



GRADE 7 LOUISIANA SOCIAL STUDIES

Benjamin Banneker



Governing the New Nation

Student Workbook

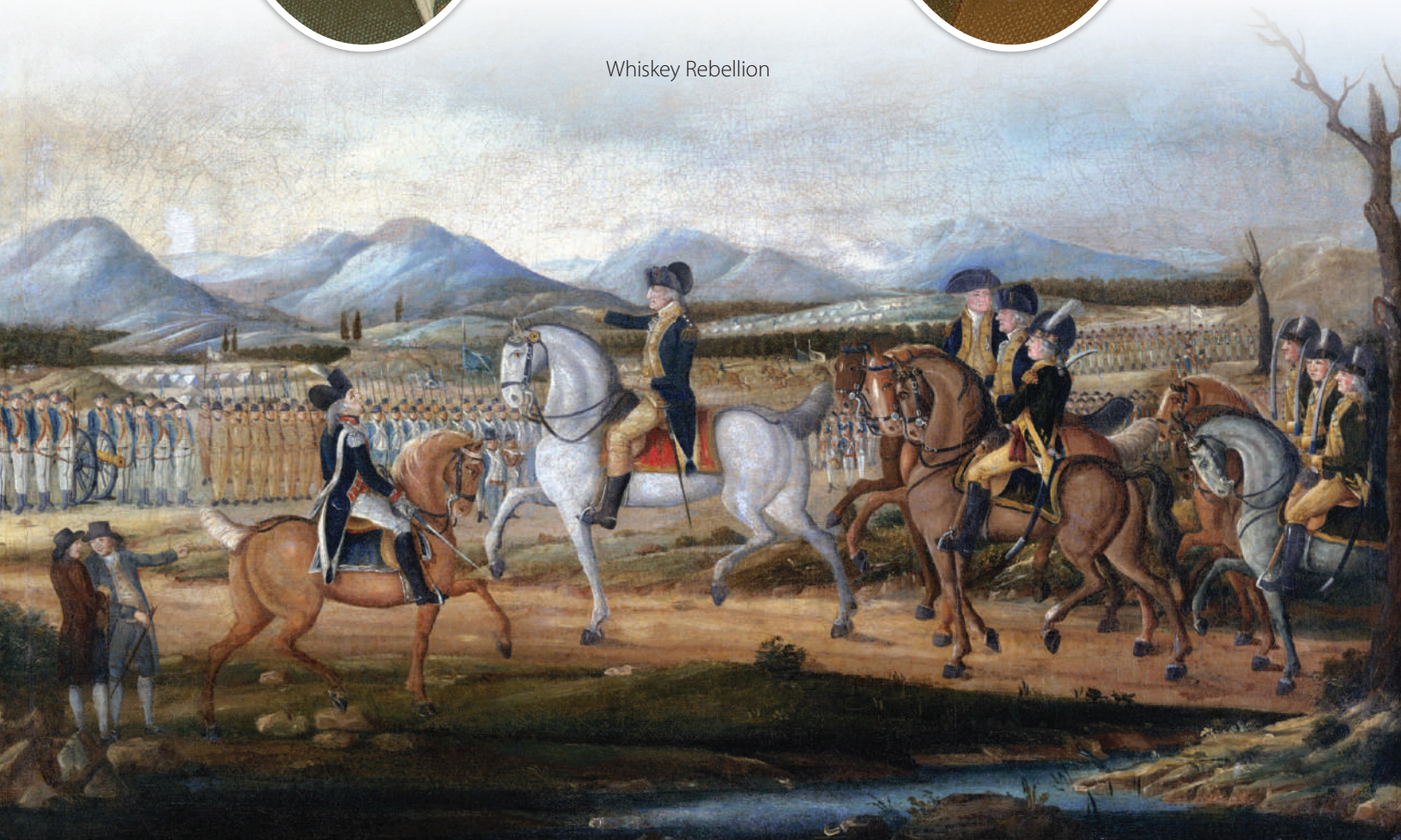


Thomas Jefferson



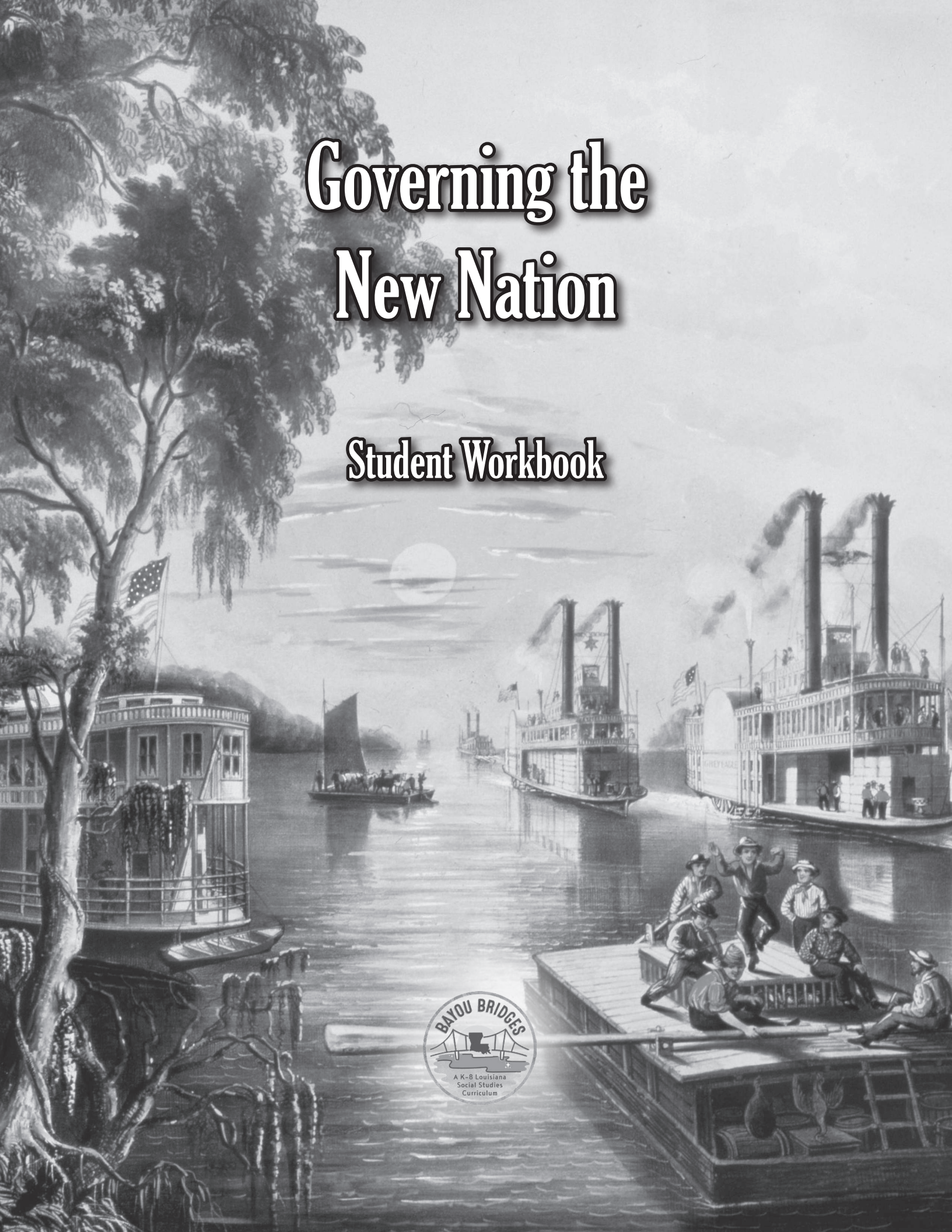
John Adams

Whiskey Rebellion



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Governing the New Nation

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Chapter 1: George Washington’s Presidency and Precedents

Framing Question: What precedents were set for the new nation during George Washington’s presidency?

Student Reading Notes

Use the information in your Student Reader to fill in the chart.

