### Social Studies Standards:

6.1.8.D.3.c **Analyze** the impact of George Washington as general of the American revolutionary forces and as the first president of the United States.

6.1.8.A.3.b **Evaluate** the effectiveness of the fundamental principles of the Constitution (i.e., consent of the governed, rule of law, federalism, limited government, separation of powers, checks and balances, and individual rights) in establishing a federal government that allows for growth and change over time.

6.1.8.A.3.f **Explain** how political parties were formed and continue to be shaped by differing perspectives regarding the role and power of federal government.

6.1.8.C.3.b **Summarize** the effect of inflation and debt on the American people and the response of state and national governments during this time.

6.1.8.D.3.g **Evaluate** the extent to which the leadership and decisions of early administrations of the national government met the goals established in the Preamble of the Constitution.

6.1.8.A.4.a **Explain** the changes in America’s relationships with other nations by analyzing policies, treaties, tariffs, and agreements.

6.1.8.B.3.a **Assess** how conflicts and alliances among European countries and Native American groups impacted the expansion of the American colonies.

6.1.8.C.4.a **Analyze** the debates involving the National Bank, uniform currency, and tariffs, and determine the extent to which each of these economic tools met the economic challenges facing the new nation.

### Cross Curricular Standards:

#### Technology Standards:

21st Century Skills:
- **X** Creativity and Innovation
- **X** Critical Thinking and Problem Solving
- **X** Communication
- **X** Collaboration

### Essential Questions:

### Enduring Understandings:
<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
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<tbody>
<tr>
<td>What questions about the judiciary were left open by the Constitution?</td>
<td>Washington established central authority at home and avoided war with European powers.</td>
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<tr>
<td>How were they answered?</td>
<td>2. The strength of U.S. today is due to the decisions of the Founders about how to organize the government.</td>
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<tr>
<td>What financial problems did the new nation face?</td>
<td>3. The two-party system is still a major feature of politics in the United States.</td>
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<tr>
<td>How did the cabinet help the president govern the nation?</td>
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<td>How did Hamilton and Jefferson interpret the constitution differently?</td>
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<tr>
<td>What was the purpose of the Federal Judiciary Act of 1789?</td>
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<tr>
<td>How could a national bank help the economy of the new nation?</td>
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<tr>
<td>Why was Washington’s treatment of the Whiskey Rebellion important?</td>
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<td>What were the major arguments regarding taxation under the new government?</td>
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<tr>
<td>Why did Washington favor neutrality in the conflict between France and Britain?</td>
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<tr>
<td>What were the differences between the two major political parties?</td>
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<td>What problems did the Jay and Pinckney treaties address?</td>
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<tr>
<td>What was the XYZ Affair?</td>
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<tr>
<td>Why did Federalists pass the Alien and Sedition Acts? How did Republicans respond?</td>
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<tr>
<td>How did Adams settle the conflict between the United States and France?</td>
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### Vocabulary:
- A New Republic (1789-1800)
- Inaugurate
- Cabinet
- Tariff
- Battle of Fallen Timbers
- Whiskey Rebellion
- The French Revolution
- Neutral
- Jay’s Treaty
- Pinckney’s Treaty
- Foreign policy
- Political party
- Federalists
- Democratic-Republicans
- XYZ Affair
- Alien and Sedition Acts
- States’ rights

### Social Studies Skills:
- **Chronological Thinking (CH)**
  - Construct timelines of the events occurring during major eras including comparative events in world history for the different civilizations.
  - Explain how major events are related to one another in time.

- **Spatial Thinking (SP)**
  - Use maps and other documents to explain the historical migration of people, expansion and disintegration of empires, and growth of economic and political systems.

- **Critical Thinking (CR)**
  - Compare and contrast differing interpretations of current and historical events.

- **Presentational Skills (PS)**
  - Select and analyze information from a variety of sources to present a reasoned argument or position in a written and or oral format.

