I can explain the difference between Federalist and Anti Federalist and the start of political parties in our country.

I can explain the impact of the Louisiana Purchase and the exploration of Lewis and Clark on the development of the United States.

I can explain the causes and outcomes of the War of 1812.

I can sing the national anthem.
A PRESIDENTIAL TOAST!

You are cordially invited to a presidential toast!

YOUR ASSIGNMENT (2 parts): You are required to bring a Presidential name card to the toast to honor one of our presidents (see sample below). You will draw a president’s name out of the basket. On the card you will put a picture of your president, the number president he was, the years he served, as well as 5 accomplishments of that president. You’re going to have to do a little bit of research for this assignment – your textbook and Wikipedia should be a big help.

You will then prepare a “toast” to your president. Write out your toast on a note card and turn it in at the end of the birthday party. Each person will present his or her toast to the class. Your toast should include what number president your president was as well as three of his most memorable accomplishments or qualities. (Ex: “Here’s to the great George Washington, our first president of the United States. He was the courageous commander-in-chief of the Continental army, victor of the Revolutionary War, and the only president to be unanimously elected to the presidency.”)

SAMPLE NAME CARD:

GEORGE WASHINGTON
FIRST PRESIDENT OF THE UNITED STATES 1789-1797

- FOUGHT IN THE FRENCH AND INDIAN WAR
- WAS THE COMMANDER-IN-CHIEF OF THE CONTINENTAL ARMY
- ACCEPTED THE SURRENDER OF THE BRITISH ARMY
- WAS UNANIMOUSLY ELECTED BY THE ELECTORAL COLLEGE TO THE PRESIDENCY IN 1789
- WAS A SUCCESSFUL FARMER AND BUSINESSMAN – ONE OF VIRGINIA’S WEALTHIEST MEN AND MARRIED TO VIRGINIA’S WEALTHIEST WOMAN.
Survey – Find out if you would have been a Federalist or a Democratic-Republican!

Answer the questions according to how you feel about the different issues. Talley up how many A’s and how many B’s you have at the bottom of the page. Then turn the page over to see what political party you would have sided with at the turn of the century!

1. National vs. state governments:
   A. I think there should be a strong, central government! We tried more power to the states and it didn’t work, remember?
   B. I think the national government should be limited – more power to the states!

2. Where would you rather visit?
   A. England! I speak that language, there’s a lot to see, and I feel more comfortable around British people. Plus their accents are sweet.
   B. France! Such a romantic, beautiful place! I love their idealism and passion for life!

3. How do you feel about rebellion?
   A. People should resolve their issues in an orderly fashion. Violence should be avoided at all costs.
   B. If someone is stepping on my rights and taking advantage of me, I need to take action immediately! Those who are abusing my rights should be taken out of power ASAP. Violence can be a means to make sure things are set right.

4. How do you feel about people complaining and speaking out against the government?
   A. It is important to put some restrictions on what can be printed or said in order to protect the government and the people. Plus, I hate all the rude things politicians are constantly pointing out about each other. Why can’t they just talk nice and get along?
   B. Complete freedom of speech! Any restrictions at all would be very dangerous to all of our rights. What would they restrict next?

5. Where would you rather live?
   A. New England! Beautiful up there, especially in the fall. Plus I love the big cities and the history!
   B. Either the South or the West – rolling hills, farms, and wide open spaces are definitely my preference!

6. How involved should the government be in the economy?
   A. The government has great potential to help out the economy. There should be a central bank and the government should help the U.S become more self-sufficient (we need to grow and make more things here and stop buying from other countries). If the government gives money to starting companies here in America, they can have the potential to compete with foreign producers! The government should also step in and help states financially when necessary.

   B. Like I said before, more power to the states and less to the central government! Especially when it comes to the economy. The federal government needs to let the states and individual businessmen take care of their own finances. States should take care of their own debts no matter what. There’s no such thing as a good government bail-out or start-up aid.
If you have more A’s you would have sided with the Federalists.

Notes on what the Federalists believed (list at least 3 things):
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________

If you have more B’s you would have sided with the Democratic-Republicans.

Notes on what the DRs believed (list at least 3 things):
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________

WASHINGTON:
What did Adams want the people to call their new president?

What was the serious financial problem this new country faced?

How did Hamilton suggest they fix this problem? (3 fold plan)
1.
2.
3.

