

UNIT 3

The Early Republic

1789–1848

40-50-minute classes | 30-34 classes

UNIT PREVIEW

Structure

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Why Teach the Early Republic

The United States of America is an “experiment in self-government.” None other than the Father of the Country, George Washington, said as much at his inauguration. The experiment had seemed to be on the verge of failure by 1787, but the Constitution gave it a second chance. This is the story of the beginning decades of that “second chance.” What is so remarkable about these decades is that the ideas and structures of the Constitution were put into action with real people, real challenges, and real opportunities. America’s first elected and appointed statesmen would set the precedents by which American representative democracy would operate. Indeed, much of American self-government still reflects the precedents established in those first decades. These acts were not performed in a vacuum, however. America’s leaders

had to face very real struggles, and the American people had to learn to trust the Constitution and one another. All the while, America also found before her opportunities rarely afforded to any nation. In navigating the challenges and seizing the opportunities, America matured into an increasingly, though still imperfect, democratic society. Living within the remnants of that “second chance” in the American experiment, students will learn much about the America of today by studying this first era of free self-government.

Enduring Ideas from This Unit

1. The presidency of George Washington was indispensable in establishing precedents conducive to free self-government and in keeping America free of what would have been a disastrous war.
2. The opportunities afforded to the United States were exceedingly rare in the history of nations.
3. Amidst the great strides in the practice of self-government and in taking advantage of opportunities, America’s treatment of Native Americans and the entrenching of slavery in the Southern states reveal the imperfections of the American regime and the injustices that were permitted.
4. American democracy expressed itself in a variety of unique ways and had a deep effect on the habits, thoughts, and character of Americans.
5. The idea of America’s “manifest destiny” to expand from coast to coast and spread its democratic ideas was a mixture of noble and material motivations which led to the Mexican-American War and a renewed debate over the expansion of slavery.

What Teachers Should Consider

The American founding was one of the most momentous—and dramatic—three decades in world history. How many times in history does a group of extraordinary individuals construct a novel government while winning a war against the world’s foremost power? The challenge in teaching the history of the early republic, therefore, is in trying to match the interest and excitement of the founding unit.

We are aided in this challenge by our having already met the cast of characters. The first four presidents were all founding fathers, and many cabinet members, diplomats, and justices were either present in Philadelphia in 1776 and 1787, fought in the War of Independence, or both. It proved consequential to the early national stability of America that these figures should have been the first to govern under the Constitution, George Washington above all others. Students should come to understand how much of the way American government functions and how many traditions of the American political order are owed to President Washington.

At the same time, students should understand the precarious situations into which the young country was drawn and learn how America’s first leaders managed these challenges. From maintaining a fragile unity to enduring buffets from Great Britain and Revolutionary France, these first four presidents had more than enough to handle, including a national existential crisis in the War of 1812.

And yet, America also had an abundance of opportunities during the first half of the 1800s. These began with the Louisiana Purchase and proceeded to include the acquisition of Florida, the Monroe Doctrine's assertion of American authority in the Western Hemisphere, the annexation of Texas, and the Mexican Cession following the Mexican-American War. Alexander Hamilton's financial efforts helped to calm and focus the American economy over the long term, while subsequent investments and inventions combined with the security of the rule of law to unleash a vibrant economy.

American representative democracy was thus put into action, and the experiment in self-government seemed to be succeeding. But how did democratic society affect its citizens? Considering this question with students gives them the opportunity to study life in a democratic republic, from its forms of religion to the kind of interests and leaders that it produces. Students should also study the ways in which America's founding principles were not upheld, with respect to slavery and the treatment of Native Americans. They should understand the way that the institution of slavery changed during these initial decades and varied by region.

The study of America's "manifest destiny" is an opportunity for students to enter the minds of Americans at the time and attempt to understand the spirit of the democratic age. Based on the circumstances, it seemed almost inevitable that America would spread many of its unique ideas and accomplishments throughout all of North America. Yet this sentiment was sometimes in tension with America's founding principles. The culmination of this spirit in the Mexican-American War would gain for America an astonishing amount of new land, resources, and opportunity, but also bring closer the prospect of civil war.

How Teachers Can Learn More

TEXTS

Empire of Liberty, Gordon Wood
What Hath God Wrought, Daniel Walker Howe
The Rise of American Democracy, Sean Wilentz
An Empire of Wealth, John Steele Gordon
Land of Promise, Michael Lind
American Heritage: A Reader, ed. Hillsdale College History Faculty

ONLINE COURSES | [Online.Hillsdale.edu](https://online.hillsdale.edu)

The Great American Story
American Heritage

Lesson Planning Resources

TEACHER RESOURCES

Land of Hope, Wilfred McClay

A Teacher's Guide to Land of Hope, Wilfred McClay and John McBride

A Student Workbook for Land of Hope, Wilfred McClay and John McBride

STUDENT RESOURCES

Land of Hope Young Reader's Edition, Volume 1, Wilfred McClay

PRIMARY SOURCES

Thanksgiving Proclamation, George Washington

Letter to the Hebrew Congregation, George Washington

Farewell Address, George Washington

Monroe Doctrine, James Monroe

Address to the People of the United States, John Ross

Veto message on the Bank of the United States, Andrew Jackson

"The Great Nation of Futurity," John Louis O'Sullivan

**LESSON PLANS,
ASSIGNMENTS,
AND QUIZZES**

Lesson 1 — The New Government

1789–1801

6–7 classes

LESSON OBJECTIVE

Students learn about the first decades of American self-government under the Constitution, including the major events and developments during the presidencies of George Washington and John Adams.

TEACHER PREPARATION

Create a note outline based on the following:

Student Texts

<i>Land of Hope Young Reader's Edition</i> , Volume 1	Pages 85–100
Primary Sources	See below.

Teacher Texts

<i>Land of Hope</i>	Pages 78–90
<i>A Teacher's Guide to Land of Hope</i>	Pages 85–92, 121–123
<i>A Student Workbook for Land of Hope</i>	Pages 47–51

Online.Hillsdale.edu

<i>The Great American Story</i>	Lectures 5 and 6
<i>American Heritage</i>	Lecture 5

STUDENT PREPARATION

Assignment 1: Students read *Land of Hope Young Reader's Edition*, Volume 1, pages 85–93, and prepare for a reading quiz (provided below).

Assignment 2: Students read *Land of Hope Young Reader's Edition*, Volume 1, pages 93–100, and prepare for a reading quiz (provided below).

CORE CONTENT IN THIS LESSON

Geography and Places

New York City	Washington City in the
Federal Hall	Federal District of
Mount Vernon	Columbia
Philadelphia	Executive Mansion
New Orleans	Northwest Territory

Persons

George Washington
 John Adams
 Thomas Jefferson
 Alexander Hamilton

James Madison
 Eli Whitney
 Citizen Genêt
 John Jay

Terms and Topics

Bill of Rights
 Father of Our Country
 cabinet
 bureaucracy
 treasury
 silver dollar
 credit
 tariff
 national bank
 Whiskey Rebellion
 French Revolution
 attorney general
 original jurisdiction

appellate jurisdiction
 Jay’s Treaty
 Fugitive Slave Law
 cotton gin
 First Party System
 Federalist Party
 Democratic-Republican Party
 XYZ Affair
 Alien and Sedition Acts
 Kentucky and Virginia
 Resolutions
 nullification

Primary Sources

Thanksgiving Proclamation, George Washington
 Letter to the Hebrew Congregation, George Washington
 Farewell Address, George Washington

To Know by Heart

“Our Constitution was made only for a moral and religious People. It is wholly inadequate to the government of any other.” —John Adams, To the Officers of the Militia of Massachusetts

Timeline

1787	Constitutional Convention
1789	Elections held; First Congress convened; George Washington inaugurated; French Revolution begins
1800	Thomas Jefferson elected

Images

Historical figures and events
 Depictions of Federal Hall and Washington’s inauguration
 Diagram of a cotton gin
 Early maps and designs for Washington, DC, and the Executive Mansion
 Electoral maps

STORIES FOR THE AMERICAN HEART

- Biographies and the roles of George Washington, Alexander Hamilton, and John Adams
- George Washington's travels to New York City for his inauguration
- George Washington's presidency, including the "coach and six" and Senator William Maclay's criticisms of his policies and "monarchical" comportment
- The travels of Citizen Genêt in the United States
- The ebb and flow of the friendship between John Adams and Thomas Jefferson
- Stories of the building of Washington, DC
- Thomas Jefferson walking to his inauguration and riding bareback around Washington, DC
- The death of George Washington

QUESTIONS FOR THE AMERICAN MIND

- Why would George Washington's presidency prove to be so important for America's future?
- What challenges did George Washington face at the start of and during his presidency?
- What were the competing visions for America's future based on the views of Alexander Hamilton and Thomas Jefferson?
- What were Alexander Hamilton's greatest contributions to the young nation?
- What were the stances of George Washington, John Adams, and Thomas Jefferson regarding the conflict between Great Britain and the French revolutionaries?
- How did George Washington navigate foreign policy concerning the French Revolution and Great Britain?
- How did Eli Whitney's cotton gin change the course of slavery in America from what many during the founding generation had expected?
- How did the country expand during the 1790s? How did that expansion take place, and what did it look like?
- What were the three main points of Washington's Farewell Address? Explain each.
- In what sense may it be said that George Washington was America's "indispensable man"?
- What were the respective positions of the Federalists and the Democratic-Republicans on the issues facing the country by the late 1790s?
- How did John Adams navigate foreign policy concerning the French Revolution and Great Britain?
- What risks emerged as the result of the Alien and Sedition Acts and the Virginia and Kentucky Resolutions?
- What was so consequential about the election of 1800 and the subsequent change in administrations?
- Questions from the US Civics Test:
 - Question 37: The president of the United States can serve only two terms. Why?
 - Question 47: What does the president's cabinet do?
 - Question 48: What are two cabinet-level positions?
 - Question 50: What is one part of the judicial branch?
 - Question 51: What does the judicial branch do?
 - Question 52: What is the highest court in the United States?
 - Question 53: How many seats are on the Supreme Court?
 - Question 86: George Washington is famous for many things. Name one.

- Question 89: Alexander Hamilton is famous for many things. Name one.
- Question 119: What is the capital of the United States?

KEYS TO THE LESSON

With the Constitution ratified following robust debate, America embarked on the next phase of its experiment with self-government. Success was far from assured. The first statesmen to govern within this new system would play a decisive role in determining not only the immediate success of the fledgling republic but also its long-term well-being. Nearly every action would set a precedent, and there were very real threats to the country, both from without and from within. The statesmanship of George Washington and John Adams was indispensable for setting these precedents while steering the young nation through many trials, including deepening domestic division. When this division was ameliorated through a peaceful national election in 1800, followed by a transfer of power in 1801, the United States could mark a successful passage through its first dozen years of self-government under the Constitution, setting the stage for the next two hundred years of American government and history.

Teachers might best plan and teach The New Government with emphasis on the following approaches:

- Review with students the challenges facing the new nation. There was America's disappointing first attempt at government under the Articles of Confederation, at the time still present in the minds of most Americans. Then there were the various problems that remained, such as sizeable war debts among the states, different currencies, tensions between borrowers and creditors, and the continued presence of British soldiers in American territory. And on top of these struggles was the undefined and untested work of actually governing through the structure of the new Constitution.
- Spend time teaching about the importance of George Washington in these first years under the Constitution, including his character and his example. Of special note is Washington's setting of precedents for the presidency, his unifying example, his balancing of competing interests and views, and his efforts to prevent the young country from being dragged into a foreign war. To gain a sense of Washington's teachings and the way in which his words and comportment established beneficial precedents, read with students some of his letters and addresses.
- Provide an overview of George Washington's first cabinet, and outline the emerging debates over the kind of economy, workforce, and society the nation should have—debates represented by the disagreements between Thomas Jefferson and Alexander Hamilton.
- Review George Washington's emphasis on learning, religious practice, and religious freedom as essential to America as a self-governing republic. Read with students in class parts of Washington's Thanksgiving Proclamation and Letter to the Hebrew Congregation at Newport that manifest Washington's arguments.
- Introduce Alexander Hamilton's biography and the important and bold plans he developed for the nation, especially those related to the economy and finance. Explore with students Hamilton's plans for the nation's debt, protective tariffs, a national bank, and the effects of these programs.
- In foreign policy, the dominant issue facing America was navigating the conflict engulfing Europe during the French Revolution. More pointedly, the danger with respect to the French Revolution itself involved the conflicting sympathies that various Americans had toward Great Britain or France. This issue also forced Americans to think about their own revolution and its similarities to and differences from the French Revolution. George Washington was again vital in charting a

course of neutrality, which kept the fragile nation out of a conflict that might have ruined it and its experiment forever.