### Learning Targets

<table>
<thead>
<tr>
<th>Content</th>
<th>Resources</th>
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<tr>
<td>Students will explain how the nation's court system was</td>
<td>Review how the Constitution left many matters to be decided by Congress. (Ex: The Constitution</td>
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<tr>
<td>Secretary of the Treasury Alexander Hamilton, and president George Washington. Brainstorm as a class the responsibilities that the students expect each man would have. List the national issues government leaders would have to address: security, finance, domestic, foreign trade, relations with other countries and Native Americans, law and order, and expansion of settlement. Have students respond in a short answer to the following questions: Why might you want people with different viewpoints in your government? What do you think your biggest challenges would be? What kind of person would you choose to help you govern if you were president? Suggested Activities: ● Have students create a graphic organizer with the cabinet members in one column and role/responsibilities in the other column. Students will research their role/responsibilities using textbook and internet. ● Cicero Guided Reading/Discussion Questions: The First President of the United States ● Show video on George Washington and Washington's Administration/complete follow-up video questions</td>
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<td>Students will explain how the nation's court system was</td>
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| Students will identify the financial problems the nation faced | Review that the role of the secretary of treasury, Alexander Hamilton's job was to fix the nation's financial problems. Discuss the economic problems that nation had to overcome primarily paying back war debts from the Revolution. Refer to page 295 Have students brainstorm some solutions to help overcome the $52 million deficit the United States faced. Suggested Activities:  
• Cicero Guided Reading Alexander Hamilton/Discussion Questions  
• Refer to promethean planet flipchart for vocabulary and guiding questions | Setting Up the Courts p. 294  
Cicero: Teaching Beyond the Textbook: The Federal System Venn Diagram Activity  
Study- Island  
www.studyisland.com  
Middle School Social Studies  
U.S. History  
Lesson: Early Political and Economic Issues  
Promethean Planet: A New Republic Flipchart  
McDougal Littell: Creating America Textbook  
p.298-302 Challenges to the New Government  
Cicero: Teaching Beyond the Textbook: Alexander Hamilton Reading/Discussion Questions  
Study- Island  
www.studyisland.com  
Middle School Social Studies  
U.S. History  
Lesson: Early Political and Economic Issues |
| **Students will understand that Hamilton’s financial plan reflected his belief in a strong central government** | **Discuss that Hamilton felt the new nation had to prove that we were responsible when it came to money. Tell students that he knew that the other nations would continue to do business if they felt the U.S. would pay back debts. Point out that Hamilton believed a strong central government should be stronger than state governments. He also believed that the government should encourage business and industry. Introduce the Hamilton’s financial plan and emphasize the three steps in order to improve the nation’s finances.**  
1. Paying off all war debts  
2. Raising government revenues  
3. Creating a national bank  
**Suggested Activities:**  
- Read Cicero’s Heroes? You Decide? on Alexander Hamilton and have students create foldable | **McDougal Littell: Creating America Textbook:**  
Hamilton’s Financial Plan p. 295-296  
**Heroes? You Decide Reading/Foldable:**  
[http://www2.cicerohistory.com/Cicero/c/static/Toolbox/Foldables/HeroesOfHistory.pdf](http://www2.cicerohistory.com/Cicero/c/static/Toolbox/Foldables/HeroesOfHistory.pdf) | **Suggested Activities:**  
- Have students summarize in a chart how a bank works- Refer to “How Banks**

| **Students will understand the purpose of Hamilton’s financial plan** | **Review that a tariff is a tax imposed on goods. Explain that one of the solutions to help aid the national debt was to increase taxes. The highest tariffs were on foreign goods such shoes and textiles. Discuss how Hamilton also called for the creation of a national bank. Ask students what the purpose of a bank is?**  
**Suggested Activities:**  
- Have students summarize in a chart how a bank works- Refer to “How Banks**

| **Students will be able to explain how a bank could help the economy of the new nation** | **Students will be able to describe how a commercial bank operates and how a commercial bank can help the general economy** | **McDougal Littell: Creating America Textbook:**  
Hamilton’s Financial Plan p. 295-296  
How Banks Work p.296  
**You-Tube Video: Alexander Hamilton on a National Bank**  
[http://www.youtube.com/watch?v=0y71FSS-F0I](http://www.youtube.com/watch?v=0y71FSS-F0I) |
Students will identify the two major ways of interpreting the Constitution