Why is the country’s capital in Washington D.C and not in Philadelphia?

What was Washington’s final advice to the country?

ADAMS:
What political party did Adams belong to? _____________ Jefferson? _________________

What was the XYZ affair?

What were the Alien and Sedition Acts?
   Alien ___________________________

   Sedition ________________________
The ELECTION OF 1800 between John Adams and Thomas Jefferson was an emotional and hard-fought campaign. Each side believed that victory by the other would ruin the nation. Federalists attacked Jefferson as an un-Christian person whose sympathy for the French Revolution would bring similar bloodshed and chaos to the United States. On the other side, the Democratic-Republicans denounced the strong centralization of federal power under Adams's presidency. Republicans specifically objected to the expansion of the U.S. army and navy, and the attack on individual rights in the Alien and Sedition Acts. The Federalists wanted a strong federal authority to restrain the excesses of popular majorities, while the Democratic-Republicans wanted to reduce national authority so that the people could rule more directly through state governments.

The election's outcome brought a dramatic victory for Democratic-Republicans who swept both houses of Congress, including a decisive 65 to 39 majority in the House of Representatives. The presidential decision in the Electoral College was somewhat closer, but the most intriguing aspect of the presidential vote stemmed from an outdated Constitutional provision whereby the Republican candidates for president and vice president actually ended up tied with one another. Votes for President and Vice President were not listed on separate ballots.

Although Adams ran as Jefferson's main opponent, running mates Jefferson and BURR received the same number of electoral votes. The election was decided in the House of Representatives where each state wielded a single vote.
1. According to the reading, what were two complaints that the Democratic-Republicans made against the Federalists in the election of 1800?
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

2. According to the reading and chart, how did the Electoral College create a problem in the election of 1800? How was this problem resolved?
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
Marbury v. Madison (1803)

"But the President Said I Could Be a Judge!"

In 1800, President John Adams ran to be re-elected as president, but he lost to Thomas Jefferson. During his last weeks in office, Adams appointed a bunch of men to be justices of the peace in the District of Columbia. Each man would receive a paper commission that was signed and sealed. The commissions were prepared, but they were not sent before Adams left office. When President Jefferson took over, he refused to send them.

One man, William Marbury, was upset. He wanted to be a judge! So he asked the United States Supreme Court to issue a legal order called a writ of mandamus (man-DAY-mus). In this case, the writ would have required Marbury’s commission to be delivered.

**The Argument**

Did you notice that Marbury didn’t start in a regular, local court? He started at the Supreme Court. Normally, that would be backwards. But in 1789, Congress had passed a law saying people could start at the Supreme Court if all they wanted was a writ of mandamus. Marbury argued that he was entitled to the writ because his commission had already been created. He also argued that the Supreme Court had the power to issue the writ.

The Supreme Court agreed that Marbury had a right to receive his commission, but disagreed that the Court had the power to issue the writ. Why? Because the Supreme Court gets its power directly from the Constitution, and the Constitution says only certain kinds of cases can start at the Supreme Court. That meant the 1789 law passed by Congress was unconstitutional. Congress did not have the power to allow more kinds of cases to start at the Supreme Court. Therefore, the Supreme Court said it could not help Marbury get his commission.

**The Decision**

No. The Supreme Court only has the power to do what the Constitution says.

**So What?**

Believe it or not, this is considered one of the most important cases the Supreme Court has ever decided. That’s because it was the first time the Supreme Court struck down an act of Congress for being unconstitutional. The idea that the Supreme Court has the final say about what is constitutional is called judicial review. Judicial review lets the judicial branch do two things: 1) interpret the Constitution and decide what it means, and 2) stop the executive and legislative branches from doing things that go against the Constitution.

The decision in Marbury v. Madison helped cement the judicial branch as equal with the other two branches of government by giving it equal power.
# Marbury v. Madison (1803)

**Supreme Court Strikdown: End of the Line for a Law?** The Supreme Court may declare a law unconstitutional, but that doesn't always mean the whole law is dead. Congress can change the law, repeal the law and pass a new one, drop the subject, or even amend the Constitution itself.

First, read about four laws the Supreme Court has struck down. Then see if you can correctly guess what happened next! When you're done, match the letter of each law to its answer below. (Hey—no peeking!)