- Mark 1793 as the year in which Eli Whitney developed his cotton gin. Explain the ideal cotton-growing climate in the Southern states and yet the laborious and slow work of separating cotton seeds from the cotton. Then show how Whitney's gin worked and how it revolutionized the cotton industry. Cotton plantations quickly began to expand and revitalized the demand for slave labor that had been in general decline through many of the founding years.
- Talk with students about the Fugitive Slave Law, which Congress passed to allow for the enforcement of Article IV, Section 2, of the Constitution, and about the laws many Northern legislatures passed in response, including those that allowed alleged fugitive slaves to defend themselves in court and sought to prevent the kidnapping of free African Americans.
- Explain how the plan for surveying and settling the Northwest Territory went into effect through the Northwest Ordinance. Highlight how the distribution of public lands through the township system along with an allotment for a public school were both unique in world history.
- Discuss Jay's Treaty and Pinckney's Treaty and how these two agreements better established the extent of the United States' territory while also normalizing some trade expectations with European powers, such as the effects of the "right of deposit" in New Orleans.
- Emphasize for students the great growth in population and industry during this decade, including further settlement westward and new conflicts between Native Americans and settlers, such as the Northwest Indian War. Explore how disease, treaties, conflict, population density, and competing ideas of land and property factored into westward settlement and the reduction in the number and locations of Native Americans. Conflict, especially on the frontier, was still common—a combination of misunderstanding, outright dishonesty, and revenge. Where treaties were employed, their slightest violation usually gave the opposing side an excuse to act with force, thus undermining any kind of agreement. The distant and unsettled frontier left most nationally decreed restrictions on settlement unenforced.
- Consider how voting privileges expanded with the removal of property requirements, what was then a monumental development in self-government unique to America.
- Conclude the treatment of George Washington's presidency with a close reading of his Farewell Address. Especially significant points to read and discuss with students include his warnings about party and the importance of union; his advocacy for remaining independent of other nations with respect to war and alliances; and his emphasis on religion, education, and upright moral conduct as essential to the success of the United States. Implied throughout is the necessity of reverence for the rule of law.
- Discuss John Adams's presidency, beginning with a review of his contributions during the Revolution. Note with students how Adams had a hard act to follow and little of the respect, admiration, or mystique that Washington had possessed. Help students to understand Adams's major accomplishments, including building a navy and navigating a neutral position with respect to the French wars of revolution, not to mention following the precedents set by Washington, thus lending them greater permanence.
- Based on previous conversation about the competing views for the country (as put forward by Thomas Jefferson and Alexander Hamilton), trace the development of political parties during the Washington and Adams administrations, culminating in the election of 1800, during which the American people were deeply divided. The threat of civil unrest was high, and Jefferson's defeat of Adams posed a risk that such unrest would overflow during the first attempt to transfer power. That the transfer of power was, however, entirely peaceful after twelve years of rule by one regime

seemed to confirm the sturdiness of the Constitution and the prudence of those who governed for that first decade. Students should appreciate how extraordinarily rare such transfers of power are in history and what allowed the Americans to avoid bloodshed—the all-too-common outcome in the history of nations.

STRENGTHENING UNDERSTANDING: POST-LESSON ASSIGNMENTS

Assignment 1: Explain the main ideas in George Washington’s Farewell Address (1–2 paragraphs).

Assignment 2: Explain how America navigated its relationships with Great Britain and France during the French Revolution (1–2 paragraphs).

Assignment 3: Explain the competing visions for the kind of economy and country America should become according to Thomas Jefferson and Alexander Hamilton (1–2 paragraphs).

Name _____

Date _____

Reading Quiz 3.1

The Early Republic | Lesson 1
Land of Hope Young Reader's Edition, Volume 1, Pages 85-93

DIRECTIONS: Answer each question.

1. How long did George Washington expect the Constitution to last?
2. Who was America's "indispensable man," according to the text?
3. What role did Alexander Hamilton play in the Washington administration?
4. What was the major foreign policy issue that George Washington had to navigate?
5. What was one thing that the Jay Treaty with Great Britain did?

Name _____

Date _____

Reading Quiz 3.2

The Early Republic | Lesson 1
Land of Hope Young Reader's Edition, Volume 1, Pages 93-100

DIRECTIONS: Answer each question.

1. What was one thing the texts says George Washington mentioned in his Farewell Address?
2. Who found it difficult to follow in the footsteps of George Washington?
3. What did the Alien and Sedition Acts do?
4. What did Thomas Jefferson do in response to the Alien and Sedition Acts?
5. Who won the Election of 1800?

Name_____

Date_____

Unit 3 — Formative Quiz 1

Covering Lesson 1
10-15 minutes

DIRECTIONS: Answer each question in at least one complete sentence.

1. Why would George Washington's presidency prove to be so important for America's future?
2. What were Alexander Hamilton's greatest contributions to the young nation?
3. How did Eli Whitney's cotton gin change the course of slavery in America from what many during the founding generation had expected?
4. What were the respective positions of the Federalists and the Democratic-Republicans on the issues facing the country by the late 1790s?
5. What risks emerged as the result of the Alien and Sedition Acts and the Virginia and Kentucky Resolutions?

Lesson 2 — Prospects, Uncertainties, and War

1801–1815

6–7 classes

LESSON OBJECTIVE

Students learn about events during the presidencies of Thomas Jefferson and James Madison, including Americans' conflict with the British in the War of 1812.

TEACHER PREPARATION

Create a note outline based on the following:

Student Texts

<i>Land of Hope Young Reader's Edition, Volume 1</i>	Pages 100–118
Primary Sources	See below.

Teacher Texts

<i>Land of Hope</i>	Pages 90–104
<i>A Teacher's Guide to Land of Hope</i>	Pages 92, 106–111
<i>A Student Workbook for Land of Hope</i>	Pages 51, 63–65

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<i>The Great American Story</i>	Lecture 6
<i>American Heritage</i>	Lectures 5 and 7

STUDENT PREPARATION

Assignment 1: Students read *Land of Hope Young Reader's Edition, Volume 1*, pages 100–108, and prepare for a reading quiz (provided below).

Assignment 2: Students read *Land of Hope Young Reader's Edition, Volume 1*, pages 108–118, and prepare for a reading quiz (provided below).

CORE CONTENT IN THIS LESSON

Geography and Places

Virginia	Missouri River
Monticello	Lake Erie
Barbary Coast	Lake Champlain
Tripoli	Washington, DC
Louisiana Territory	Louisiana
St. Louis	

Persons

Thomas Jefferson
 Alexander Hamilton
 Aaron Burr
 John Marshall
 Napoleon Bonaparte
 Meriwether Lewis
 William Clark

Sacagawea
 James Madison
 Tecumseh
 Oliver Perry
 Francis Scott Key
 Andrew Jackson

Terms and Topics

Federalists
 Democratic-Republicans
Marbury v. Madison
 judicial review
 “unconstitutional”
 Louisiana Purchase
 Napoleonic Wars
 Corps of Discovery
 Barbary Pirates
 US Marine Corps
 Act Prohibiting Importation
 of Slaves of 1807

impressment
 Embargo Act of 1807
 Battle of Tippecanoe
 War of 1812
 Thames Campaign
USS Constitution
 Battle of Lake Erie
 Burning of Washington
 Hartford Convention
 Battle of Horseshoe Bend
 Battle of New Orleans

To Know by Heart

“The Defense of Ft. McHenry,” first stanza

Timeline

1800	Thomas Jefferson elected
1803	US purchases the Louisiana Territory from Napoleonic France
1812–15	War of 1812
1815	Battle of New Orleans

Images

Historical figures and events
 Landscape pictures of geographic places featured in this lesson
 Executive Mansion
 Washington, DC, depictions
 Statue of Thomas Jefferson (Hillsdale College campus)
 Jefferson Memorial
 Images and uniforms of British and American officers and soldiers
 Depictions of figures at various scenes and moments in battle
 Maps: overall strategies; specific battles
 Relevant forts
USS Constitution in Boston Harbor
 Medical equipment

Reenactment photos
 Depictions of the Executive Mansion on fire
 Depictions of the defense of Fort McHenry
 Scenes from the Battle of New Orleans
 Statue of James Madison (Hillsdale College campus)

STORIES FOR THE AMERICAN HEART

- Biographies and the roles of Thomas Jefferson, John Marshall, and James Madison
- Thomas Jefferson’s walk to and from his inauguration
- Entries from the diaries of Meriwether Lewis and William Clark
- Aaron Burr killing Alexander Hamilton in a duel
- William Henry Harrison’s account of Tecumseh
- News of the US declaration of war and the British decision to stop interfering with American shipping as they passed each other on the Atlantic
- Dolley Madison fleeing the British with the portrait of George Washington
- The burning of Washington, DC, including the Executive Mansion
- The defense of Fort McHenry and the writing of “The Star-Spangled Banner”
- Andrew Jackson’s various duels and adventures
- The Battle of New Orleans and how it occurred after a peace treaty had been signed—
 unbeknownst to the battle participants

QUESTIONS FOR THE AMERICAN MIND

- What were the major actions and characteristics of Thomas Jefferson’s presidency?
- What was the impact of the Louisiana Purchase on America’s future?
- In what ways did Thomas Jefferson depart from his Democratic-Republican views as president?
- What did Congress and Thomas Jefferson outlaw in 1808?
- What were Thomas Jefferson’s views and actions, both personal and public, regarding slavery?
- What did the Supreme Court establish in *Marbury v. Madison*?
- What were the main characteristics of James Madison’s presidency?
- What were the causes of the War of 1812? How was war actually declared?
- What were the major moments during the War of 1812? How can we characterize America’s degree of success during this war?
- Why was the Battle of New Orleans important for America’s future, even though it was unwittingly fought after a peace treaty had been signed?
- What were the terms of the Treaty of Ghent?
- Questions from the US Civics Test:
 - Question 87: Thomas Jefferson is famous for many things. Name one.
 - Question 88: James Madison is famous for many things. Name one.
 - Question 90: What territory did the United States buy from France in 1803?
 - Question 91: Name one war fought by the United States in the 1800s.
 - Question 117: Name one American Indian tribe in the United States.
 - Question 123: What is the name of the national anthem?

KEYS TO THE LESSON

Changes in power have historically been among the most tumultuous moments in a nation's history. America's first transition from Federalist to Democratic-Republican control not only avoided much tumult but was perfectly peaceful. But how would the nation cope with new policies? And perhaps even more importantly, how would those making those changes behave? It turned out that Thomas Jefferson the president ended up being far less revolutionary than Thomas Jefferson the thinker and party leader. His policies were relatively conservative and even tended in the direction of Federalist positions. Jefferson was also checked by a federal judiciary under the leadership of Chief Justice John Marshall and a host of Federalist judges, securing the coequality of the branch. Yet challenges remained, particularly during the years of the Napoleonic Wars, culminating with the War of 1812 under James Madison. But even when the young nation made serious mistakes, somehow America seemed to emerge the better for it.

Teachers might best plan and teach Prospects, Uncertainties, and War with emphasis on the following approaches:

- Begin the lesson with a review of Thomas Jefferson's childhood and biography. Like so many of his contemporary American Founders and statesmen, Jefferson had an exceptional mind with many interests and plenty of practical political skill. Of particular note is his storied career as a political thinker and statesman, his devotion to education, and the contradiction between his private efforts and statements against slavery and his continued ownership of slaves at Monticello.
- Treat Thomas Jefferson's presidency chronologically, including events that do not directly relate to him. Within his presidency, be sure to include instruction on the many ways that Jefferson preserved the Federalist economic policies and the ways that he exerted national authority more forcefully than would have been anticipated. The almost unilateral (and of questionable constitutionality) Louisiana Purchase and the military expedition against the Barbary pirates in the Mediterranean are two examples of Jefferson's use of presidential power.
- Teach students about *Marbury v. Madison*. The assertion of its coequality with the other branches in *Marbury* ensured that power was equally distributed and equally accountable to the people.
- Note for students the kind of federal government the Federalist courts and John Marshall himself molded through their cases. In brief, the national government was strengthened, ties of union were deepened, the interpretation of what was "necessary and proper" was expanded, and the federal government's primacy over the states in regulation of commerce was defended.
- Tell students the stories of the Corps of Discovery Expedition through the Louisiana Territory. Be sure to show plenty of drawings and maps from Meriwether Lewis and William Clark's sketchbooks. Use this opportunity to review geography material as the Corps traveled westward.
- Discuss the continued menace of the Napoleonic Wars and Americans' attempts to trade with both the French and the British. Illustrate clearly for students why impressment of American sailors was such an affront, why the British considered it just, and how British and American conceptions of citizenship were at the heart of the issue. Outline Thomas Jefferson's struggles (like Washington and Adams before him) with the British, including his Embargo Act that led to talks of secession within New England.
- Conclude the Jefferson administration by noting how Thomas Jefferson cemented the two-term limit tradition for presidents by following Washington's example. In the last year of his presidency, Jefferson also signed into law in 1808 the abolition of the international slave trade, the earliest moment the Constitution allowed for it to be abolished.

