

WASHINGTON'S PRESIDENCY: THE FEDERALIST ERA

Mr. Richardson, MAT

GHHS



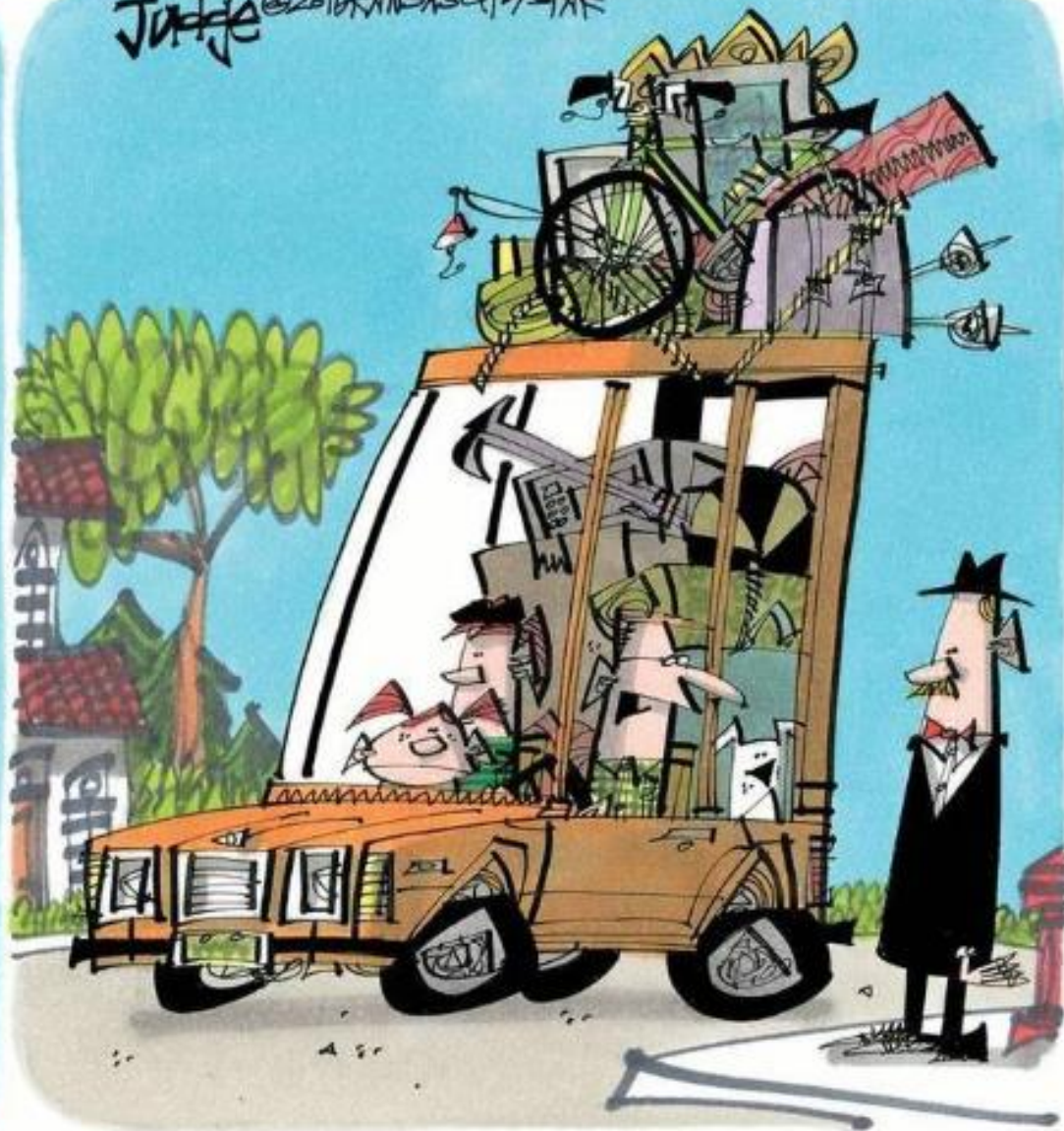
WASHINGTON POLITICAL CARTOONS

Sept. 26, 2016

THE
FIRST
PRESIDENTIAL
DEBATE
REALLY
HELPED ME
MAKE UP
MY
MIND...