<table>
<thead>
<tr>
<th>Law</th>
<th>The Supreme Court said...</th>
<th>Guess: What Happened Next? (Check one)</th>
</tr>
</thead>
</table>
| (A) Flag Protection Act of 1989: Makes flag burning a crime | Congress could not make it a crime to burn the U.S. flag. Burning the flag is expression protected by the 1st Amendment right to freedom of speech. | ○ Congress changed the law to make it constitutional.  
  ○ Change would require a constitutional amendment, but there's not enough support.  
  ○ An amendment was added to the Constitution banning flag burning. |
| (B) Line Item Veto Act of 1996: Allows the president to veto parts of a bill, passing the rest | Congress could not give the president the power to veto certain parts of a law. The Constitution says the president must sign a law or return it to Congress—not change it all by himself. | ○ Congress changed the law to make it constitutional.  
  ○ Change would require a constitutional amendment, but there's not enough support.  
  ○ An amendment was added to the Constitution giving the president line item veto power. |
| (C) Stolen Valor Act of 2005: Makes lying about military service awards a crime | Congress could not make it a crime to lie about receiving a military medal. Free speech means the government can't decide some lies are punishable. | ○ Congress changed the law to make it constitutional.  
  ○ Change would require a constitutional amendment, but there's not enough support.  
  ○ An amendment was added to the Constitution making these lies a crime. |
| (D) Voting Rights Act Amendment of 1970: Requires states to change the voting age from 21 to 18 | The Constitution does not give Congress the power to make rules about state and local elections. Congress could not give 18-year-olds the right to vote in those elections. | ○ Congress changed the law to make it constitutional.  
  ○ Change would require a constitutional amendment, but there's not enough support.  
  ○ The Constitution was amended to give 18-year-olds the right to vote in all elections. |

---

**Activity**

In 1971, the 26th Amendment said no state could deny the right to vote to anyone age 18 or over. Amending the Constitution this way means people 18 and over have the right to vote in every election everywhere in the United States.

Members of Congress revised the law so Congress would have to quickly approve the president’s changes before they take effect. This would speed the legislative process up and keep the process constitutional. The new version of this law hasn’t passed Congress yet.

There have been several attempts to amend the Constitution to make it illegal to desecrate the flag. So far these attempts have failed. No law has made it far enough in Congress to even have a debate.

Members of Congress revised the law so it’s a crime to benefit financially from a lie about military honors. This targets people who commit fraud, not people who are just speaking. The new version of this law hasn’t passed through Congress yet.
The Louisiana Purchase Timeline

1763:
France gave Louisiana to Spain.

March 1801:
Napoleon wanted a French empire in North America. So, under pressure, Spain returned Louisiana to France.

Federalists in the United States were alarmed that France now owned Louisiana. They wanted to use force against France. But Jefferson (a Democratic-Republican) sent Robert R. Livingston, the U.S. minister to France to attempt to buy New Orleans.

January 1803:
U.S. sent James Monroe to join Livingston and try to buy New Orleans and West Florida from France.

April 1803:
Napoleon gave up his dream of an American empire because he was overwhelmed by the slave revolt in Haiti and also wanted to go to war with Britain.

The French offered Livingston and Monroe all of Louisiana (not just New Orleans). Livingston and Monroe signed a treaty. For roughly $15 million, the U.S. acquired some 828,000 square miles of land, doubling the national territory of the United States.

October 1803:
The Senate ratified the treaty and in December the United States acquired the Louisiana Purchase.
Document A: Alexander Hamilton (Modified)

The purchase of New Orleans is essential to the peace and prosperity of our Western country, and opens a free and valuable market to our commercial states.

This purchase will probably make it seem like Mr. Jefferson is brilliant. Any man, however, who possesses any amount of intelligence, will easily see that the purchase is the result of lucky coincidences and unexpected circumstances and not the result of any wise or thoughtful actions on the part of Jefferson's administration.

As to the vast region west of the Mississippi, it is a wilderness with numerous tribes o' Indians. And when we consider the present territory of the United States, and that not one-sixteenth is yet under occupation, the possibility that this new purchase will be a place of actual settlement seems unlikely.

If our own citizens do eventually settle this new land, it would weaken our country and central government. On the whole, we can honestly say that this purchase is at best extremely problematic.