Section	Notes
The New Republic	
Washington’s Election and Inauguration	

Washington's Presidency	
Conflicting Ideas	
The Judicial System	

The Whiskey Rebellion	
A New Capital	
Washington's Farewell	

Primary Sources

PRIMARY SOURCE A: EXCERPTS FROM LETTERS BY THOMAS JEFFERSON AND ALEXANDER HAMILTON ABOUT ESTABLISHING A NATIONAL BANK

Secretary of State Thomas Jefferson wrote the following in a letter to George Washington on February 15, 1791, expressing his opinion on establishing a national bank.

I consider the foundation of the Constitution as laid on this ground that “all powers not delegated to the U.S., by the Constitution, nor prohibited by it to the States, are reserved to the States or to the people” to take a single step beyond the boundaries thus specially drawn around the powers of Congress, is to take possession of a boundless feild [field] of power, no longer susceptible of any definition.

Alexander Hamilton wrote the following in a letter to Edward Carrington, a supervisor of revenue in Virginia, on May 26, 1792. In this excerpt, the secretary of the treasury shares his feelings on Jefferson’s approach to monetary policy, including a national bank.

It was not ‘till the last session that I became unequivocally convinced of the following truth—“That Mr. Madison cooperating with Mr. Jefferson is at the head of a faction decidedly hostile to me and my administration, and actuated by views in my judgment subversive of the principles of good government and dangerous to the union, peace and happiness of the Country.” . . . Mr. Jefferson with very little reserve manifests his dislike of the funding system generally; calling in question the expediency of funding a debt at all. . . . In various conversations with foreigners as well as citizens, he has thrown censure on my principles of government and on my measures of administration. He has predicted that the people would not long tolerate my proceedings & that I should not long maintain my ground. . . . In the question concerning the Bank he not only delivered an opinion in writing against its constitutionality & expediency; but he did it in a stile [style] and manner which I felt as partaking of asperity and ill humour towards me.

Sources: “To George Washington from Thomas Jefferson, 15 February 1791,” *Founders Online*, National Archives. [Original source: *The Papers of George Washington*, Presidential Series, vol. 7, 1 December 1790 – 21 March 1791, edited by Jack D. Warren, Jr. Charlottesville, VA: University Press of Virginia, 1998, pp. 348–353.]

“From Alexander Hamilton to Edward Carrington, 26 May 1792,” *Founders Online*, National Archives. [Original source: *The Papers of Alexander Hamilton*, vol. 11, February 1792 – June 1792, edited by Harold C. Syrett. New York: Columbia University Press, 1966, pp. 426–445.]

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Activity Page 1.2

Use with Chapters 1–2

Primary Source Analysis

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CONCLUSION Draw a conclusion about the source. How does it help answer the Framing Question? How does it contribute to your understanding of history?	

Primary Sources

PRIMARY SOURCE B: GEORGE WASHINGTON'S FAREWELL ADDRESS

Beginning in September 1796, George Washington's Farewell Address appeared in newspapers around the country. Washington had stepped down from the presidency after serving two terms. In the address, he expressed his thoughts, advice, and warnings concerning governance and the nation's future.

The Unity of Government which constitutes you one people is also now dear to you. It is justly so; for it is a main Pillar in the Edifice [building] of your real independence, the support of your tranquility at home, your peace abroad; of your safety; of your prosperity; of that very Liberty which you so highly prize. But as it is easy to foresee, that from different causes & from different quarters, much pains will be taken, many artifices [tricks] employed, to weaken in your minds the conviction of this truth; as this is the point in your political fortress against which the batteries of internal and external enemies will be most constantly and actively though often covertly & insidiously) directed, it is of infinite moment, that you should properly estimate the immense value of your national Union, to your collective & individual happiness; that you should cherish a cordial, habitual & immovable attachment to it; accustoming yourselves to think and speak of it as of the Palladium [defense or protection] of your political safety and prosperity; watching for its preservation with jealous anxiety; discountenancing [dismissing] whatever may suggest even a suspicion that it can in any event be abandoned; and indignantly frowning upon the first dawning of every attempt to alienate any portion of our Country from the rest, or to enfeeble [weaken] the sacred ties which now link together the various parts.

