should respect Britain’s ability to keep order and to defend itself.

We should support France despite the bloodshed caused by the French Revolution. The bloodshed was necessary to pay for freedom.

Alexander Hamilton  

Thomas Jefferson
Section 5

Complete the poster, which urges state legislatures to nullify the Alien and Sedition Acts. Include at least two reasons for nullification and one illustration on your poster.

Nullify the Alien and Sedition Acts!

Answers will vary. Possible reasons for nullification include: The Alien and Sedition Acts were an attack on the rights of free speech and free press. The acts were an attack on Republicans. Congress went beyond the Constitution by passing the acts. According to the states’ right theory, the federal government was using its powers improperly.

Section 6

In the banners, write two campaign slogans for the 1800 presidential election—one from the perspective of a Federalist and one from the perspective of a Republican. Include the name of the candidate and a reason he should be elected. For example:

A strong foreign policy is what we need! With John Adams as president, we will succeed!

Republican Party

Answers will vary. Accept all reasonable responses. The Republican Party banner can mention the need for less government involvement, an agriculture driven economy, or a strict construction of the Constitution.

Federalist Party

The Federalist Party Banner can mention the need for a strong government, an industrial driven economy, or a loose construction of the Constitution.
Section 7

1. Why was the Twelfth Amendment added to the Constitution?
   The Twelfth Amendment was added to the Constitution to prevent ties in presidential races.

2. What does the Twelfth Amendment prevent?
   The amendment prevents a tie by establishing separate ballots for president and vice president.

**PROCESSING**

Use this rubric to evaluate the Processing assignment.

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Student demonstrates that they clearly understand the Federalist or the Republican vision for America. They use two or more reasons to describe the candidate and use passionate language. There are no spelling or grammar errors.</td>
</tr>
<tr>
<td>2</td>
<td>Student demonstrates some understanding of the Federalist or the Republican vision for America. They use at least one reason to describe the candidate and use passionate language. There are few spelling or grammar errors.</td>
</tr>
<tr>
<td>1</td>
<td>Student demonstrates little understanding of the Federalist or the Republican vision for America. They provide no examples for why their candidate should be elected. There are many spelling or grammar errors.</td>
</tr>
</tbody>
</table>
**Identifying and Evaluating Evidence**

Use the reading to create a claim that answers this question: *How did conflicts within Washington’s cabinet affect American politics?*

**Claim:** Claims will vary. Accept all reasonable responses.

What evidence from the primary sources documents support your claim? Fill out the chart below. Circle the two strongest pieces of evidence.

<table>
<thead>
<tr>
<th>Source</th>
<th>Evidence</th>
<th>How does this support the claim?</th>
</tr>
</thead>
</table>

Evidence will vary, but should relate to the claim. Students should provide evidence from multiple sources. The evidence should come from the primary sources themselves, but students may use the supporting text to explain how the source supports the claim. Explanations should be reasonable.

You can use this evidence to strengthen your claim. Write your revised claim below. Claims should be more nuanced than the first claim. The evidence should better support the revised claim.
Constructing an Argument
Create an argument to answer the question: How did conflicts within Washington’s cabinet affect American politics? Your argument should:

- clearly state your claim.
- include evidence from multiple sources.
- provide explanations for how the sources support the claim.

Use this rubric to evaluate your argument. Make changes as needed.

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>The claim clearly answers the question. The argument uses evidence from two or more primary sources that strongly support the claim. The explanations accurately connect to the evidence and claim.</td>
</tr>
<tr>
<td>2</td>
<td>The claim answers the question. The argument uses evidence from one or more primary sources that support the claim. Some of the explanations connect to the evidence and claim.</td>
</tr>
<tr>
<td>1</td>
<td>The claim fails to answer the question. The argument lacks evidence from primary sources. Explanations are missing or are unrelated to the evidence and claim.</td>
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