- Introduce James Madison with a review of his biography and his role in the Constitutional Convention and ratification debates. From this background students should not be surprised that he had become president, just as many Americans at the time had likewise been unsurprised. Madison is an interesting case study in history, since he was now governing within a Constitutional system much of which he himself had designed. The entirety of Madison's presidency, however, would be absorbed with British aggression and an outright war.
- Tell the stories of Tecumseh's attempts to unite Native Americans east of the Mississippi River against American settlers and Tecumseh's defeat at the Battle of Tippecanoe by forces under William Henry Harrison. The internal divisions over whether to defy a more powerful enemy or to capitulate were present within many Native American tribes in their responses to settlers and the United States government.
- Ask students to identify and compare the various advantages and disadvantages of each side at the outset of the War of 1812 and how these shifted over the years. Having students take simple notes as a "T-Chart" can be effective for this part of the lesson.
- Introduce students to the contemporary style of warfare by using images, maps, and artifacts. This approach will provide a foundation for their subsequent study of battles, help them to understand what happens in battle, and allow them to appreciate the bravery of soldiers fighting on both sides.
- Explain each side's strategy at various stages of the war and the tactics and battle plans employed in specific battles.
- Teach major battles in detail. Students should understand how the battles came to be, the key stories, factors, and moments from the battles themselves, and the significance of their various outcomes on subsequent events. Employ battle maps often. As with any conflict, draw attention to the key contributions of both leaders and common soldiers in the war.
- Note the great division between New England and the rest of the country in the War of 1812. In addition to secession talks, some New England states and New York actively supplied the British through trade for much of the war.
- Of particular note in the War of 1812 are the frontier nature of fighting around the Great Lakes, the brutality of this warfare, the Americans' actual attempt to conquer Canada, the American naval victories on inland lakes such as that of Commodore Oliver Perry in the Battle of Lake Erie as well as the Battle of Plattsburgh Bay on Lake Champlain, the half-hearted British fighting in the early years of the war due to their preoccupation with Napoleon, atrocities by both sides on the frontier and during the Thames Campaign, the British invasions of Washington, Baltimore, New York, and New Orleans, and the writing of "The Star-Spangled Banner."
- Introduce Andrew Jackson, the soldier and frontier lawyer-statesman. Consider the warfare of the day and the understandings each side held as to the means and purpose of combat. Explore with students accounts of Jackson as a military commander by both those in his command and his Native American opponents. Jackson will, of course, be covered again in future lessons, but this is an opportunity to introduce and tell some of the early stories that show the different sides to Andrew Jackson.
- Conclude this lesson with the Battle of New Orleans, which technically occurred after peace had been agreed to. Note the diverse and ragtag army under Andrew Jackson's command and their utter decimation of the regular British forces, including three generals. The Battle of New Orleans left Americans with a sense of triumph and pride from a war that had largely lacked such decisive victories, and which had included several embarrassing defeats and policy failures. The Treaty of Ghent did little to formally rectify American grievances. In reality, however, the treaty's failure to

address the maritime legal questions that had caused the war meant little in the wake of Napoleon's final defeat at Waterloo. Similarly, the treaty's reaffirmation of the prewar geopolitical status quo in North America actually favored Americans, thanks to Harrison's and Jackson's triumphs over native tribes allied with Great Britain. The war would be the last major conflict with a foreign power that America would fight on its own soil.

STRENGTHENING UNDERSTANDING: POST-LESSON ASSIGNMENTS

Assignment 1: Explain the main policy accomplishments of the Jefferson administration (1–2 paragraphs).

Assignment 2: Retell the story of the War of 1812 (1–2 paragraphs).

Name _____

Date _____

Reading Quiz 3.3

The Early Republic | Lesson 2
Land of Hope Young Reader's Edition, Volume 1, Pages 100-108

DIRECTIONS: Answer each question.

1. What was the “revolution of 1800”?
2. In what city did Thomas Jefferson deliver his first inaugural address?
3. Which president was the first to embrace his role as the leader of his party?
4. What Supreme Court decision established the power of judicial review?
5. Which party dominated the judicial system during much of America’s early history under the Constitution?

Name _____

Date _____

Reading Quiz 3.4

The Early Republic | Lesson 2
Land of Hope Young Reader's Edition, Volume 1, Pages 108-118

DIRECTIONS: Answer each question.

1. What territory did Thomas Jefferson purchase from Napoleon?
2. What was the Corps of Discovery Expedition?
3. Whom did Thomas Jefferson send the Navy to fight during his administration?
4. What war began near the end of James Madison's first term in office?
5. Which political party collapsed by 1824?

Lesson 3 — The American Way

1815–1829

6–7 classes

LESSON OBJECTIVE

Students learn about the Era of Good Feelings under James Monroe, the rivalry between John Quincy Adams and Andrew Jackson, continued American expansion, and observations on the nature and practice of American democracy.

TEACHER PREPARATION

Create a note outline based on the following:

Student Texts

<i>Land of Hope Young Reader's Edition</i> , Volume 1	Pages 118–127, 132–138, 151–158
Primary Sources	See below.

Teacher Texts

<i>Land of Hope</i>	Pages 104–112, 117–126, 139–146
<i>A Teacher's Guide to Land of Hope</i>	Pages 111–115, 118–119, 123–124, 129–132, 145–156
<i>A Student Workbook for Land of Hope</i>	Pages 64–66, 74–75, 86–87

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<i>The Great American Story</i>	Lectures 7 and 8
<i>American Heritage</i>	Lecture 5

STUDENT PREPARATION

Assignment 1: Students read *Land of Hope Young Reader's Edition*, Volume 1, pages 118–127, and prepare for a reading quiz (provided below).

Assignment 2: Students read *Land of Hope Young Reader's Edition*, Volume 1, pages 132–138, and prepare for a reading quiz (provided below).

Assignment 3: Students read *Land of Hope Young Reader's Edition*, Volume 1, pages 151–158, and prepare for a reading quiz (provided below).

CORE CONTENT IN THIS LESSON

Geography and Places

Florida Territory	Mexico
New Spain	Tejas

Deep South
Maine

Missouri

Persons

James Monroe
Henry Clay
John C. Calhoun
John Quincy Adams
Andrew Jackson

Daniel Webster
Alexis de Tocqueville
Stephen F. Austin
Joseph Smith
William Lloyd Garrison

Terms and Topics

The Virginia Dynasty
“Era of Good Feelings”
49th Parallel
immigration
Erie Canal
railroad
steamship
steel-cast plow
mechanical reaper
Second Great Awakening
Evangelism
Catholics
Mormonism

American System
McCulloch v. Maryland
slave trade
cotton gin
King Cotton
Missouri Compromise
36° 30' line
Monroe Doctrine
Corrupt Bargain
populist
Democratic Party

Primary Sources

Monroe Doctrine, James Monroe

To Know by Heart

“America is great because America is good, and if America ever ceases to be good, America will cease to be great.” —Alexis de Tocqueville

Timeline

1816	James Monroe elected
1820	Missouri Compromise
1828	Andrew Jackson elected

Images

Historical figures and events
Landscape pictures of geographic places featured in this lesson
First versions of inventions from this time period, such as steamboats, rail, and telegraph
The Erie Canal
Photos of cotton plantations today

Depictions of life as a slave
 Depictions of the Second Great Awakening gatherings and revival scenes
 Political cartoons, especially surrounding the Adams-Jackson campaigns
 “Old Hickory” campaign paraphernalia
 Maps of Mexico and Texas

STORIES FOR THE AMERICAN HEART

- Biographies and the roles of James Monroe, John Quincy Adams, and Andrew Jackson
- Andrew Jackson in the South after the War of 1812 and in Spanish Florida, acting largely autonomously from the authority of the United States government
- The deaths of Thomas Jefferson and John Adams on July 4, 1826
- Andrew Jackson’s many duels, rivalries, feats, and accomplishments, before he became president
- Andrew Jackson’s decimation of a Native American village, and then taking in a Native American baby whose mother had been killed
- Margaret Bayard Smith’s account of the inauguration of Andrew Jackson

QUESTIONS FOR THE AMERICAN MIND

- How was America changing during the 1820s and 1830s, particularly concerning immigration, transportation, and the prospects for both business and the common man?
- What kind of religious and reform movements emerged during the 1820s and 1830s?
- What was society and life like in the South compared to the North and West?
- What was life like for slaves during the early nineteenth century?
- How did the status of slavery change following the invention of the cotton gin? How was this similar to and different from the status of slavery in the founding generation—before 1789?
- In what ways did the division over slavery manifest itself, and how was this division usually addressed by politicians?
- Why was there disagreement over the admission of Missouri into the Union, especially compared to the admittance of other slave states previously? How did the Missouri Compromise resolve the issue for the time being?
- How did Henry Clay change American politics?
- What was Henry Clay’s “American System”?
- How were parts of Texas first settled by Americans?
- What did the Monroe Doctrine state?
- How may the Adams-Jackson campaigns be characterized?
- What was the “Corrupt Bargain,” and how did it affect John Quincy Adams’s presidency?
- What did Andrew Jackson mean by “democracy”?
- Why did Andrew Jackson promote the common man?
- What were Alexis de Tocqueville’s major observations about democracy in America?
- Question from the US Civics Test:
 - Question 118: Name one example of an American innovation.

KEYS TO THE LESSON

The surprisingly equable outcome of the War of 1812 and the settling of lingering issues with world powers allowed America finally to “gain its footing.” The “Era of Good Feelings” that followed—complete with prosperity at home and peace abroad—permitted America to come into its own, to further develop the potential of its distinctly American character. As America underwent this maturation and as Americans grew more established in the free practice of business enterprise and self-reliance, the democratic nature of the nation was made even more clear. Perhaps no individual channeled or seemed to embody this democratic spirit of the time and the stake of the common man more fully than Andrew Jackson. And perhaps no one has articulated the nature of democratic self-government in America as well as the French observer Alexis de Tocqueville did in his book *Democracy in America*. From statesmen like Jackson to observers like Tocqueville, students can find an excellent window into the nature and practice of representative democracy as it developed in the early years of the United States. Early nineteenth-century America was the setting of a unique phenomenon on the world stage and formed much of what we consider to be the American way of self-government.

Teachers might best plan and teach The American Way with emphasis on the following approaches:

- Teach students about the background and biography of James Monroe, whose accomplishments prior to his becoming president were already storied and remarkable, and the impressive streak of Virginian presidents—sometimes called the “Virginia Dynasty.”
- Review with students the terms of the Treaty of Ghent and the other agreements with nations to secure America’s frontiers, including Florida. Also note the beginning of one of the first great immigration waves of the nineteenth century. With Europe in shambles following the Napoleonic Wars, European immigrants found new security, personal ownership of land, and opportunity in America, with half settling in New York and Philadelphia, while the other half settled in what is now the Midwest.
- Describe for students the great changes in technology and transportation during the 1820s and 1830s, including canals, the railroad, the steamboat, and advances in agriculture.
- Survey the emergence of new religious ideas and groups during the Second Great Awakening and originating from the Burned-Over District of upstate New York.
- Review the effects of the cotton gin on the practice of slavery in slaveholding states, and the economic value of slavery and the domestic slave trade. Greater percentages of slaves were also shifted decisively into manual field work while new justifications for slavery were often created based on religious interpretation and outright prejudice. Note the years in which different states were admitted as free states or outlawed slavery themselves. Nevertheless, even as the free-state/slave-state balance was maintained, the country was gradually losing the argument of many antislavery Founders, in whose view slavery was to be kept on the path to extinction as a temporary evil destined for its own ruin.
- Provide students with insights into Southern culture and society. Give an overview of Southern socioeconomic demography. Be sure to address the planter class—including the variety of estate sizes within the planter class—the free subsistence farmers, enslaved African Americans, etc. Spend some time on the life of slaves and the culture that emerged among slaves; include reading specific slave narratives. *Land of Hope*’s treatment of these themes on pages 139–145 is an excellent aid in these discussions.