Source: "Farewell Address, 19 September 1796," *Founders Online*, National Archives. [Original source: *The Papers of George Washington*, Presidential Series, vol. 20, 1 April–21 September 1796, edited by David R. Hoth and William M. Ferraro. Charlottesville, VA: University of Virginia Press, 2019, pp. 703–722.]

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PRIMARY SOURCE C: TWO LETTERS FROM GEORGE WASHINGTON

Excerpt from Letter to the Jewish Congregation in Newport, Rhode Island (1790)

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 a happy people.

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 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.

Source: Washington, George. "From George Washington to the Hebrew Congregation in Newport, Rhode Island, 18 August 1790." Founders Online. National Archives.

Excerpt from Letter to the New Jerusalem Church in Baltimore (1793)

It has ever been my pride to merit the approbation of my fellow citizens, by a faithful and honest discharge of the duties annexed to those stations in which they have been pleased to place me; and the dearest rewards of my services have been those testimonies of esteem and confidence with which they have honored me. . . .

We have abundant reason to rejoice, that in this land the light of truth and reason have triumphed over the power of bigotry and superstition, and that every person may here worship God according to the dictates of his own heart. In this enlightened age and in this land of equal liberty, it is our boast, that a man's religious tenets will not forfeit the protection of the laws, nor deprive him of the right of attaining and holding the highest offices that are known in the United States.

Source: Washington, George. "From George Washington to the Members of the New Jerusalem Church of Baltimore, 27 January 1793." Founders Online. National Archives.

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Activity Page 1.4

Use with Chapters 1–2

Two-Column Chart

Follow your teacher’s instructions to complete this chart.

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Chapter 2: The New Nation and the First Party System

Framing Question: How did the events, ideas, and people during the presidencies of Adams and Jefferson impact the development of the United States?

Student Reading Notes

Use the information in your Student Reader to fill in the chart.

Section	Notes
Adams and Jefferson	
An Old Problem	

More Controversy	
The Election of 1800	
Mr. President, Thomas Jefferson	

The Louisiana Purchase

Marbury v. Madison

Primary Sources

PRIMARY SOURCE D: LETTER FROM THOMAS JEFFERSON TO ROBERT R. LIVINGSTON, APRIL 18, 1802

President Jefferson wrote this letter to Robert Livingston, the U.S. minister to France, to express his concern about France taking over Louisiana. Jefferson states his hope that Livingston can convince France to sell New Orleans and Florida to the United States.

France is the one which hitherto has offered the fewest points on which we could have any conflict of right, and the most points of a communion of interests. From these causes we have ever looked to her as our natural friend, as one with which we never could have an occasion of difference. her growth therefore we viewed as our own, her misfortunes ours. there is on the globe one single spot, the possessor of which is our natural & habitual enemy. it is New Orleans, through which the produce of three eighths of our territory must pass to market, and from it's [its] fertility it will ere long yield more than half of our whole produce and contain more than half our inhabitants. France placing herself in that door assumes to us the attitude of defiance. Spain might have retained it quietly for years. her pacific dispositions, her feeble state, would induce her to increase our facilities there, so that her possession of the place would be hardly felt by us, and it would not perhaps be very long before some circumstance might arise which might make the cession of it to us the price of something of more worth to her. not so can it ever be in the hands of France. the impetuosity of her temper, the energy & restlessness of her character, placed in a point of eternal friction with us, and our character, which though quiet, & loving peace & the pursuit of wealth, is high minded, despising wealth in competition with insult or injury, enterprising & energetic as any nation on earth, these circumstances render it impossible that France and the US. can continue long friends when they meet in so irritable a position. they as well as we must be blind if they do not see this; and we must be very improvident if we do not begin to make arrangements on that hypothesis.

Source: "From Thomas Jefferson to Robert R. Livingston, 18 April 1802," *Founders Online*, National Archives. [Original source: *The Papers of Thomas Jefferson*, vol. 37, 4 March–30 June 1802, edited by Barbara B. Oberg. Princeton, NJ: Princeton University Press, 2010, pp. 263–267.]