Students will understand why Madison and Jefferson opposed the creation of a national bank

Discuss how the creators of the Constitution wanted the document to be general so it would be flexible. Note this resulted in disagreements over the meaning of the document. Introduce the debate over creating a national bank. Discuss how Madison and Jefferson believed the Constitution did not give the government the power to set up a bank. Note that Hamilton disagreed and felt the bank was “necessary and proper” to carry out the government’s duties.

Activity: Divide the class into two groups. Group one represents Madison and Jefferson and group two will represent Hamilton. The two sides will debate their positions to someone representing Washington. At the conclusion of the debate note that Washington favored Hamilton and the Bank of the United States was set up in 1791.

Suggested Activities:
- Creative Learners Reading James Madison/Discussion Questions
- Heroes? You Decide Reading on James Madison and have students create foldable
- Class debate
| Students will identify the challenges to the new government | Show map on p. 299 and ask students to draw conclusions on what they think is happening to the Native Americans during this time period (1791-195). Ask them what they think might happen to Native Americans after 1795? Possible Responses may include: The Native Americans are being forced out of the area on both sides of the Appalachians. As a result, they will move west. Discuss how Washington felt that the Northwest Territory was critical to the security of the new nation. He decided to send troops to the Ohio Valley. Note that the federal army was defeated by many tribes led by Little Turtle in 1790. Discuss the fighting that took place and became known as the Battle of Fallen Timbers. As a result of the battle, Native Americans hopes of keeping their land were crushed. Discus how Twelve tribes signed the Treaty of Greenville in 1795 which they agreed to surrender much of present-day Ohio and Indiana to the government. Suggested Activity:  
● Show “Challenges of a new Government” Power-point. Complete checking for understanding throughout power-point and have students write their responses in notebooks. |
<table>
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<tr>
<td>Students will understand why Washington felt the Northwest Territory was critical to the growth of the new nation</td>
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<tr>
<td>Students will understand the results of the Battle of Fallen Timbers for Native Americans and the United States</td>
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</table>
| McDougal Littell: Creating America Textbook :  
Battle of Fallen Timbers p. 299-300  
X-Files “Challenges to the New Government” Power-point presentation |  |
| Study- Island  
www.studyisland.com  
Middle School Social Studies  
U.S. History  
Lesson: Early Political and Economic Issues |  |
| Students will understand why farmer's were angry about the whiskey tax | Discuss how Washington put into effect a government tax on whiskey. Ask students why they think farmers from Pennsylvania to Georgia became upset over the tax? Note that whiskey and the grain it was made from were very important products. Refer to p. 300 and discuss how farmers made their grain into whiskey and often traded it for salt, sugar, and other goods. As a class, brainstorm some possible actions the farmers took to show their resistance to the tax. Ask students to describe what the word “rebel” means? Define that a rebellion means “to oppose or take arms against a government or ruler” and that a rebellion is armed opposition to authority. Explain how a group of farmers in Western Pennsylvania staged the Whiskey Rebellion. Note one of the actions taken was an armed group beat up a tax collector, coated him with tar and feathers, and stole his horse. Washington responded with armed forces and crushed the rebellion. Discuss how this showed the government had the power to enforce its laws. Suggested Activities:  
- Show You-Tube video on Whiskey Rebellion and have student pretend they were farmers during the Whiskey Rebellion. Write a paragraph on how they would feel if they were forced to pay a tax on whiskey.  
- Refer to power-point “Challenges to the New Government” for background information  
- Follow up with Cicero Reading/Discussion questions |
|---|---|
| Students will understand why the Whiskey Rebellion took place | McDougal Littell: Creating America Textbook:  
The Whiskey Rebellion p.300-301  
Cicero Teaching Beyond the Textbook: Whiskey Rebellion Guided Reading/Discussion Questions:  
X-Files “Challenges to the New Government” Power-point presentation  
Study- Island  
www.studyisland.com  
Middle School Social Studies  
U.S. History  
Lesson: Early Political and Economic Issues  
YouTube Video:  
Historical Spotlight: The Whiskey Rebellion  
http://www.youtube.com/watch?v=hX9gKS7uMZM |  |
| Students will understand why Washington decided to crush the rebellion and enforce the tax | Students will understand why the war between France and Britain put the United States in a difficult Review with students what the term “revolution” means- a rebellion that resulted in the overthrow of a government. Discuss that | McDougal Littell: Creating America Textbook:  
The French Revolution p. 301-302 |
Students will understand what problems Jay’s Treaty and Pickney’s Treaty solved for the United States. Financial crisis led to the French people rebelling against their government. Compare the French Revolution to the American Revolution. The French people demanded liberty and equality. Note that at first Americans supported the French Revolution, but after the revolution became very violent, the U.S. pulled their support. Britain also felt the revolution threatened their government. France declared war on Britain, Holland, and Spain. This put the United States in a tough position since France was America’s ally in the American Revolution. However, Britain was an important trading partner. Discuss the importance of Washington declaring the U.S. would stay neutral. Note the challenges that arose with staying neutral. Introduce and discuss Jay’s Treaty and Pickney’s Treaty. Reflect on the purpose behind both treaties and the problems that they were able to solve.