Judge @2016 KANSAS CITY STAR



"WE'RE MOVING TO CANADA."

FAMOUS POLITICAL CARTOONS IN HISTORY



- We will look at three issues from Washington's Presidency through political cartoons
 - "Pomp & Circumstance," "The Jay Treaty," "The National Bank"
 - Read the background info on ghhsapush.com > Period 3 > Political Cartoon Background and the label this image had at Mount Vernon
 - Brainstorm appropriate and creative captions for your cartoon
-

- Review
 - What are the most important events of Washington's Presidency? (think: foreign, domestic, economic, political, social)
 - Choose
 - Which would you like to show through a political cartoon?
-

PRESENT OUT

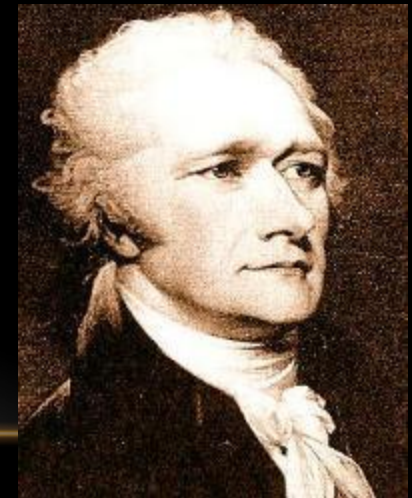
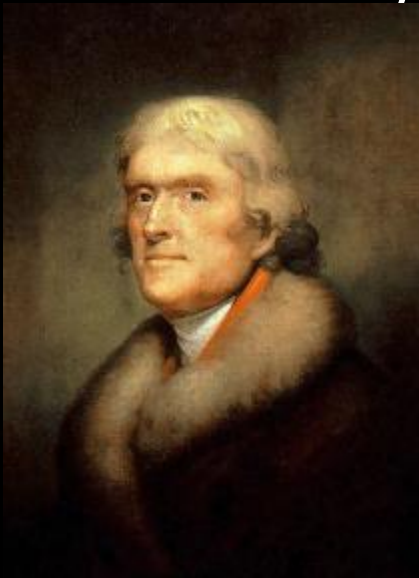
- In what ways do all the cartoons reflect individuality on the part of the cartoonists?
 - How effective are political cartoons in expressing viewpoints and conveying historical events and situations
-

EXECUTIVE DEPARTMENTS

- Congress created three executive departments and Washington got to choose the heads of those depts.
 - Washington began meeting regularly with the heads of the departments
 - For advice and assistance
 - First Cabinet
-

PRESIDENTIAL CABINET

- The First Presidential Cabinet
 - Secretary of State – Thomas Jefferson
 - Secretary of War – Henry Knox
 - Secretary of Treasury – Alexander Hamilton