- Discuss with students the major factors that have produced the great wealth and prosperity of America, namely the freedom to innovate and invest, property rights, a peaceful daily life governed by the rule of law and consent of the governed, and the ability to patent ideas and inventions. Discuss also the extent to which many Southerners and even Northerners and Englishmen made considerable fortunes off of slavery and cotton textiles during the nineteenth century.
- Present the question over Missouri's admission as a state as the first major reemergence of the slavery issue after the founding and a mark of the growing divide in America in the post-cotton gin era. It was clear from this fierce debate, which involved talks of secession, that the hopes of many Founders that slavery would resolve itself organically were no longer tenable with the invention of the cotton gin, and that the deepest of America's divisions could not be ignored forever. As the elderly Thomas Jefferson noted at the time, the crisis over Missouri could be the death knell of the Union. Even though conflict would be postponed forty years, the temporary peace acquired by the Missouri Compromise would leave the problem of slavery to haunt America for those four decades.
- Use this opportunity to introduce major statesmen of the period, such as Henry Clay (the Great Compromiser), John Quincy Adams, John C. Calhoun, and Daniel Webster. On Clay in particular, explore his political maneuverings; note that the way he empowered the position of Speaker of the House of Representatives would be legendary and would mark a new chapter in American politics. On a policy matter, explain for students Clay's "American System," which paired well with the growth and technological change America was experiencing.
- Discuss the settlement of Texas by Stephen Austin and other Americans during the 1820s, for the emergence of this American outpost within New Spain and then in Mexico would be consequential for events of subsequent decades.
- Note the importance of the Monroe Doctrine and how unrealistically ambitious it was. Nonetheless, it did secure George Washington's view of foreign policy as America's default position and, combined with good timing, was efficacious in fulfilling what it said. Read and discuss its text with the class.
- Review with students Andrew Jackson's biography, full of impressive triumphs and controversial actions, particularly with respect to Native American tribes and Jackson's thwarting of civilian authority over the military.
- In order to encourage student understanding of America as she was coming into her own during the 1820s and 1830s, discuss with students the main ideas of Alexis de Tocqueville's *Democracy in America*. For many students, these discussions should reveal how unique America was and is when it comes to self-government and freedom, slavery notwithstanding (as Tocqueville underscores). They should also come to understand the promises and risks involved in a society of and by the people, and how to preserve the promises and mitigate the risks therein.

STRENGTHENING UNDERSTANDING: POST-LESSON ASSIGNMENTS

Assignment 1: Explain the different factors that led to America's economic growth and westward expansion in the first half of the nineteenth century (1–2 paragraphs).

Assignment 2: Explain how slavery changed and expanded during the early nineteenth century and how this shaped debates over slavery (1–2 paragraphs).

Name _____

Date _____

Reading Quiz 3.5

The Early Republic | Lesson 3
Land of Hope Young Reader's Edition, Volume 1, Pages 118-127

DIRECTIONS: Answer each question.

1. What was one agreement reached between the British and the Americans in the treaty to end the War of 1812?

2. Name one “internal improvement” to transportation—besides railroads—mentioned by the text.

3. Name one invention mentioned by the text.

4. What was the Missouri Compromise about?

5. Who defeated John Quincy Adams in a rematch election in 1828?

Name _____

Date _____

Reading Quiz 3.6

The Early Republic | Lesson 3
Land of Hope Young Reader's Edition, Volume 1, Pages 132-138

DIRECTIONS: Answer each question.

1. Unitarianism was the dominant religion of the elites in which New England state?
2. What was the Second Great Awakening?
3. Why was upstate New York called the “burned-over district”?
4. Who was Charles Grandison Finney?
5. What religion did Joseph Smith found?

Name _____

Date _____

Unit 3 — Formative Quiz 2

Covering Lesson 3
10-15 minutes

DIRECTIONS: Answer each question in at least one complete sentence.

1. What kind of religious and reform movements emerged during the 1820s and 1830s?

2. What was life like for slaves during the early nineteenth century?

3. How did Henry Clay change American politics?

4. What did the Monroe Doctrine state?

5. What was the “Corrupt Bargain,” and how did it affect John Quincy Adams’s presidency?

Lesson 4 — Manifest Destiny

1829–1848

8–9 classes

LESSON OBJECTIVE

Students learn about the presidency of Andrew Jackson, the Mexican-American War, and expansion to the Pacific Ocean under the banner of “manifest destiny,” along with the issues associated with such expansion.

TEACHER PREPARATION

Create a note outline based on the following:

Student Texts

<i>Land of Hope Young Reader’s Edition</i> , Volume 1	Pages 127–131, 138–150, 158–168
Primary Sources	See below.

Teacher Texts

<i>Land of Hope</i>	Pages 112–117, 126–127, 129–138, 146–156
<i>A Teacher’s Guide to Land of Hope</i>	Pages 114–115, 120–121, 124–125, 132–136, 140, 143–144, 157–161
<i>A Student Workbook for Land of Hope</i>	Pages 67, 75–77, 87–88, 94–95

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<i>The Great American Story</i>	Lectures 7, 8, and 9
<i>American Heritage</i>	Lectures 5, 6, and 7

STUDENT PREPARATION

Assignment 1: Students read *Land of Hope Young Reader’s Edition*, Volume 1, pages 127–131 and 158–162 and prepare for a reading quiz (provided below).

Assignment 2: Students read *Land of Hope Young Reader’s Edition*, Volume 1, pages 138–141 and 163–166, and prepare for a reading quiz (provided below).

Assignment 3: Students read *Land of Hope Young Reader’s Edition*, Volume 1, pages 142–150 and 166–168, and prepare for a reading quiz (provided below).

CORE CONTENT IN THIS LESSON**Geography and Places**

Texas
 Goliad
 Republic of Texas
 Oklahoma Territory
 Oregon Country

Rio Grande
 Seneca Falls
 California Territory
 New Mexico Territory

Persons

Henry Clay
 John C. Calhoun
 Sam Houston
 Antonio López de Santa Anna
 Davy Crockett
 Jim Bowie
 Sequoyah
 Martin Van Buren
 William Henry Harrison
 John Tyler
 Brigham Young
 Ralph Waldo Emerson

Henry David Thoreau
 Elizabeth Cady Stanton
 Sojourner Truth
 William Lloyd Garrison
 Frederick Douglass
 Levi and Catharine Coffin
 Harriet Tubman
 James Polk
 Zachary Taylor
 Abraham Lincoln
 Winfield Scott
 John Frémont

Terms and Topics

spoils system
 Nat Turner Rebellion
 gag rule
 “positive good”
 compact theory
 “state sovereignty”
 “We the People”
 Nullification Crisis
 Bank of the United States
Worcester v. Georgia
 Indian Removal Act
 Cherokee
 Trail of Tears
 The Alamo
 Texas Revolution
 Second Party System

immigration
 temperance
 abolitionism
 Underground Railroad
 personal liberty laws
 Transcendentalism
 manifest destiny
 pioneer
 49th Parallel
 Aroostook War
 Morse code
 annexation
 Spot Resolutions
 Mexican-American War
 Treaty of Guadalupe Hidalgo
 Mexican Cession

Primary Sources

Address to the People of the United States, John Ross
 Veto message on the Bank of the United States, Andrew Jackson
 “The Great Nation of Futurity,” John Louis O’Sullivan

To Know by Heart

“Fifty-Four Forty or Fight!” —1844 Democratic slogan

“Marines’ Hymn”

Timeline

1836	Texas independence
1845	US annexes Texas
1846–48	Mexican-American War

Images

Historical figures and events

First flags of Texas

Uniforms and munitions of soldiers in the Mexican-American War

Depictions of battles and battlefields, including strategy and tactics

Depictions of figures at various scenes and moments in battle

Maps: overall strategies, specific battles

Relevant forts

Medical equipment

Reenactment photos

STORIES FOR THE AMERICAN HEART

- Biographies and the roles of Andrew Jackson, Sam Houston, Frederick Douglass, Harriet Tubman, William Henry Harrison, John Tyler, Elizabeth Cady Stanton, and James Polk
- The 1831–32 slavery debate in the Virginia General Assembly
- Frederick Douglass’s account of his experience with a slave breaker
- Toasts between Andrew Jackson and John C. Calhoun regarding nullification at a Democratic Party dinner
- The passage of the Force Act and Henry Clay’s deal-making to resolve the Nullification Crisis
- Andrew Jackson’s many quotes and stories as he railed against nullification and the National Bank
- Accounts of the Battle of the Alamo
- William Coodey’s account of the start of the Trail of Tears
- Accounts of traveling the Oregon Trail
- The sudden illness and death of William Henry Harrison
- The feud between John Tyler and Henry Clay
- The US Marines entering the “Halls of Montezuma” during the Mexican-American War
- John Quincy Adams suffering a stroke at his desk in the House of Representatives, and subsequent death in the Speaker’s Room

QUESTIONS FOR THE AMERICAN MIND

- What were the arguments concerning slavery that delegates debated during the 1831–32 meeting of the Virginia General Assembly?
- How did the South’s stance toward slavery change in response to the Nat Turner Rebellion?
- Which of Andrew Jackson’s actions as president demonstrated his democratic ideas?
- How did the “state sovereignty” and “We the people” views of union differ from each other?
- What was at issue during the Nullification Crisis?
- What policies were adopted concerning Native Americans during the 1820s and 1830s?
- How did Andrew Jackson respond to decisions of the Supreme Court with which he disagreed? Why did he believe he was justified to act in these ways?
- How did the Texas Revolution come about?
- What was the Whig Party platform?
- What were the main ideas of Transcendentalism?
- What was the idea of “manifest destiny”? Why were many Americans confident in this assumption?
- How did the Mexican-American War begin? What were James Polk’s motivations for the war?
- Why did the Americans win the Mexican-American War?
- Questions from the US Civics Test:
 - Question 4: The US Constitution starts with the words “We the People.” What does “We the People” mean?
 - Question 91: Name one war fought by the United States in the 1800s.
 - Question 117: Name one American Indian tribe in the United States.

KEYS TO THE LESSON

With Andrew Jackson’s background and Alexis de Tocqueville’s insights fresh in mind, students can learn about the increasing democratization of America during the Jackson administration. In each of Jackson’s major policy decisions, students should be able to draw out both the ways in which these policies benefited the common man and how they cemented the power of the presidency. At the same time, a spirit of optimistic expansion imbued American politics, eventually termed America’s “manifest destiny” to settle from coast to coast. Confidence in the benefits of American freedom and self-government, coupled with other motivations and seemingly endless opportunities for expansion, fueled this spirit. Expansion, however, often involved displacing Native Americans in ways that lacked honor or justice. At America’s then-southwestern border, Americans who had settled in Texas were fighting their own revolution against Mexico. The resulting Republic of Texas and its potential admission to the Union stalked the next decade of American politics, as the slavery question lurked over all other debates. Since the Nat Turner Rebellion, the Southern position on slavery had ossified, and the stakes in the “balance of power” struggle in the US Senate became even greater. The Texas question came to a head with the Mexican-American War, the consequences of which would re-ignite the slavery debate and drive the nation toward civil strife.

Teachers might best plan and teach Manifest Destiny with emphasis on the following approaches:

- When teaching about Andrew Jackson and his presidency, consider with students the theme of his democratic appeal, namely in favor of the common man. At its heart, this meant a faith in the rightness of the views of the common man and the defense of his station in life against

commercial elites and wealthier coastal and urban interests. Note also this democratic view that government was too often corrupted by these elite interests, that the larger the size of government, the greater the likelihood of corruption and tyranny, and that a permanent bureaucracy created a monopoly on information and power that corrupt politicians and self-interested elites carried for their own benefit. Jackson brought nearly all of these positions to bear on a presidency in which he largely reduced the size of the government and rejected expansion, all the while embodying the ethos of the commoner. Consider with students the extent to which Jackson marked a revitalization and fulfillment of self-government as articulated in the founding view of limited government and the sovereignty of the people.

- As the epitome of Andrew Jackson's political philosophy and policies, teach about his tour de force against the National Bank of the United States. Jackson left no tactic unused and threw his entire personality and popularity against the bank and, in his eyes, in defense of the common man. Read and discuss with students Jackson's veto message.
- Teach about Nat Turner's revolt, the debate over slavery in the Virginia General Assembly of 1831–32 that followed, the series of tightening restrictions on slaves, and the hardening of the slaveholding position during the 1830s and 1840s.
- Explain to students how the growth in population in the North compared to the South would eventually allow Northern states to restrict slavery further and perhaps even abolish it with a constitutional amendment. Slaveholders recognized that they had to expand the number of slave states if they were to prohibit such actions by Northerners. The challenge, however, was that they needed Northern states to acquiesce to such expansion. To do so, they appealed to the argument that slavery was a positive good, as articulated in the writings of John C. Calhoun. Calhoun explicitly rejected the American founding principles as captured in the Declaration of Independence.
- Note the continued North-South divide manifesting itself in the Nullification Crisis of 1833, and Andrew Jackson's somewhat surprising position against the idea of nullification. Some at the time saw the tariff issue as merely a front for slaveholding states to preserve their power to protect slavery.
- Take the opportunity when discussing the Indian Removal Act to recap the history of relations between American settlers and Native Americans. *Land of Hope's* treatment of this topic on pages 115–117 is very good. When it comes to a settled policy, few were ever solidified, and those that were formalized were rarely enforced or openly broken, by settlers or governments or sometimes by tribes. Some frontier settlements were lawless places where the presence of greed, dishonesty, and brutality were unmistakable. When teaching the resettlement chapter of American and Native American history in particular, it is important to capture the diversity of thoughts, motivations, and actions by the different parties: bad, good, and mixed. The general treatment of Native Americans is a bitter and sad part of America's history, and unfortunately one that may have been better if a more deliberate and imaginative policy were devised, and if the view of the human person laid out in the Declaration of Independence had been more consistently referenced in relationships with the indigenous population. Read and discuss with students John Ross's address regarding the Indian Removal Bill. Additionally, spend time teaching about efforts to maintain Native American heritage, such as how Sequoyah and the Cherokee sought to preserve their culture.
- Share the stories of the Texas Revolution, including the Alamo, Texas's subsequent efforts to join the United States, and the effects of the Texas question on American politics.