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Primary Sources

PRIMARY SOURCE E: JOHN MARSHALL, *MARBURY v. MADISON* (1803)

It is emphatically the province and duty of the judicial department to say what the law is. Those who apply the rule to particular cases, must of necessity expound and interpret that rule. If two laws conflict with each other, the courts must decide on the operation of each.

So if a law be in opposition to the constitution; if both the law and the constitution apply to a particular case, so that the court must either decide that case conformably to the law, disregarding the constitution; or conformably to the constitution, disregarding the law; the court must determine which of these conflicting rules governs the case. This is of the very essence of judicial duty.

If, then, the courts are to regard the constitution, and the constitution is superior to any ordinary act of the legislature, the constitution, and not such ordinary act, must govern the case to which they both apply.

Those then who controvert the principle that the constitution is to be considered, in court, as a paramount law, are reduced to the necessity of maintaining that the courts must close their eyes on the constitution, and see only the law.

This doctrine would subvert the very foundation of all written constitutions. . . .

That it thus reduces to nothing what we have deemed the greatest improvement on political institutions—a written constitution—would of itself be sufficient, in America, where written constitutions have been viewed with so much reverence, for rejecting the construction. But the peculiar expressions of the constitution of the United States furnish additional arguments in favour of its rejection.

The judicial power of the United States is extended to all cases arising under the constitution.

Source: Show-Cause Order Served on James Madison, Secretary of State; 1802; Original Jurisdiction Case Files, 1792–1998; Records of the Supreme Court of the United States, Record Group 267; National Archives Building, Washington, D.C.

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PRIMARY SOURCE F: *FROM BENJAMIN BANNEKER TO THOMAS JEFFERSON, AUGUST 19, 1791*

Sir I freely and Cheerfully acknowledge, that I am of the African race, and in that colour which is natural to them of the deepest dye, and it is under a Sense of the most profound gratitude to the Supreme Ruler of the universe, that I now confess to you, that I am not under that State of tyrannical thralldom, and inhuman captivity, to which too many of my brethren are doomed; but that I have abundantly tasted of the fruition of those blessings which proceed from that free and unequalled liberty with which you are favoured. . . .

This Sir, was a time in which you clearly saw into the injustice of a State of Slavery, and in which you had just apprehensions of the horrors of its condition, it was now Sir, that your abhorrence thereof was so excited, that you publicly held forth this true and invaluable doctrine, which is worthy to be recorded and remember'd in all Succeeding ages. "We hold these truths to be Self evident, that all men are created equal, and that they are endowed by their creator with certain unalienable rights, that among these are life, liberty, and the pursuit of happiness."

Here Sir, was a time in which your tender feelings for your selves had engaged you thus to declare, you were then impressed with proper ideas of the great valuation of liberty, and the free possession of those blessings to which you were entitled by nature; but Sir how pitiable is it to reflect, that although you were so fully convinced of the benevolence of the Father of mankind, and of his equal and impartial distribution of those rights and privileges which he had conferred upon them, that you should at the Same time counteract his mercies, in detaining by fraud and violence so numerous a part of my brethren under groaning captivity and cruel oppression, that you should at the Same time be found guilty of that most criminal act, which you professedly detested in others, with respect to yourselves.

Sir, I suppose that your knowledge of the situation of my brethren is too extensive to need a recital here; neither shall I presume to prescribe methods by which they may be relieved; otherwise than by recommending to you and all others, to wean yourselves from these narrow prejudices which you have imbibed with respect to them. . . .

Source: Banneker, Benjamin. "To Thomas Jefferson from Benjamin Banneker, 19 August 1791." Founders Online. National Archives.