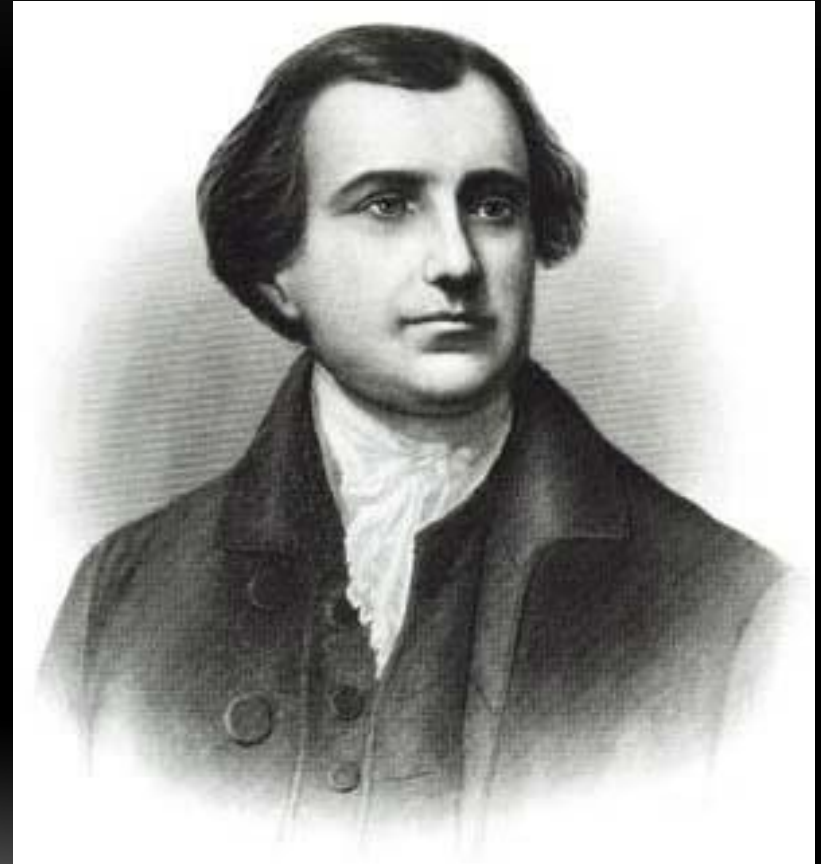


HAMILTON V JEFFERSON

QUOTE ANALYSIS

JUDICIAL BRANCH

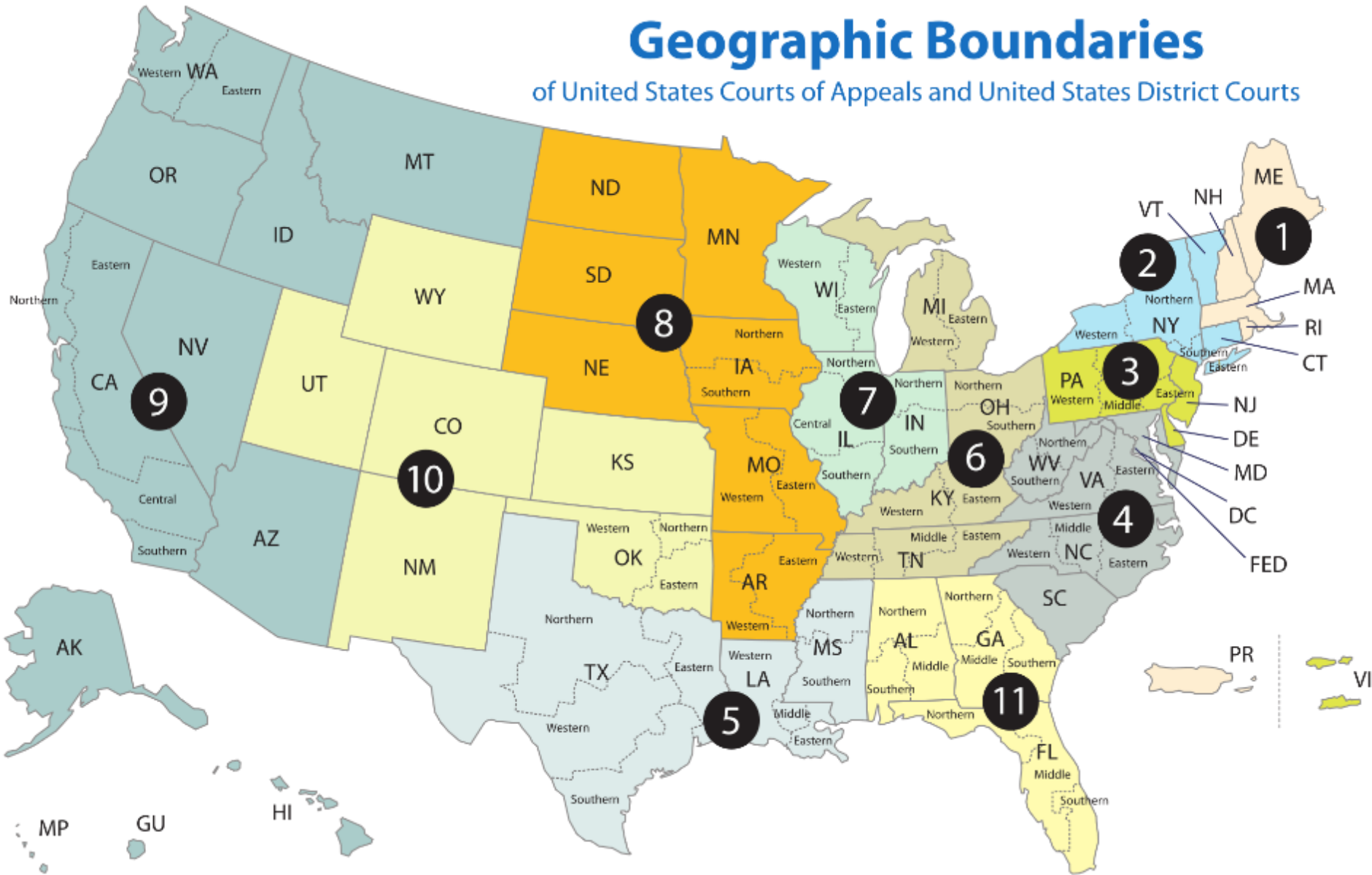
- Judiciary Act of 1789 – created federal court system with 3 levels
 - Established District and Appellate Courts
 - Set the number of Supreme Court Justices at 6
 - Also created executive department of Justice and Attorney General
 - Edmund Randolph joined cabinet