- Discuss the immigration waves from Ireland and Germany during the 1840s, where most of the people settled first in New York and New England. Also discuss the growing reform efforts in the areas of temperance, women’s political participation, and abolitionism.
- Outline for students the emerging American literary tradition, spending time especially with the romantics and Transcendentalists of New England. Ask students to think about these figures and their ideas in light of the new religious movements and the democratic spirit they learned about in the last lesson.
- Introduce and discuss the idea of “manifest destiny” with students. *Land of Hope’s* treatment of this topic on pages 154–155 is especially helpful. In brief, manifest destiny involved many different dimensions, some of which were noble; others less so. Even then, the meaning of this expression in the minds of different people varied greatly. The common point is that many Americans believed—based on the situation at the time—that America was destined to reach from coast to coast across a comparably sparsely populated wilderness, and to do great things for freedom, human flourishing, and individuals in the process. This was the sentiment that influenced many decisions during the 1830s and 1840s. Read with students the parts of John Louis O’Sullivan’s “The Great Nation of Futurity,” in which he uses the phrase “manifest destiny” and attempts to explain what it means.
- Present the less-than-honorable origins and intentions behind the Mexican-American War within the contexts of the annexation of Texas, manifest destiny, the consequences of expansion for the slave-state/free-state balance of power, and the resistance to the war by figures such as Abraham Lincoln and Henry David Thoreau.
- Ask students to identify and compare the various advantages and disadvantages of each side at the outset of the war and how these shifted over the years. Having students take simple notes as a “T-Chart” can be effective for this part of the lesson.
- Introduce students to the contemporary style of warfare by using images, maps, and artifacts. This approach will provide a foundation for their subsequent study of battles, help them to understand what happens in battle, and allow them to appreciate the bravery of soldiers fighting on both sides.
- Teach the Mexican-American War with a pace that captures the swiftness with which it was fought and concluded. Explain each side’s strategy at various stages of the war, tactics and battle plans, and the battles themselves in more general terms compared to the War of Independence and the War of 1812. Employ battle maps often. As with any conflict, draw attention to the key contributions of both leaders and common soldiers in the war. Of special interest in teaching this war is foreshadowing the many soldiers who would rise to famous generalships during the Civil War a dozen years later.
- Emphasize with students the terms of the Treaty of Guadalupe Hidalgo and its effects on American territory and politics.

STRENGTHENING UNDERSTANDING: POST-LESSON ASSIGNMENTS

Assignment 1: Explain the way ways in which Andrew Jackson sought to champion the interests of the common man (1–2 paragraphs).

Assignment 2: Explain the causes of the Mexican-American War, why the United States won, and the effects of the peace treaty (1–2 paragraphs).

Name _____

Date _____

Reading Quiz 3.8

The Early Republic | Lesson 4
Land of Hope Young Reader's Edition, Volume 1, Pages 127-131 and 158-162

DIRECTIONS: Answer each question.

1. Describe Andrew Jackson's inauguration.
2. What did the Indian Removal Act do?
3. What did Alexis de Tocqueville do?
4. What happened in the Nat Turner Rebellion?
5. How did the Virginia Assembly respond to the Nat Turner Rebellion?

APPENDIX A

Study Guides

Tests

Writing Assignment

Unit 3 | Test 1 — Study Guide

Lesson 1 | The New Government

Lesson 2 | Prospects, Uncertainties, and War

Test on _____

TIMELINE

When given chronological dates, match events from a list to the years or dates that they happened.

1787	Constitutional Convention
1789	Elections held; First Congress convened; George Washington inaugurated; French Revolution begins
1800	Thomas Jefferson elected
1803	US purchases the Louisiana Territory from Napoleonic France
1812–15	War of 1812
1815	Battle of New Orleans

GEOGRAPHY AND PLACES

Identify each on a map and/or tell where it is and explain its significance.

New York City	Washington, DC	Louisiana Territory
Federal Hall	Executive Mansion	St. Louis
Philadelphia	Northwest Territory	Missouri River
New Orleans	Barbary Coast	

PERSONS

Identify each, provide biographical details, and explain what he or she thought or did in specific periods or events.

George Washington	Eli Whitney	Sacagawea
John Adams	Aaron Burr	Tecumseh
Thomas Jefferson	John Marshall	Oliver Perry
Alexander Hamilton	Meriwether Lewis	Francis Scott Key
James Madison	William Clark	Andrew Jackson

TERMS AND TOPICS

Identify each and explain its significance to the period of history studied.

Federalists	Louisiana Purchase	impressment
Democratic-Republicans	Corps of Discovery	Embargo Act of 1807
<i>Marbury v. Madison</i>	Barbary Pirates	USS <i>Constitution</i>
judicial review	international slave trade	Burning of Washington

Hartford Convention

Treaty of Ghent

MAJOR CONFLICTS

Explain how each battle began, narrate what happened in it and how, and explain the significance of the battle's outcome.

Battle of Tippecanoe

Battle of Lake Erie

Battle of New Orleans

Thames Campaign

Battle of Horseshoe Bend

PRIMARY SOURCES

Based on annotations and notes from seminar conversations, be able to answer questions on each primary source. While you will not necessarily be asked why each primary source was created, what it did or argued, and what its effects were, being able to answer these kinds of questions will make you well prepared.

Letter to the Hebrew Congregation, George Washington

Farewell Address, George Washington

TO KNOW BY HEART

Be prepared to fill in missing words and/or identify the speaker and context.

“Our Constitution was made only for a moral and religious People. It is wholly inadequate to the government of any other.” —John Adams, To the Officers of the Militia of Massachusetts

“The Marines’ Hymn”

“The Defense of Ft. McHenry,” first stanza

STORIES FOR THE AMERICAN HEART

In your own words, retell each episode in narrative form. Consider your audience to be 3rd grade students.

- Biographies and the roles of George Washington, Alexander Hamilton, John Adams, Thomas Jefferson, and John Marshall
- The travels of Citizen Genêt in the United States
- The death of George Washington
- Biographies and the roles of Thomas Jefferson, John Marshall, and James Madison
- Aaron Burr killing Alexander Hamilton in a duel
- William Henry Harrison’s account of Tecumseh

QUESTIONS FOR THE AMERICAN MIND

Based on notes from lessons and seminar conversations, answer each of the following.

Lesson 1 | The New Government

- What challenges did George Washington face at the start of and during his presidency?
- What were the competing visions for America's future based on the views of Alexander Hamilton and Thomas Jefferson?
- What were Alexander Hamilton's greatest contributions to the young nation?
- What were the stances of George Washington, John Adams, and Thomas Jefferson regarding the conflict between Great Britain and the French revolutionaries?
- How did George Washington navigate foreign policy concerning the French Revolution and Great Britain?
- How did Eli Whitney's cotton gin change the course of slavery in America from what many during the founding generation had expected?
- What were the three main points of Washington's Farewell Address? Explain each.
- What were the respective positions of the Federalists and the Democratic-Republicans on the issues facing the country by the late 1790s?
- What risks emerged as the result of the Alien and Sedition Acts and the Virginia and Kentucky Resolutions?

Lesson 2 | Prospects, Uncertainties, and War

- What were the major actions and characteristics of Thomas Jefferson's presidency?
- What was the impact of the Louisiana Purchase on America's future?
- What did Congress and Thomas Jefferson outlaw in 1808?
- What were Thomas Jefferson's views and actions, both personal and public, regarding slavery?
- What did the Supreme Court establish in *Marbury v. Madison*?
- What were the causes of the War of 1812? How was war actually declared?
- What were the major moments during the War of 1812? How can we characterize America's degree of success during this war?
- Why was the Battle of New Orleans important for America's future, even though it was unwittingly fought after a peace treaty had been signed?
- What were the terms of the Treaty of Ghent?

Name _____

Date _____

Unit 3 | Test 1 — The Early Republic

Lesson 1 | The New Government

Lesson 2 | Prospects, Uncertainties, and War

TIMELINE

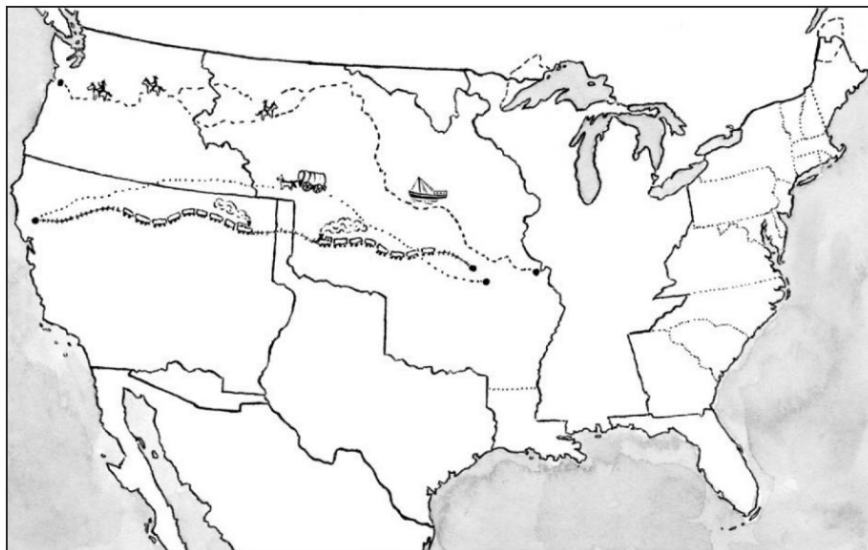
Write the letter of each event next to the date or years it took place.

- | | | |
|---------|-------|---|
| 1787 | _____ | A. Battle of New Orleans |
| 1789 | _____ | B. Constitutional Convention |
| 1800 | _____ | C. Elections held; First Congress convened; George Washington inaugurated; French Revolution begins |
| 1803 | _____ | D. Thomas Jefferson elected |
| 1812–15 | _____ | E. US purchases the Louisiana Territory from Napoleonic France |
| 1815 | _____ | F. War of 1812 |

GEOGRAPHY AND PLACES

1. Mark the location of each place on the map using dots, circling, and the corresponding letters:

- | | | |
|------------------|------------------------|-------------------|
| A. New York City | D. Washington, DC | G. St. Louis |
| B. Philadelphia | E. Northwest Territory | H. Missouri River |
| C. New Orleans | F. Louisiana Territory | |



Map courtesy of *A Student Workbook for Land of Hope*.

PERSONS, TERMS, AND TOPICS

Fill in the blank with the letter of the correct answer.

- | | | |
|---------------------------|------------------------------|-----------------|
| A. Alexander Hamilton | F. Ghent | K. Philadelphia |
| B. Barbary Pirates | G. international slave trade | L. Sacagawea |
| C. Democratic-Republicans | H. judicial review | M. Washington |
| D. Embargo Act | I. Meriwether Lewis | |
| E. Federalists | J. New York City | |
2. _____ was instrumental in setting out an economic plan to restore the credit of the United States and spur its industrial potential. He was killed in a duel with Aaron Burr in 1804.
 3. The first party system in American history pitted the more democratic, agrarian, and pro-French _____ against the more nationally-focused, industry-friendly, and pro-British _____.
 4. America's three capitals under the Constitution were, in order, _____, _____, and the new capital carved from land donated by Virginia and Maryland along the Potomac River and whose architecture was meant to model the ancient Roman Republic: the city of _____ in the federal District of Columbia.
 5. Under President Thomas Jefferson, the US Navy that John Adams had commissioned was used to fight the _____ in the Mediterranean Sea, putting an end to tribute payments by the United States.
 6. Outlined in the decision *Marbury v. Madison*, the power for the judicial branch to judge the constitutionality of an act of the Congress, the President, or a state is called _____.
 7. Having completed the purchase of the Louisiana Territory from France, Thomas Jefferson sent his secretary _____ and his army friend William Clark on a surveying and scientific trip through the vast new lands, aided by the Native American guide, _____.
 8. In 1807 Congress passed and President Thomas Jefferson signed into law an act to ban the _____, thus banning the practice at the first opportunity provided by the US Constitution.
 9. The _____ was passed to cut off trade with Great Britain, in an effort to stop British impressment of US sailors. The economic harm from the measure diminished Thomas Jefferson's popularity in the final year of his presidency.