Source: Alexander Hamilton wrote an editorial called “Purchase of Louisiana” for the New York Evening Post, July 1803.
Document B: Letters by Federalists (Modified)

Rufus King to Timothy Pickering, November 4, 1803

According to the Constitution, Congress may admit new states. But can the President sign treaties forcing Congress to do so?

According to the Louisiana Treaty, the territory must be formed into states and admitted into the Union. Will Congress be allowed to set any rules for their admission? Since slavery is legal and exists in Louisiana, and the treaty states that we must protect the property of the inhabitants, won’t we be forced to admit the new states as slave states? Doing so will worsen the problem of unequal representation from slave and free states.

Timothy Pickering to Rufus King. March 4, 1804

I am disgusted with the men who now rule us. The coward at the head [Jefferson] is like a French revolutionary. While he talks about humanity, he enjoys the utter destruction of his opponents. We have too long witnessed his general wickedness—his cruel removals of faithful officers and the substitution of corruption and immorality for honesty.

Source: The two letters above are written between two Federalists. Rufus King was a Senator from New York and Timothy Pickering was a Senator from Massachusetts.
### Louisiana Purchase Graphic Organizer

<table>
<thead>
<tr>
<th></th>
<th>Document A</th>
<th>Document B</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Based on this</strong></td>
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</tr>
<tr>
<td>document, why did</td>
<td></td>
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<tr>
<td>Federalists oppose the</td>
<td></td>
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<tr>
<td>Louisiana Purchase?</td>
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<tr>
<td>(List 2 reasons)</td>
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<tr>
<td><strong>Provide evidence</strong></td>
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<tr>
<td>from the document</td>
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<tr>
<td>to support your claims</td>
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</tbody>
</table>

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**Louisiana Purchase**
“Lewis and Clark: Great Journey West”

Meriwether Lewis was chosen for this journey because he was a skilled ______________ and woodsman. He was only ______ years old.

William Clark was Lewis’ old army _____________ and was four years older, an expert __________________ and riverman, and a proven leader.

They started the journey by pushing off upstream from ____________________.

Their main mission was to find a ________________________________to the Pacific and the orient beyond.

_________ did most of the scientific exploring and collecting. ____________ was in charge of map making.

Lewis and Clark were under orders to be __________________ with Native American tribes and told them that the U.S. now _____________ their land.

The Teton Sioux was the most ___________________________ in the Middle Missouri. They controlled _____________ on the river. Their encounter did not go well. The expedition could have ended that day at present site, Pierre, ____________________________.

At the Mandan settlement, they hired Charbonneau to be an ________________. He brought one of his wives to help. She was _______ years old and _____________________. Her name was Sacagawea.

Sacagawea showed them edible _____________ and __________. When a boat over turned, she ___________ their most important items.

The Hidatse told them to look for a ________________ as proof that they were still on the Missouri River.

The men followed Lewis and Clark who were very different men. There is no record that the two ever _____________ or _________________ on an important decision

Lewis made a historic discovery; he found the ____________________________________________________.

Who did Sacagawea find in the Shoshone tribe? ______________________________
Crossing the mountains became a ________________ trek. Afterwards, they were found by Nez Perce tribe.

Lewis said that the Nez Perce were the most hospitable, _______________ and _______________ people they met with on their voyage.

As they traveled the Columbia River, for the first time in 17 months they were going ________________, but the rapids were so dangerous that the nearby tribes gathered to watch them ________________.

The expedition’s vote was the first time in recorded U.S. history where a __________________________

It took them nearly ______ years to get to the Pacific Ocean. The return trip would only take _________________. It was an _________ mile odyssey.

Meriwether Lewis became the ________________ of the Louisiana Territory, but it is believed that he fell into a deep depression and ________________________________ only 3 years after the expedition.

However, William Clark went on to become the governor of the ________________ Territory. He had _____ children.