Edmund Randolph – 1st Attorney General

Geographic Boundaries

of United States Courts of Appeals and United States District Courts



WASHINGTON'S CABINET



THE RISE OF POLITICAL PARTIES

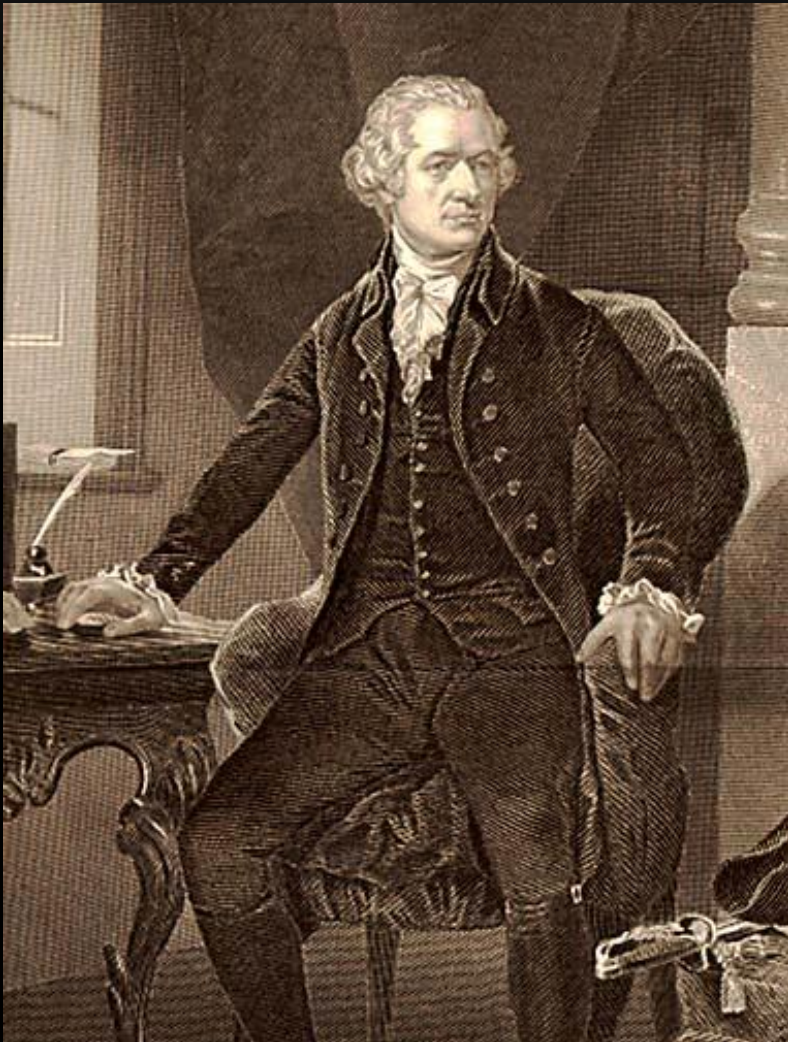
- Political Parties – groups of people with similar political views
- During the ratification fight, 2 different groups emerged, Federalists and Anti-Federalists
- Washington chose members of both parties to serve with him
 - Was a strong figure that unified both parties
 - Neither side wanted to be against Washington