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PRIMARY SOURCE G: FROM THOMAS JEFFERSON'S FIRST INAUGURAL ADDRESS (1801)

During the contest of opinion through which we have passed the animation of discussions and of exertions has sometimes worn an aspect which might impose on strangers unused to think freely and to speak and to write what they think; but this being now decided by the voice of the nation, announced according to the rules of the Constitution, all will, of course, arrange themselves under the will of the law, and unite in common efforts for the common good. All, too, will bear in mind this sacred principle, that though the will of the majority is in all cases to prevail, that will to be rightful must be reasonable; that the minority possess their equal rights, which equal law must protect, and to violate would be oppression. Let us, then, fellow-citizens, unite with one heart and one mind. Let us restore to social intercourse that harmony and affection without which liberty and even life itself are but dreary things. And let us reflect that, having banished from our land that religious intolerance under which mankind so long bled and suffered, we have yet gained little if we countenance a political intolerance as despotic, as wicked, and capable of as bitter and bloody persecutions. . . . But every difference of opinion is not a difference of principle. We have called by different names brethren of the same principle. We are all Republicans, we are all Federalists. If there be any among us who would wish to dissolve this Union or to change its republican form, let them stand undisturbed as monuments of the safety with which error of opinion may be tolerated where reason is left free to combat it. I know, indeed, that some honest men fear that a republican government can not be strong, that this Government is not strong enough; but would the honest patriot, in the full tide of successful experiment, abandon a government which has so far kept us free and firm on the theoretic and visionary fear that this Government, the world's best hope, may by possibility want energy to preserve itself? I trust not. I believe this, on the contrary, the strongest Government on earth. I believe it the only one where every man, at the call of the law, would fly to the standard of the law, and would meet invasions of the public order as his own personal concern. Sometimes it is said that man can not be trusted with the government of himself. Can he, then, be trusted with the government of others? Or have we found angels in the forms of kings to govern him? Let history answer this question.

Source: Jefferson, Thomas. First inaugural address, March 4, 1801. The American Presidency Project, by Gerhard Peters and John T. Woolley. UC Santa Barbara

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CONCLUSION Draw a conclusion about the source. How does it help answer the Framing Question? How does it contribute to your understanding of history?	

PRIMARY SOURCE H: THE DEBATE OVER THE LOUISIANA PURCHASE

Source A: Excerpt from Thomas Jefferson's Letter to Robert R. Livingston (April 18, 1802)

It is New Orleans, through which the produce of three eighths of our territory must pass to market, and from its fertility it will ere long yield more than half of our whole produce and contain more than half our inhabitants. France placing herself in that door assumes to us the attitude of defiance. Spain might have retained it quietly for years. her pacific dispositions, her feeble state, would induce her to increase our facilities there, so that her possession of the place would be hardly felt by us. . . .

. . . every eye in the US. is now fixed on this affair of Louisiana. perhaps nothing since the revolutionary war has produced more uneasy sensations through the body of the nation.

Source: Jefferson, Thomas. "From Thomas Jefferson to Robert R. Livingston, 18 April 1802." Founders Online. National Archives.

Source B: Excerpt from Thomas Jefferson's Letter to James Monroe (January 13, 1803)

The agitation of the public mind on occasion of the late suspension of our right of deposit at N. Orleans is extreme. . . . the measures we have been pursuing being invisible, do not satisfy their minds. something sensible therefore was become necessary; and indeed our object of purchasing N. Orleans & the Floridas is a measure liable to assume so many shapes, that no instructions could be squared to fit them. . . . if we cannot by a purchase of the country ensure to ourselves a course of perpetual peace & friendship with all nations, then as war cannot be distant, it behooves us immediately to be preparing for that course, without however hastening it. . . . we shall get entangled in European politics, and figuring more, be much less happy & prosperous. . . .

. . . St.Domingo delays [France's] taking possession of Louisiana, and they are in the last distress for money for current purposes.

Source: Jefferson, Thomas. "From Thomas Jefferson to James Monroe, 13 January 1803." Founders Online. National Archives.

Source C: Excerpt from Alexander Hamilton in the *Evening Post* (February 8, 1803)

Since the question of Independence, none has occurred more deeply interesting to the United States than the cession of Louisiana to France. The whole is then a question of expediency. Two courses only present. First, to negotiate and endeavour to purchase, and if this fails to go to war. Secondly, to seize at once on the Floridas and New-Orleans, and then negotiate.

A strong objection offers itself to the first. There is not the most remote probability that the ambitious and aggrandizing views of Bonaparte will commute the territory for money. Its acquisition is of immense importance to France, and has long been an object of her extreme solicitude. . . .