---

**Changing America Map**

**INSTRUCTIONS:**

1. Lightly color in the Louisiana Territory and its box in the map key.
2. Using another color, outline each state that was created (in full or in part) from the Louisiana Territory. Label each state with its name.
3. Using a third color, lightly color in the area that the United States of America owned before the Purchase in 1803. Color in its box in the map key.
4. Using a fourth color, trace the route that the Lewis and Clark expedition took across the North American continent. Using the same color, color the route’s symbol in the map key.
1. What country sold the Louisiana Territory to the United States? ___________ In what year? ___________

2. How many square miles were added to the United States through the purchase of the Louisiana Territory? ___________

3. How many states comprised the United States before the purchase? _____________________________

4. What was the price of the Louisiana Territory? ___________

5. What was the average price per acre? ___________

6. How many full acres could you buy for a quarter? ___________

7. The city of New Orleans is about 115,840 acres. How much would New Orleans cost at that price? ___________

8. List the fifteen states or parts of states that were eventually created from the Louisiana Territory (in alphabetical order):

   ____________________________________________
   ____________________________________________
   ____________________________________________

9. Name three things that Jefferson wanted the Corps of Discovery to accomplish.

   ____________________________________________
   ____________________________________________
   ____________________________________________

10. How long did the Lewis and Clark expedition last? ___________
War of 1812 Timeline

Create an 8 box visual representation of what led up to the war of 1812 and what happened throughout the war. Create a **caption** and full **color** picture for each box. Pick 8 of the following to represent in your timeline. Make sure they are in chronological order.

**The first two boxes should represent at least one reason that led up to the war:**

- American sailors kidnapped by British (impressments)
- Attack on the Chesapeake
- A disastrous trade ban
- Frontier conflicts
- Battle of Tippecanoe
- War Hawks

**The next 6 boxes should reflect incidents that happened throughout the war:**

- Sept 10, 1813 Lake Erie: commander Perry destroys the British naval force
- Oct 5, 1813 Battle of the Thames; Tecumseh dies
- March, 1814 Battle of Horseshoe Bend: Creeks give up their Lands
- August 24, 1814 Washington D.C; the President’s mansion burns
- Sept 13-14, 1814 Fort McHenry, Baltimore; Francis Scott Key writes “The Star-Spangled Banner”
- Sept 1814 Battle of Plattsburgh; Northern border of the U.S. is secured
- Jan 8, 1815 Battle of New Orleans; Andrew Jackson becomes a war hero
The Star-Spangled Banner

During the War of 1812, Francis Scott Key, a young American lawyer and poet, boarded a British frigate as the British bombarded Fort McHenry in Baltimore, Maryland. Key went aboard the ship under a flag of truce. He was trying to arrange for the release of a prisoner held by the British. The British kept Key on board during the attack. As Key watched the attack, he was so moved with emotion that he wrote a poem about the experience. He called the poem "Defense of Fort McHenry." The poem was printed in a handbill, and then it was printed in a Baltimore newspaper. People began singing the poem to the tune of a well-known drinking song by Englishman, John Stafford Smith. Eventually the poem with the music was published under the title, The Star-Spangled Banner, and it became very popular. On March 3, 1931, Congress made the song our official national anthem.

While most Americans love the song and sing it frequently at sporting events and other occasions, some people have criticized it. They say the song is too difficult for most people to sing. The song begins in a relatively easy range but then later moves to higher notes, which many people are unable to sing. Many of these critics feel that the national anthem of the United States should be America the Beautiful.

The Star-Spangled Banner has several verses, but the first verse is the best known:

Oh, say, can you see, by the dawn's early light,
What so proudly we hail'd at the twilight's last gleaming?
Whose broad stripes and bright stars, thro' the perilous fight,
O'er the ramparts we watch'd, were so gallantly streaming?
And the rockets' red glare, the bombs bursting in air,
Gave proof thro' the night that our flag was still there.
Oh, say, does that star-spangled banner yet wave
O'er the land of the free and the home of the brave?

Shown below are several pictures. Underneath each picture write the phrase from the Star-Spangled Banner that the picture illustrates.

1. 
2. 
3. 
**War of 1812: America’s Second War for Independence**

The War of 1812 is the only war named after the year it began. American Historians often refer to it as “America’s Second War for Independence.” The British, Canadians, and First Nations had a different view of the war.

For each of the groups involved in the conflict write a new name for the war that has to do with their viewpoint and list the reasons behind the choosing of that name.

<table>
<thead>
<tr>
<th>Americans:</th>
</tr>
</thead>
<tbody>
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<table>
<thead>
<tr>
<th>British:</th>
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<table>
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<tr>
<th>Canadians:</th>
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<table>
<thead>
<tr>
<th>First Nations:</th>
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