THE RISE OF POLITICAL PARTIES

- Federalists – favored the Constitution, and a strong *central* government
- Alexander Hamilton
- Anti-Federalists (also known as **Democratic-Republicans, or Republicans**) –
originally opposed the Constitution, favored strong *state* government
- Thomas Jefferson



ALEXANDER HAMILTON



- Only Immigrant Founding Father
 - British West Indies
- Father left and mother died
- Worked in the shipping business as a clerk
 - Operated the business as a teen when owner was away
- Sent to New York for education
- Joined Continental Army
 - Aide to Washington
- Became lawyer
- Financial Genius
- Completely shaped US Financial System

ALEXANDER HAMILTON AND US FINANCIAL POLICY



- 1. Pay off foreign war debt immediately and in full
 - \$11.7 Million (owed mostly to France)
 - Only way to create confidence in new nation



ALEXANDER HAMILTON AND US FINANCIAL POLICY



- 2. Buy back depreciated Revolutionary war bonds at face value
 - US owed \$40 million to citizens in war bonds
 - Only way to establish trust in new nation
 - Government must do what it said it would
 - Jefferson opposed plan
 - Rewarded speculators at the expense of the poor



ALEXANDER HAMILTON AND US FINANCIAL POLICY



- 3. Assume State's war debt
 - \$25 million dollar debt
 - Would establish a federal line of credit
 - Tie all states to Federal Government
 - Establish support for Federal Government
 - Help national economy by freeing up states' money



ALEXANDER HAMILTON AND US FINANCIAL POLICY



- 4. Create Bank of the United States
 - Bank for Government money and loans
 - 20 year charter
 - Believed that the “necessary and proper” clause gave Congress power to charter Bank
 - Helped US consolidate its debt and pay its creditors
 - Offered stability to the US economy



JOHN ADAMS WAS IN THE ROOM WHERE IT HAPPENED

- <https://www.youtube.com/watch?v=notJuFGXQ9W>

HAMILTON VS. JEFFERSON

- Read the section of the textbook that describes the differences between Alexander Hamilton and Thomas Jefferson.
 - In your own opinion, what would you say is the BIGGEST difference between Jefferson and Hamilton?
 - If you were alive then, who would you like more? Why?
-

HAMILTON VS. JEFFERSON

- Based on your reading, what would you say is the BIGGEST difference between Jefferson and Hamilton?
- If you were alive then, who would you like more? Why?

HAMILTON VS. JEFFERSON

- Does the textbook help us understand anything about the personalities of these men? We can learn a lot about the personalities of historical figures by reading their writing.
- Today, we're going to look at two letters from Hamilton and Jefferson to George Washington. And we're going to see if we can get a sense of their personalities from these letters.