The second plan is, therefore, evidently the best. First, because effectual: the acquisition easy; the preservation afterwards easy: The evils of a war with France at this time are certainly not very formidable: Her fleet crippled and powerless, her treasury empty, her resources almost dried up. . . .

Secondly, this plan is preferable because it affords us the only chance of avoiding a long-continued war. When we have once taken possession, the business will present itself to France in a new aspect. She will then have to weigh the immense difficulties, if not the utter impracticability of wresting it from us. In this posture of affairs she will naturally conclude it is her interest to bargain. Now it may become expedient to terminate hostilities by a purchase, and a cheaper one may reasonably be expected.

Source: Hamilton, Alexander. "For the *Evening Post*, [8 February 1803]." Founders Online. National Archives.

Source D: Excerpt from Representative Roger Griswold's Speech to Congress (October 1803)

It is, in my opinion, scarcely possible for any gentleman on this floor to advance an opinion that the President and Senate may add to the members of the Union by treaty whenever they please, or, in the words of this treaty, may "incorporate in the union of the United States" a foreign nation who, from interest or ambition, may wish to become a member of our Government. Such a power would be directly repugnant to the original compact between the States, and a violation of the principles on which that compact was formed. . . .

. . . The incorporation of a foreign nation into the Union, so far from tending to preserve the Union, is a direct inroad upon it; it destroys the perfect union contemplated between the original parties by interposing an alien and a stranger to share the powers of Government with them. . . .

. . . The vast and unmanageable extent which the accession of Louisiana will give to the United States; the consequent dispersion of our population, and the destruction of that balance which it is so important to maintain between the Eastern and Western states, threatens, at no very distant day, the subversion of our Union.

Source: *Annals of Congress*, 8th Cong., 1st sess. (1803), 461–462, 465. *A Century of Lawmaking for a New Nation: U.S. Congressional Documents and Debates, 1774–1875*. Library of Congress.

Source E: Excerpt from Thomas Jefferson's Third Annual Message to Congress (October 17, 1803)

Congress witnessed at their late session the extraordinary agitation produced in the public mind by the suspension of our right of deposit at the port of New Orleans, no assignment of another place having been made according to treaty. . . .

Previous, however, to this period we had not been unaware of the danger to which our peace would be perpetually exposed whilst so important a key to the commerce of the Western country remained under foreign power. Difficulties, too, were presenting themselves as to the navigation of other streams which, arising within our territories, pass through those adjacent. Propositions had therefore been authorized for obtaining on fair conditions the sovereignty of New Orleans and of other possessions in that quarter interesting to our quiet to such extent as was deemed practicable, and the provisional appropriation of \$2M to be applied and accounted for by the President of the United States, intended as part of the price, was considered as conveying the sanction of Congress to the acquisition proposed. The enlightened Government of France saw with just discernment the importance to both nations of such liberal arrangements as might best and permanently promote the peace, friendship, and interests of both, and the property and sovereignty of all Louisiana which had been restored to them have on certain conditions been transferred to the United States by instruments bearing date the 30th of April last. When these shall have received the constitutional sanction of the Senate, they will without delay be communicated to the Representatives also for the exercise of their functions as to those conditions which are within the powers vested by the Constitution in Congress.

Whilst the property and sovereignty of the Mississippi and its waters secure an independent outlet for the produce of the Western States and an uncontrolled navigation through their whole course, free from collision with other powers and the dangers to our peace from that source, the fertility of the country, its climate and extent, promise in due season important aids to our Treasury, an ample provision for our posterity, and a wide spread for the blessings of freedom and equal laws. . . .

Should the acquisition of Louisiana be constitutionally confirmed and carried into effect, a sum of nearly \$13M will then be added to our public debt, most of which is payable after 15 years. . . .

Source: Jefferson, Thomas. Third annual message, October 17, 1803. The American Presidency Project, by Gerhard Peters and John T. Woolley. UC Santa Barbara.

Source F: Excerpt from Alexander Hamilton on the Purchase of Louisiana (July 5, 1803)

This, it will be allowed is an important acquisition, not, indeed, as territory, but as being essential to the peace and prosperity of our Western country, and as opening a free and valuable market to our commercial states. . . .