10. During the War of 1812, leaders in New England met at the _____ to discuss the possibility of seceding from the United States over its conflict with Great Britain.
11. The Treaty of _____ largely restored pre-war boundaries while solidifying America's claims to western territories, allowing the United States to focus on domestic issues in the coming decades.

MAJOR CONFLICTS

Explain how each battle began, narrate what happened in it and how, and explain the significance of the battle's outcome.

12. Battle of Lake Erie

13. Battle of New Orleans

KNOWN BY HEART

Fill in missing words using the correct letters and identify the source.

- | | | |
|------------|--------------|------------|
| A. country | D. Marine | G. sea |
| B. freedom | E. Montezuma | H. title |
| C. honor | F. right | I. Tripoli |

“From the Halls of _____
 To the shores of _____;
 We fight our _____’s battles
 In the air, on land, and _____;
 First to fight for _____ and _____
 And to keep our _____ clean;
 We are proud to claim the _____
 Of United States _____.

Source: _____

STORIES FOR THE AMERICAN HEART

In your own words, retell each episode in narrative form. Consider your audience to be 3rd grade students.

14. The death of George Washington

15. William Henry Harrison’s account of Tecumseh

QUESTIONS FOR THE AMERICAN MIND

Answer each of the following. Complete sentences are not necessary, but correct spelling and writing should be employed and responses must fully answer each question.

16. What were the competing visions for America's future based on the views of Alexander Hamilton and Thomas Jefferson?

17. What were Alexander Hamilton's greatest contributions to the young nation?

18. How did Eli Whitney's cotton gin change the course of slavery in America from what many during the founding generation had expected?

19. What were the three main points of Washington's Farewell Address? Explain each.

20. What were Thomas Jefferson's views and actions, both personal and public, regarding slavery?

21. What did the Supreme Court establish in *Marbury v. Madison*?

22. Why was the Battle of New Orleans important for America's future, even though it was unwittingly fought after a peace treaty had been signed?

Unit 3 | Test 2 — Study Guide

Lesson 3 | The American Way

Lesson 4 | Manifest Destiny

Test on _____

TIMELINE

When given chronological dates, match events from a list to the years or dates that they happened.

1816	James Monroe elected
1820	Missouri Compromise
1828	Andrew Jackson elected
1836	Texas independence
1845	US annexes Texas
1846–48	Mexican-American War

GEOGRAPHY AND PLACES

Identify each on a map and/or tell where it is and explain its significance.

Florida Territory	Missouri	Rio Grande
Mexico	Goliad	California Territory
Tejas	Republic of Texas	New Mexico Territory
Deep South	Oklahoma Territory	
Maine	Oregon Country	

PERSONS

Identify each, provide biographical details, and explain what he or she thought or did in specific periods or events.

James Monroe	Sam Houston	Frederick Douglass
Henry Clay	Antonio López	Levi and Catharine Coffin
John C. Calhoun	de Santa Anna	Harriet Tubman
John Quincy Adams	Davy Crockett	James Polk
Andrew Jackson	Sequoyah	Abraham Lincoln
Alexis de Tocqueville	William Henry Harrison	John Frémont
Stephen F. Austin	John Tyler	
William Lloyd Garrison	Elizabeth Cady Stanton	

TERMS AND TOPICS

Identify each and explain its significance to the period of history studied.

The Virginia Dynasty	Nat Turner Rebellion	abolitionism
“Era of Good Feelings”	“state sovereignty”	Underground Railroad
49th Parallel	“We the People”	personal liberty laws
immigration	Nullification Crisis	Transcendentalism
Second Great Awakening	Bank of the United States	manifest destiny
Missouri Compromise	Trail of Tears	annexation
36° 30' line	The Alamo	Spot Resolutions
Monroe Doctrine	Texas Revolution	Mexican-American War
Democratic Party	Second Party System	Mexican Cession
spoils system	temperance	

PRIMARY SOURCES

Based on annotations and notes from seminar conversations, be able to answer questions on each primary source. While you will not necessarily be asked why each primary source was created, what it did or argued, and what its effects were, being able to answer these kinds of questions will make you well prepared.

Monroe Doctrine, James Monroe
Veto message on the Bank of the United States, Andrew Jackson

TO KNOW BY HEART

Be prepared to fill in missing words and/or identify the speaker and context.

“America is great because America is good, and if America ever ceases to be good, America will cease to be great.” —Alexis de Tocqueville

“Fifty-Four Forty or Fight!” —1844 Democratic slogan

STORIES FOR THE AMERICAN HEART

In your own words, retell each episode in narrative form. Consider your audience to be 3rd grade students.

- Biographies and the roles of Andrew Jackson, Sam Houston, Frederick Douglass, Harriet Tubman, and Elizabeth Cady Stanton
- Accounts of the inauguration of Andrew Jackson
- The 1831–32 slavery debate in the Virginia General Assembly
- Frederick Douglass’s account of his experience with a slave breaker
- Accounts of the Battle of the Alamo
- Accounts of the start of the Trail of Tears
- Accounts of traveling the Oregon Trail

QUESTIONS FOR THE AMERICAN MIND

Based on notes from lessons and seminar conversations, answer each of the following.

Lesson 3 | The American Way

- What kind of religious and reform movements emerged during the 1820s and 1830s?
- What was life like for slaves during the early nineteenth century?
- How did the status of slavery change following the invention of the cotton gin? How was this similar to and different from the status of slavery in the founding generation—before 1789?
- In what ways did the division over slavery manifest itself, and how was this division usually addressed by politicians?
- Why was there disagreement over the admission of Missouri into the Union, especially compared to the admittance of other slave states previously? How did the Missouri Compromise resolve the issue for the time being?
- How did Henry Clay change American politics?
- What did the Monroe Doctrine state?
- What did Andrew Jackson mean by “democracy”?
- Why did Andrew Jackson promote the common man?
- What were Alexis de Tocqueville’s major observations about democracy in America?

Lesson 4 | Manifest Destiny

- How did the South’s stance toward slavery change in response to the Nat Turner Rebellion?
- Which of Andrew Jackson’s actions as president demonstrated his democratic ideas?
- How did the “state sovereignty” and “We the people” views of union differ from each other?
- What was at issue during the Nullification Crisis?
- What policies were adopted concerning Native Americans during the 1820s and 1830s?
- How did Andrew Jackson respond to decisions of the Supreme Court with which he disagreed? Why did he believe he was justified to act in these ways?
- How did the Texas Revolution come about?
- What was the Whig Party platform?
- What was the idea of “manifest destiny”? Why were many Americans confident in this assumption?
- How did the Mexican-American War begin? What were James Polk’s motivations for the war?

Name _____

Date _____

Unit 3 | Test 2 — The Early Republic

Lesson 3 | The American Way

Lesson 4 | Manifest Destiny

TIMELINE

Write the letter of each event next to the date or years it took place.

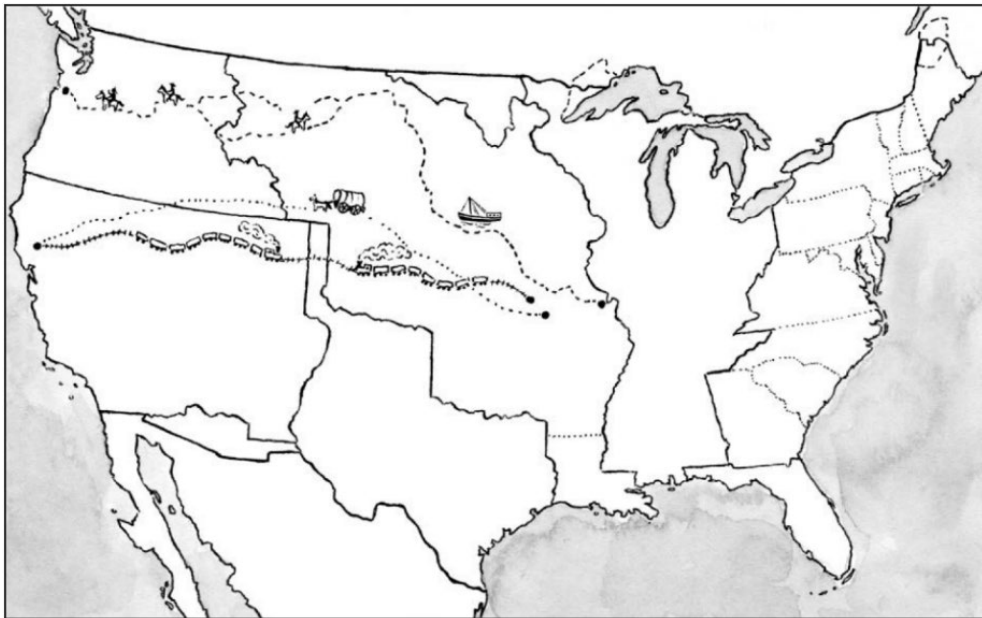
1816 _____
 1820 _____
 1828 _____
 1836 _____
 1845 _____
 1846–48 _____

- A. Andrew Jackson elected
- B. James Monroe elected
- C. Mexican-American War
- D. Missouri Compromise
- E. Texas independence
- F. US annexes Texas

GEOGRAPHY AND PLACES

1. Mark the location of each place on the map using dots, circling, and the corresponding letters:

- | | | |
|---------------|-----------------------|-------------------------|
| A. Mexico | D. Republic of Texas | G. Rio Grande |
| B. Deep South | E. Oklahoma Territory | H. California Territory |
| C. Missouri | F. Oregon Country | |



Map courtesy of A Student Workbook for Land of Hope.

PERSONS, TERMS, AND TOPICS

Fill in the blank with the letter of the correct answer.

- | | | |
|------------------------------|-------------------------|---------------------------|
| A. Abraham Lincoln | F. John Quincy Adams | K. Second Great Awakening |
| B. Alamo | G. Manifest Destiny | L. Stephen F. Austin |
| C. Bank of the United States | H. Mexican Cession | M. Trail of Tears |
| D. Era of Good Feeling | I. Monroe Doctrine | N. Underground Railroad |
| E. Henry Clay | J. Nat Turner Rebellion | O. William Henry Harrison |
2. The years immediately following the War of 1812 under the new president James Monroe were known as the _____ since peace returned and it looked as though America could focus on developing further economically and settling westward.
 3. The most significant cultural development during the early 1800s, especially on the frontier, was the _____, which saw the emergence of new Christian zeal and denominations.
 4. The _____ warned European powers not to begin new colonies in the Western Hemisphere. Though in practice unenforceable, good timing gave the policy a semblance of success.
 5. The US Congress was in essence governed by the leadership of _____, “The “Great Compromiser,” who helped work out three agreements that would preserve the Union, beginning with the Missouri Compromise.
 6. Out of vitriol regarding the result of the Election of 1824, Andrew Jackson and the new Democratic Party relentlessly undermined and attacked every action of President _____, who up to that point had been revered for his service to his nation.
 7. After the slave uprising known as _____, many Southern states hardened their position on slavery, thus intensifying the divisions in the country.
 8. The most notable action of Jackson’s presidency was his battle against the _____, during which he defied both Congress and the Supreme Court in his belief of its unconstitutionality.
 9. Following treaties made under the Indian Removal Act, US troops forced Native Americans to western reservations in horrid conditions, resulting in widespread death in what is known as the _____.
 10. The part of New Spain and then Mexico known as Texas was settled by Americans led by _____ and the Old Three Hundred group of settlers.

11. The defeat of holdout Texans at the Battle of the _____ under Mexican leader Antonio López de Santa Anna became a rallying cry in the Texas Revolution and elicited the public support of many Americans.
12. Running with the slogan “Old Tippecanoe and Tyler Too”, the frontier general _____ died only a month into office, leaving John Tyler as president, who frequently clashed with his fellow Whigs in Congress.
13. The network of escape routes, safe houses, and abolitionist conductors known as the _____ was one of the courageous ways in which escaped slaves and abolitionists freed African Americans from slavery.
14. The belief that the United States was destined to spread throughout North America, bringing her democratic ideas with her while taking advantage of economic opportunities, was labeled _____ by a newspaper in the 1840s.
15. Asserting that the president purposefully provoked Mexican aggression, the first-year Whig Congressman _____ introduced demands that the president explain on exactly which spot in American territory the attack by Mexicans on American troops took place. Due to these “Spot Resolutions,” this Congressman lost his seat in the House of Representatives in the next election.
16. The Mexican-American War resulted in the _____, in which America received much of what is now the western United States.

KNOWN BY HEART

Fill in missing words using the correct letters and identify the source.

- | | |
|------------|----------|
| A. America | C. good |
| B. ceases | D. great |

17. “America is great because _____ is _____, and if America ever _____ to be good, America will cease to be _____.”

Source: _____

STORIES FOR THE AMERICAN HEART

In your own words, retell each episode in narrative form. Consider your audience to be 3rd grade students.