Suggested Activities:
- Refer to power-point “Challenges to the New Government” for background information
- Follow up with Cicero Reading/Discussion questions on Jay’s Treaty

Remaining Neutral p. 302

**Cicero: Teaching Beyond the Textbook: Jay’s Treaty**

**Cicero Heroes? You Decide Reading/Foldable:**
[JohnJay.pdf](http://www2.cicerohistory.com/Cicero/c/5/Heroe...HeroesOfHistory.pdf)

**Study- Island**
[www.studyisland.com](http://www.studyisland.com)
Middle School Social Studies
U.S. History
Lesson: Early Political and Economic Issues

**X-Files “Challenges to the New Government”**
Power-point presentation

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Students will understand how Washington’s advice guided U.S. foreign policy for years to come.

Note Washington’s advice on foreign policy. He urged them to stay neutral and “steer clear of permanent alliances with any portion of the foreign” world. Have students write a short response on the benefits of staying neutral and not forming any permanent alliance. Refer to p. 303-304.

**McDougal Littell: Creating America Textbook:**
[Growth of Political Parties p. 304](http://www2.cicerohistory.com/Cicero/c/5/At-a-Glance/MajorUnitedStatesPoliticalParties.pdf)

**Cicero Teaching Beyond the Textbook At a Glance: Major Political Parties Research Project:**
[MajorUnitedStatesPoliticalParties.pdf](http://www2.cicerohistory.com/Cicero/c/5/At-a-Glance/MajorUnitedStatesPoliticalParties.pdf)

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Students will explain how political parties developed.

Ask students to define what is a political party?

**Multi-Media Rubric**
[www.studyisland.com](http://www.studyisland.com)
Ask students what are the two major political parties that we have today? As a class compare and contrast democrats vs. republican. Review how political parties began to develop. Refer to p. 303, read and discuss the quotation from Washington’s Farewell Address. Ask students what did he mean by the “harmful effects of the spirit of the party”? Discuss why he felt a political divide might weaken the nation. Have students evaluate the following: Do you think Washington’s warning about political parties was good advice? Explain. Think about:
- roles of political parties
- advantages of parties
- disadvantages of parties

Read and discuss the “Growth of Political Parties” and note that Americans were deeply divided over how the nation should be run. Review the term political party is a group of people that tries to promote its ideas and influence government. As a result, Jefferson and Madison founded the Democratic-Republican party and Hamilton and his friends formed the Federalist Party. Have students refer to chart on p. 304 the First Political Parties and summarize: What were the major beliefs of each party?