We are certainly not disposed to lessen the importance of this acquisition to the country, but it is proper that the public should be correctly informed of its real value and extent as well as of the terms on which it has been acquired. . . .

As to the pecuniary value of the bargain; we know not enough of the particulars to pronounce upon it. It is understood generally, that we are to assume debts of France to our own citizens not exceeding four millions of dollars; and that for the remainder, being a very large sum, 6 per cent stock to be created, and payment made in that. But should it contain no conditions or stipulations on our part, no "tangling alliances" of all things to be dreaded, we shall be very much inclined to regard it in a favorable point of view though it should turn out to be what may be called a costly purchase. . . . But the first and only measure of the administration that has really been of any material service to the country (for they have hitherto gone on the strength of the provisions made by their predecessors) is really "*an extraordinary event*," and calls for more money than they have got. According to Mr. Gallatin's report, they had about 40.000 to spare for contingencies, and now the first "*extraordinary event*" that "*supervenes*" calls upon them for several millions. What a poor starvling system of administering a government! *But how is the money to be had? Not by taxing luxury and wealth and whiskey, but by increasing the taxes on the necessities of life.* Let this be remembered.

Source: Hamilton, Alexander. "Purchase of Louisiana, [5 July 1803]." Founders Online. National Archives.

Name _____

Date _____

Activity Page 1.4

Use with Chapters 1–2

Two-Column Chart

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[illegible]

Name _____

Date _____

Activity Page 2.1

Use with Chapter 2

Domain Vocabulary: Chapters 1–2

Using your own paper, write the letter that matches the definition of each term.

- | | |
|-----------------------|--|
| 1. Electoral College | a) an example for future actions or decisions |
| 2. inaugural ceremony | b) having many different types or parts |
| 3. oath of office | c) an action that moves people to resist or act out against lawful authority |
| 4. precedent | d) the series of official events in which a newly elected candidate is installed in, or takes, office |
| 5. impressment | e) the authority of the Supreme Court to decide whether laws or actions by the government are constitutional |
| 6. diverse | f) where newly settled areas meet unsettled but not necessarily uninhabited areas |
| 7. domestically | g) money owed after borrowing it |
| 8. currency | h) a promise made by a government official to obey the law and fulfill the responsibilities of their job |
| 9. judicial circuit | i) a system of money |
| 10. debt | j) the act of seizing people and forcing them to serve against their will, such as in the military |
| 11. demagogue | k) a group of representatives who elect the president and vice president based on the popular vote in each state |
| 12. frontier | l) lower courts that are organized according to region |
| 13. sedition | m) relating to or originating within a country; nationally |
| 14. judicial review | n) a political leader who appeals to people's prejudices and desires to gain power |

Name _____

Date _____

Performance Task Activity: *Governing the New Nation*

The first few presidencies of the United States set the tone not only for the office of president but also for the nation and its place in the world.

Whose presidency had the greatest influence on the development of the United States: Washington, Adams, or Jefferson? Give specific examples.

Use the Claims and Evidence Activity Page (AP 1.3) and the lines below to take notes and organize your thoughts. Remember to include details from the chapters and primary sources in *Governing the New Nation*, as well as from the sources and resources in the unit activities.

[illegible]

Name _____

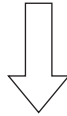
Date _____

Activity Page 1.3

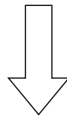
Use with Chapter 1

Claims and Evidence

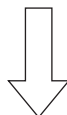
STATE THE CLAIM *What opinion or position are you defending?*



STATE THE REASON *Why should someone agree with this claim?*



IDENTIFY THE EVIDENCE *What details from the text and sources support the reason?*



RECOGNIZE A COUNTERCLAIM *What different opinion or position might someone have?
What argument might be used against you?*

ANSWER THE COUNTERCLAIM *How will you disprove the counterclaim?*

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Thomas Jefferson, John Adams (chromolitho) / American School, (19th century) / American / Private Collection / © Look and Learn / Bridgeman Images: Cover B, Cover C



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