18. Tell the biography of Andrew Jackson

19. Tell the biography of Frederick Douglass

20. Tell the story of the 1831–32 slavery debate in the Virginia General Assembly

QUESTIONS FOR THE AMERICAN MIND

Answer each of the following. Complete sentences are not necessary, but correct spelling and writing should be employed and responses must fully answer each question.

21. What was life like for slaves during the early nineteenth century?

22. Why was there disagreement over the admission of Missouri into the Union, especially compared to the admittance of other slave states previously? How did the Missouri Compromise resolve the issue for the time being?

23. Why did Andrew Jackson promote the common man?

24. What were Alexis de Tocqueville's major observations about democracy in America?

25. How did the "state sovereignty" and "We the people" views of union differ from each other?

26. What was the Whig Party platform?

27. What was the idea of "manifest destiny"? Why were many Americans confident in this assumption?

Unit 3 | Writing Assignment — The Early Republic

Due on _____

DIRECTIONS

Citing events and primary sources in your argument, write a 4–5 paragraph essay answering the question:

Which events and policies were most significant for helping the United States grow in prosperity, size, and opportunity between 1791 and 1848?

APPENDIX B

Primary Sources

George Washington

James Monroe

John Ross

Andrew Jackson

John Louis O’Sullivan

PRESIDENT GEORGE WASHINGTON

A Proclamation

PROCLAMATION

October 3, 1789
Federal Hall | New York City, New York

Thanksgiving Proclamation

BACKGROUND

In response to a joint resolution of Congress, President George Washington issued this proclamation.

ANNOTATIONS

NOTES & QUESTIONS

By the President of the United States of America, a Proclamation.

Whereas it is the duty of all Nations to acknowledge the providence of Almighty God, to obey his will, to be grateful for his benefits, and humbly to implore his protection and favor—and whereas both Houses of Congress have by their joint Committee requested me

5 “to recommend to the People of the United States a day of public thanksgiving and prayer to be observed by acknowledging with grateful hearts the many signal favors of Almighty God especially by affording them an opportunity peaceably to establish a form of government for their safety and happiness.”

Now therefore I do recommend and assign Thursday the 26th day of November next to be

10 devoted by the People of these States to the service of that great and glorious Being, who is the beneficent Author of all the good that was, that is, or that will be—That we may then all unite in rendering unto him our sincere and humble thanks—for his kind care and protection of the People of this Country previous to their becoming a Nation—for the signal and manifold mercies, and the favorable interpositions of his Providence which we

15 experienced in the course and conclusion of the late war—for the great degree of tranquility,

George Washington, “Thanksgiving Proclamation,” 3 October 1789, in *The Papers of George Washington*, “Presidential Series,” Vol. 4, 8 September 1789–15 January 1790, ed. Dorothy Twohig (Charlottesville: University Press of Virginia, 1993), 131–32.

Thanksgiving Proclamation
George Washington

ANNOTATIONS

NOTES & QUESTIONS

union, and plenty, which we have since enjoyed—for the peaceable and rational manner, in which we have been enabled to establish constitutions of government for our safety and happiness, and particularly the national One now lately instituted—for the civil and religious liberty with which we are blessed; and the means we have of acquiring and
5 diffusing useful knowledge; and in general for all the great and various favors which he hath been pleased to confer upon us.

And also that we may then unite in most humbly offering our prayers and supplications to the great Lord and Ruler of Nations and beseech him to pardon our national and other transgressions—to enable us all, whether in public or private stations, to perform our
10 several and relative duties properly and punctually—to render our national government a blessing to all the people, by constantly being a Government of wise, just, and constitutional laws, discreetly and faithfully executed and obeyed—to protect and guide all Sovereigns and Nations (especially such as have shewn kindness unto us) and to bless them with good government, peace, and concord—To promote the knowledge and practice of true religion
15 and virtue, and the increase of science among them and us—and generally to grant unto all Mankind such a degree of temporal prosperity as he alone knows to be best.

Given under my hand at the City of New-York the third day of October in the year of our Lord 1789.

George Washington

PRESIDENT GEORGE WASHINGTON**To the Hebrew Congregation in Newport,
Rhode Island**

LETTER

August 21, 1790

BACKGROUND

During President George Washington's goodwill visit to Newport following Rhode Island's ratification of the Constitution, Moses Seixas—a leading official in Newport and a member of the local Jewish synagogue—publicly read a letter to Washington. Washington responded three days later in a letter of his own.

ANNOTATIONS**NOTES & QUESTIONS**

Gentlemen:

While I receive, with much satisfaction, your Address replete with expressions of esteem; I rejoice in the opportunity of assuring you, that I shall always retain grateful remembrance of the cordial welcome I experienced in my visit to Newport, from all classes of Citizens.

- 5 The reflection on the days of difficulty and danger which are past is rendered the more sweet, from a consciousness that they are succeeded by days of uncommon prosperity and security. If we have wisdom to make the best use of the advantages with which we are now favored, we cannot fail, under the just administration of a good Government, to become a great and happy people.
- 10 The Citizens of the United States of America have a right to applaud themselves for having given to mankind examples of an enlarged and liberal policy: a policy worthy of

George Washington, "To the Hebrew Congregation in Newport, Rhode Island," 18 August 1790, in *The Papers of George Washington, 1748-1799*, "Presidential Series," Vol. 6, ed. W. W. Abbott et al. (Charlottesville, VA: University of Virginia Press, 1996), 284-85.

ANNOTATIONS

NOTES & QUESTIONS

imitation. All possess alike liberty of conscience and immunities of citizenship. It is now no more that toleration is spoken of, as if it was by the indulgence of one class of people, that another enjoyed the exercise of their inherent natural rights. For happily the Government of the United States, which gives to bigotry no sanction, to persecution no assistance requires only that they who live under its protection should demean themselves as good citizens, in giving it on all occasions their effectual support.

It would be inconsistent with the frankness of my character not to avow that I am pleased with your favorable opinion of my Administration and fervent wishes for my felicity. May the Children of the Stock of Abraham, who dwell in this land, continue to merit and enjoy the good will of the other Inhabitants; while every one shall sit in safety under his own vine and fig tree, and there shall be none to make him afraid. May the father of all mercies scatter light and not darkness in our paths, and make us all in our several vocations useful here, and in his own due time and way everlastingly happy.

PRESIDENT GEORGE WASHINGTON**To the People of America**

LETTER EXCERPTS

September 19, 1796

American Daily Advertiser | Philadelphia, Pennsylvania

Farewell Address

BACKGROUND

George Washington wrote this letter to the American people announcing his retirement from the Presidency after his second term. At the time, there were no term limits on the presidency.

ANNOTATIONS**NOTES & QUESTIONS**

...For this you have every inducement of sympathy and interest. Citizens by birth or choice, of a common country, that country has a right to concentrate your affections. The name of American, which belongs to You, in your national capacity, must always exalt the just pride of Patriotism, more than any appellation derived from local discriminations. With slight
5 shades of difference, you have the same Religion, Manners, Habits and political Principles. You have in a common cause fought and triumphed together. The independence and liberty you possess are the work of joint councils, and joint efforts; of common dangers, sufferings and successes....

...[Y]ou have improved upon your first essay, by the adoption of a Constitution of Government, better calculated than your former for an intimate Union, and for the efficacious
10 management of your common concerns. This government, the offspring of our own choice uninfluenced and unawed, adopted upon full investigation and mature deliberation, completely free in its principles, in the distribution of its powers, uniting security with energy, and containing within itself a provision for its own amendment, has a just claim to your
15 confidence and your support. Respect for its authority, compliance with its Laws, acquiescence in its measures, are duties enjoined by the fundamental maxims of true Liberty. The

George Washington, "Farewell Address," 19 September 1796, in *George Washington: A Collection*, ed. W. B. Allen (Indianapolis, IN: Liberty Fund, 1988), 512–17.

ANNOTATIONS

NOTES & QUESTIONS

basis of our political systems is the right of the people to make and to alter their Constitutions of Government. But the Constitution which at any time exists, 'til changed by an explicit and authentic act of the whole People, is sacredly obligatory upon all. The very idea of the power and the right of the People to establish Government presupposes the duty of
5 every Individual to obey the established Government....

I have already intimated to you the danger of Parties in the State, with particular reference to the founding of them on Geographical discriminations. Let me now take a more comprehensive view, and warn you in the most solemn manner against the baneful effects of the Spirit of Party, generally.

10 This spirit, unfortunately, is inseparable from our nature, having its root in the strongest passions of the human Mind. It exists under different shapes in all Governments, more or less stifled, controlled, or repressed; but, in those of the popular form, it is seen in its greatest rankness and is truly their worst enemy.

The alternate domination of one faction over another, sharpened by the spirit of revenge
15 natural to party dissention, which in different ages and countries has perpetrated the most horrid enormities, is itself a frightful despotism. But this leads at length to a more formal and permanent despotism. The disorders and miseries, which result, gradually incline the minds of men to seek security and repose in the absolute power of an Individual; and sooner or later the chief of some prevailing faction more able or more fortunate than his
20 competitors, turns this disposition to the purposes of his own elevation, on the ruins of Public Liberty.

Without looking forward to an extremity of this kind (which nevertheless ought not to be entirely out of sight) the common and continual mischiefs of the spirit of Party are sufficient to make it the interest and the duty of a wise People to discourage and restrain it.

25 It serves always to distract the Public Councils and enfeeble the Public administration. It agitates the Community with ill-founded jealousies and false alarms, kindles the animosity of one part against another, foment occasionally riot and insurrection. It opens the door

ANNOTATIONS

NOTES & QUESTIONS

to foreign influence and corruption, which find a facilitated access to the government itself through the channels of party passions. Thus the policy and the will of one country, are subjected to the policy and will of another.

5 There is an opinion that parties in free countries are useful checks upon the Administration of the government and serve to keep alive the spirit of Liberty. This within certain limits is probably true, and in Governments of a Monarchical cast Patriotism may look with indulgence, if not with favor, upon the spirit of party. But in those of the popular character, in Governments purely elective, it is a spirit not to be encouraged. From their natural tendency, it is certain there will always be enough of that spirit for every salutary purpose. And
10 there being constant danger of excess, the effort ought to be, by force of public opinion to mitigate and assuage it. A fire not to be quenched; it demands a uniform vigilance to prevent its bursting into a flame, lest instead of warming, it should consume.

It is important, likewise, that the habits of thinking in a free Country should inspire caution in those entrusted with its administration, to confine themselves within their respective
15 Constitutional spheres; avoiding in the exercise of the powers of one department to encroach upon another. The spirit of encroachment tends to consolidate the powers of all the departments in one, and thus to create whatever the form of government, a real despotism. A just estimate of that love of power, and proneness to abuse it, which predominates in the human heart is sufficient to satisfy us of the truth of this position. The necessity of reciprocal checks in the exercise of political power; by dividing and distributing it into different
20 depositories, and constituting each the Guardian of the Public Weal against invasions by the others, has been evinced by experiments ancient and modern, some of them in our country and under our own eyes. To preserve them must be as necessary as to institute them. If in the opinion of the People, the distribution or modification of the Constitutional
25 powers be in any particular wrong, let it be corrected by an amendment in the way which the Constitution designates. But let there be no change by usurpation; for though this, in one instance, may be the instrument of good, it is the customary weapon by which free governments are destroyed. The precedent must always greatly overbalance in permanent evil any partial or transient benefit which the use can at any time yield.

ANNOTATIONS

NOTES & QUESTIONS

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 Men and citizens. The mere Politician, equally with the pious man ought to respect and to cherish them. A volume could not trace all their connections with private and public felicity. Let it simply be asked where is the security for property, for reputation, for life, if the sense of religious obligation desert the oaths, which are the instruments of investigation in Courts of Justice? And let us with caution indulge the supposition, that morality can be maintained without religion. Whatever may be conceded to the influence of refined education on minds of peculiar structure, reason and experience both forbid us to expect that National morality can prevail in exclusion of religious principle.

'Tis substantially true, that virtue or morality is a necessary spring of popular government. The rule indeed extends with more or less force to every species of free Government. Who that is a sincere friend to it, can look with indifference upon attempts to shake the foundation of the fabric.

Promote then as an object of primary importance, Institutions for the general diffusion of knowledge. In proportion as the structure of a government gives force to public opinion, it is essential that public opinion should be enlightened....

PRESIDENT JAMES MONROE (DEMOCRATIC-REPUBLICAN)**Annual Message to Congress**

LETTER EXCERPTS

December 2, 1823
Washington, D.C.

Monroe Doctrine

BACKGROUND

President James Monroe sent his seventh Annual Message to Congress in 1823, as required by the Constitution.

ANNOTATIONS**NOTES & QUESTIONS**

Fellow-Citizens of the Senate and House of Representatives:...