Suggested Activity: As a class review Cicero’s Chart on Major Political Parties Divide class into different groups, assigning each group a different political party to research. Assessment: Have students create a power-point presentation and present their assigned political party to the class. Use multi-media and oral presentation rubrics for evaluation.

Students will understand why the Discuss the election of 1796. Note that the McDougal Littell: Creating America
The election of 1796 was different from the previous election. Students will explain how John Adam’s rival, Thomas Jefferson, became his vice-president.

United States held its first election in which political parties competed. Introduce the two candidates: the Federalists chose Washington’s vice-president John Adams and the Democratic-Republicans chose Thomas Jefferson. Review with the class the results, in the electoral college; Adam received 71 votes and Jefferson 68. Note that the Constitution called for the runner-up should become vice-presidents. As a follow-up have students explain how John Adams became president in 1796 while his chief rival became his vice-president. Have students reflect on the following questions: 1) What problems might a president face having his political rival as his vice-president? 2) Would there be an advantage to this?

Suggested Activities:
- Watch Brain Pop video on John Adams and take review quiz
- Students can complete 2x2 Graphic Organizer in Activities section as they watch video or as follow-up

| Students will identify the problems | Review the relations between France and the United States since Washington left office. Relations were tense and Britain and France were still at war. Note that France even began seizing U.S. ships to prevent them from trading with Britain. Discuss how some Federalists called for war. Read and discuss what took place and became known as the XYZ Affair. Ask students to draw conclusion on how the XYZ affair showed the young nation’s growing confidence?
| President John Adams faced with France |
| Students will describe and evaluate the Alien and Sedition Acts and responses to them |
| The XYZ Affair p. 305 |

Brain Pop Video: John Adams [http://www.brainpop.com/socialstudies/famoushistoricalfigures/johnadams/preview.weml]

Brain Pop Activity: [http://www.brainpop.com/socialstudies/famoushistoricalfigures/johnadams/activity/]

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The XYZ Affair p. 305


Study- Island [www.studyisland.com]
sympathetic to France. As a result of the criticism, John Adams placed the blame on Democratic Republican newspapers and new immigrants. He then passed the Alien and Sedition Acts in 1798. Discuss how these acts targeted aliens-immigrants who were not yet citizens.

Have students summarize the effects of the Alien and Sedition Acts. Ask students what was the worst effect of the Alien Sedition Acts and explain why? Discuss how the Alien Sedition Acts resulted in Democratic-Republicans led by Jefferson and Madison, saying they violated the Constitution through states’ rights. Ask students to respond to the following: How might the theory of states’ rights undermine the federal government?

Suggested Activities:
Read and complete Cicero’s Connections: Sedition Acts

Students will explain how Adams settled the conflict between the United States and France

Refer to p. 307 and discuss that Adams wanted to make peace with France and reopened talks. Note that the two sides quickly signed the Convention of 1800, an agreement to stop all naval attacks. This allowed for U.S. and French ships to sail in the ocean in peace. Discuss that Adam’s actions made him unpopular with the Federalists, even though Adams felt strongly that he prevented the nation from war. State that he lost the election of 1800 to Thomas Jefferson.
Watch video on John Adams and completed Brain Pop vocabulary worksheet.

Assessments:
1) Timeline of important events

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McDougal Littell: Creating America
Textbook:
Peace with France p. 306-307

Brain Pop Video: John Adams
http://www.brainpop.com/socialstudies/famoushistoricalfigures/johnadams/preview.weml
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<tbody>
<tr>
<td>2) Essay Questions</td>
<td>3) Graphic Organizers</td>
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</table>

**Modifications:** Modified tests, quizzes, assignments, partner project activities, **cooperative learning groups**, extended time