A precise knowledge of our relations with foreign powers as respects our negotiations and transactions with each is thought to be particularly necessary. Equally necessary is it that we should form a just estimate of our resources, revenue, and progress in every kind
5 of improvement connected with the national prosperity and public defense. It is by rendering justice to other nations that we may expect it from them. It is by our ability to resent injuries and redress wrongs that we may avoid them....

The citizens of the United States cherish sentiments the most friendly in favor of the liberty and happiness of their fellow men on that side of the Atlantic. In the wars of the
10 European powers in matters relating to themselves we have never taken any part, nor does it comport with our policy so to do.

It is only when our rights are invaded or seriously menaced that we resent injuries or make preparation for our defense. With the movements in this hemisphere we are of

James Monroe, Annual Message, December 2, 1823, *Annals of Congress, 18th Congress, 1st session, Senate Journal*, 12-19.

necessity more immediately connected, and by causes which must be obvious to all enlightened and impartial observers.

The political system of the allied powers is essentially different in this respect from that of America. This difference proceeds from that which exists in their respective
5 Governments; and to the defense of our own, which has been achieved by the loss of so much blood and treasure, and matured by the wisdom of their most enlightened citizens, and under which we have enjoyed unexampled felicity, this whole nation is devoted.

We owe it, therefore, to candor and to the amicable relations existing between the United States and those powers to declare that we should consider any attempt on their part to
10 extend their system to any portion of this hemisphere as dangerous to our peace and safety. With the existing colonies or dependencies of any European power we have not interfered and shall not interfere, but with the Governments who have declared their independence and maintained it, and whose independence we have, on great consideration and on just principles, acknowledged, we could not view any interposition
15 for the purpose of oppressing them, or controlling in any other manner their destiny, by any European power in any other light than as the manifestation of an unfriendly disposition toward the United States.

In the war between those new Governments and Spain we declared our neutrality at the time of their recognition, and to this we have adhered, and shall continue to adhere,
20 provided no change shall occur which, in the judgment of the competent authorities of this Government, shall make a corresponding change on the part of the United States indispensable to their security....

Our policy in regard to Europe, which was adopted at an early stage of the wars which have so long agitated that quarter of the globe, nevertheless remains the same, which is,
25 not to interfere in the internal concerns of any of its powers; to consider the government de facto as the legitimate government for us; to cultivate friendly relations with it, and to

preserve those relations by a frank, firm, and manly policy, meeting in all instances the just claims of every power, submitting to injuries from none.

5 But in regard to those continents circumstances are eminently and conspicuously different. It is impossible that the allied powers should extend their political system to any portion of either continent without endangering our peace and happiness; nor can anyone believe that our southern brethren, if left to themselves, would adopt it of their own accord. It is equally impossible, therefore, that we should behold such interposition in any form with indifference. If we look to the comparative strength and resources of Spain and those new Governments, and their distance from each other, it must be
10 obvious that she can never subdue them. It is still the true policy of the United States to leave the parties to themselves, in the hope that other powers will pursue the same course....

GENERAL COUNCIL OF THE CHEROKEE NATION**Address to the People of the United States**

ADDRESS EXCERPTS

July 1830

BACKGROUND

The General Council of the Cherokee Nation made this appeal to the American people and its representatives, written primarily, it is believed, by Cherokee Chief John Ross.

GUIDING QUESTIONS

... When the federal Constitution was adopted the Treaty of Hopewell was contained, with all other treaties, as the supreme law of the land. In 1791, the Treaty of Holston was made, by which the sovereignty of the Cherokees was qualified as follows: The Cherokees acknowledged themselves to be under the protection of the United States, and of no other
5 sovereign. They engaged that they would not hold any treaty with a foreign power, with any separate state of the Union, or with individuals. They agreed that the United States should have the exclusive right of regulating their trade; that the citizens of the United States have a right of way in one direction through the Cherokee country; and that if an
10 Indian should do injury to a citizen of the United States, he should be delivered up to be tried and punished. A cession of lands was also made to the United States. On the other hand, the United States paid a sum of money; offered protection; engaged to punish citizens of the United States who should do any injury to the Cherokees; abandoned white settlers on Cherokee lands to the discretion of the Cherokees, stipulated that white men should not
15 hunt on these lands, nor even enter the country without a passport; and gave a solemn guaranty of all Cherokee lands not ceded. This treaty is the basis of all subsequent compacts; and in none of them are the relations of the parties at all changed.

E.C. Tracy, *Memoir of the Life of Jeremiah Evarts, Late Corresponding Secretary of the American Board of Commissioners for Foreign Missions* (Boston: Crocker and Brewster, 1845): 444-448.

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The Cherokees have always fulfilled their engagements. . . .

We wish to remain on the land of our fathers. We have a perfect and original right to claim without interruption or molestation. The treaties with us, and laws of the United States made in pursuance of treaties, guaranty our residence, and our privileges and secure us
5 against intruders. Our only request is that these treaties may be fulfilled, and these laws executed.

But if we are compelled to leave our country, we see nothing but ruin before us. The country west of the Arkansas territory is unknown to us. From what we can learn of it, we have no prepossessions in its favor. All the inviting parts of it, as we believe, are preoccupied by
10 various Indian nations, to which it has become assigned. They would regard us as intruders and look upon us with an evil eye. The far greater part of that region is, beyond all controversy, badly supplied with wood and water; and no Indian tribe can live as agriculturists without these articles. All our neighbors in case of our removal, though
15 crowded into our near vicinity, would speak a language totally different from ours and practice different customs. The original possessors of that region are now wandering savages, lurking for prey in the neighborhood. They have always been at war, and would be easily tempted to turn their arms against peaceful emigrants. Were the country to which
20 we are urged much better than it is represented to be, and were it free from objections which we have made to it, still it is not the land of our birth, nor of our affections. It contains neither the scenes of our childhood, nor the graves of our fathers. . . .

It is under a sense of the most pungent feelings that we make this, perhaps our last appeal to the good people of the United States. . . . Shall we be compelled by a civilized and Christian people, with whom we have lived in perfect peace for the last forty years, and for whom we have willingly bled in war, to bid a final adieu to our homes, our farms, our
25 streams, and our beautiful forests? No. We are still firm. We intend still to cling with our wonted affection to the land which gave us birth and which every day of our lives brings to us new and stronger ties of attachment. . . . On the soil which contains the ashes of our beloved men we wish to live—on this soil we wish to die.

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We entreat those to whom the preceding paragraphs are addressed to remember the great law of love, “Do to others as ye would that others should do to you.” Let them remember that of all nations on the earth, they are under the greatest obligations to obey this law. We pray them to remember that, for the sake of principle, their forefathers were compelled to
5 leave, therefore driven from the old world, and that the winds of persecution wafted them over the great waters and landed them on the shores of the new world, when the Indian was the sole lord and proprietor of these extensive domains. Let them remember in what way they were received by the savage of America, when power was in his hand, and his ferocity could not be restrained by any human arm. We urge them to bear in mind that
10 those who would now ask of them a cup of cold water, and a spot of earth, a portion of their own patrimonial possessions on which to live and die in peace, are the descendants of those, whose origin as inhabitants of North America history and tradition are alike insufficient to reveal. Let them bring to remembrance all these facts, and they cannot, and we are sure they will not, fail to remember and sympathize with us in these our trials and sufferings.

PRESIDENT ANDREW JACKSON (D-TN)**Veto Message from the President of the United States, returning the Bank Bill, with his objections, &c.**

LETTER EXCERPTS

July 10, 1832
Washington, D.C.**BACKGROUND**

President Andrew Jackson sent this message to the Senate accompany his veto of a bill passed to re-charter the Bank of the United States.

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It is to be regretted that the rich and powerful too often bend the acts of government to their selfish purposes. Distinctions in society will always exist under every just government. Equality of talents, of education, or of wealth cannot be produced by human institutions. In the full enjoyment of the gifts of Heaven and the fruits of superior industry, economy, and virtue, every man is equally entitled to protection by law; but when the laws undertake to add to these natural and just advantages artificial distinctions, to grant titles, gratuities, and exclusive privileges, to make the rich richer and the potent more powerful, the humble members of society—the farmers, mechanics, and laborers—who have neither the time nor the means of securing like favors to themselves, have a right to complain of the injustice of their government. There are no necessary evils in government. Its evils exist only in its abuses. If it would confine itself to equal protection, and, as Heaven does its rains, shower its favors alike on the high and the low, the rich and the poor, it would be an unqualified blessing. In the act before me there seems to be a wide and unnecessary departure from

Andrew Jackson, “Veto message from the President of the United States, returning the bank bill, with his objections, &c. To the Senate . . .” Washington, Herald Office, 1832.

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these just principles.

Nor is our government to be maintained or our Union preserved by invasions of the rights and powers of the several states. In thus attempting to make our general government strong we make it weak. Its true strength consists in leaving individuals and states as much as possible to themselves—in making itself felt not in its power, but in its beneficence; not in its control, but in its protection; not in binding the states more closely to the center, but leaving each to move unobstructed in its proper orbit.

Experience should teach us wisdom. Most of the difficulties our government now encounters and most of the dangers which impend over our Union have sprung from an abandonment of the legitimate objects of government by our national legislation, and the adoption of such principles as are embodied in this act. Many of our rich men have not been content with equal protection and equal benefits, but have besought us to make them richer by act of Congress. By attempting to gratify their desires we have in the results of our legislation arrayed section against section, interest against interest, and man against man, in a fearful commotion which threatens to shake the foundations of our Union. It is time to pause in our career to review our principles, and if possible revive that devoted patriotism and spirit of compromise which distinguished the sages of the Revolution and the fathers of our Union. If we cannot at once, in justice to interests vested under improvident legislation, make our government what it ought to be, we can at least take a stand against all new grants of monopolies and exclusive privileges, against any prostitution of our government to the advancement of the few at the expense of the many, and in favor of compromise and gradual reform in our code of laws and system of political economy.

I have now done my duty to my country. If sustained by my fellow citizens, I shall be grateful and happy; if not, I shall find in the motives which impel me ample grounds for contentment and peace. In the difficulties which surround us and the dangers which threaten our institutions there is cause for neither dismay nor alarm. For relief and deliverance let us firmly rely on that kind Providence which I am sure watches with peculiar care over the destinies of our Republic, and on the intelligence and wisdom of our

Veto Message on the Bank of the United States
Andrew Jackson

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countrymen. Through His abundant goodness and heir patriotic devotion our liberty and Union will be preserved.

JOHN LOUIS O’SULLIVAN

“The Great Nation of Futurity”

EDITORIAL EXCERPTS

November 6, 1839

The United States Democratic Review

BACKGROUND

The United States Democratic Review’s founder and editor, John Louis O’Sullivan, published this editorial in 1839.

GUIDING QUESTIONS

We have no interest in the scenes of antiquity, only as lessons of avoidance of nearly all their examples. The expansive future is our arena, and for our history. We are entering on its untrodden space, with the truths of God in our minds, beneficent objects in our hearts, and with a clear conscience unsullied by the past. We are the nation of human progress, and who will, what can, set limits to our onward march? Providence is with us, and no earthly power can. We point to the everlasting truth on the first page of our national declaration, and we proclaim to the millions of other lands, that "the gates of hell"—the powers of aristocracy and monarchy—"shall not prevail against it."

The far-reaching, the boundless future will be the era of American greatness. In its magnificent domain of space and time, the nation of many nations is destined to manifest to mankind the excellence of divine principles; to establish on earth the noblest temple ever dedicated to the worship of the Most High—the Sacred and the True. Its floor shall be a hemisphere—its roof the firmament of the star-studded heavens, and its congregation an Union of many Republics, comprising hundreds of happy millions, calling, owning no man master, but governed by God's natural and moral law of equality, the law of brotherhood—

John Louis O’Sullivan, “The Great Nation of Futurity,” *The United States Democratic Review* (6 November 1839): 426-30.

"The Great Nation of Futurity"
John Louis O'Sullivan

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of "peace and good will amongst men." . . .

Yes, we are the nation of progress, of individual freedom, of universal enfranchisement. Equality of rights is the cynosure of our union of States, the grand exemplar of the correlative equality of individuals; and while truth sheds its effulgence, we cannot
5 retrograde, without dissolving the one and subverting the other. We must onward to the fulfilment of our mission—to the entire development of the principle of our organization—freedom of conscience, freedom of person, freedom of trade and business pursuits, universality of freedom and equality. This is our high destiny, and in nature's eternal, inevitable decree of cause and effect we must accomplish it. All this will be our future
10 history, to establish on earth the moral dignity and salvation of man—the immutable truth and beneficence of God. For this blessed mission to the nations of the world, which are shut out from the life-giving light of truth, has America been chosen; and her high example shall smite unto death the tyranny of kings, hierarchs, and oligarchs, and carry the glad tidings of peace and good will where myriads now endure an existence scarcely more enviable than
15 that of beasts of the field. Who, then, can doubt that our country is destined to be the great nation of futurity?