HAMILTON VS. JEFFERSON

- When were these letters written? What do you predict they will say?
 - Why are both Hamilton and Jefferson writing to George Washington? Based on both of these letters, what seems to have been happening in George Washington's administration? How can you tell?
 - Which letter is angrier? Find a quote to support your claim:
-

HAMILTON VS. JEFFERSON

- Describe each man's *personality* and find a quote to support your claim.
 - Hamilton seems to be ____, based on his quote: “__”
 - Jefferson seems to be ____, based on his quote: “__”
- Who do you believe “started” the fight?
- Based on what they wrote, whom do you trust more: Hamilton or Jefferson? Why?
- (bonus for the nerds) In what ways do these letters support, modify, or refute the characterizations from the musical “Hamilton”

TAKE A STAND

Hamilton v Jefferson

HAMILTON V JEFFERSON: VIEW OF THE PUBLIC

[Hamilton]: "Has it not. . . invariably been found that momentary passions, and immediate interests, have a more active and imperious control over human conduct than general or remote considerations of policy, utility and justice?" – Hamilton, Federalist #6

[Jefferson]: "I am persuaded myself that the good sense of the people will always be found to be the best army. . . . They may be led astray for a moment, but will soon correct themselves." – Jefferson, to Edward Carrington, 1787

HAMILTON V JEFFERSON: HOW TO GOVERN PEOPLE

“In framing a government which is to be administered by men over men the great difficulty lies in this: You must first enable the government to control the governed, and in the next place, oblige [force] it to control itself.” – Hamilton, The Federalist, 1788

“What more is necessary to make us a happy and prosperous people? ...a wise and frugal government, which shall restrain men from injuring one another, which shall leave them otherwise free to regulate their own pursuits of industry and improvement, and shall not take from labor the bread it has earned... I would rather be exposed to the inconveniences attending too much liberty than those attending too small a degree of it.” – Thomas Jefferson

HAMILTON V JEFFERSON:

WHO GETS POWER: GOV. OR PEOPLE?

"A government ought to contain in itself every power requisite to the full accomplishment of the objects committed to its care, and to the complete execution of the trusts for which it is responsible, free from every other control but a regard to the public good and to the sense of the people." - Hamilton, Federalist #31

"We established however some, although not all its [self-government] important principles. The constitutions of most of our States assert, that all power is inherent in the people; that they may exercise it by themselves, in all cases to which they think themselves competent, as in electing their functionaries executive and legislative, and deciding by a jury of themselves... that it is their right and duty to be at all times armed. - Thomas Jefferson

HAMILTON V JEFFERSON: STRICT OR LOOSE INTERPRETATION?

“The powers contained in a constitution... ought to be construed liberally in advancement of the public good.” – Hamilton

“I consider the foundation of the Constitution as laid on this ground – that all powers not delegated [given] to the United States by the Constitution, nor prohibited by it to the states, are reserved to the states, or to the people.” – Jefferson

HAMILTON V JEFFERSON: POWER TO THE PEOPLE?

“All communities divide themselves into the few and the many. The first are the rich and well born; the other, the mass of people... The people are turbulent and changing; they seldom judge or determine right. Give therefore to the first class a ... permanent share in the government... they therefore will ever maintain good government.” – Hamilton

“The small landowners [yeoman farmers] are the most precious part of the state.” – Jefferson

PROCESSING

- How are these issues similar to the news today?
 - How might Hamilton and Jefferson react to recent news events?
 - At the bottom of your page, answer the final question: “which man had the better policy regarding the role of the government: Hamilton or Jefferson?”
 - Give three reasons to explain your answer.
-

FOREIGN ISSUES

- French Revolution breaks out in 1789
 - Haiti
- Britain resumes fighting France
- Spain still has New Orleans blocked

WASHINGTON'S FOREIGN POLICY: FRANCE



- The French Revolution started in 1789
- Jefferson and the Anti-Federalists sided with the French and their push towards individual rights
 - "The tree of liberty must be refreshed from time to time with the blood of patriots and tyrants. It is natural manure." - Thomas Jefferson
 - Mob violence scared Hamilton, Federalists
 - Preferred the stability and order of Britain
- Neutrality Proclamation
 - Did not want to take sides in regards to French Revolution
 - Washington pursued a friendly and impartial conduct between the two nations
 - Genet Affair

VIDEO

- <https://www.youtube.com/watch?v=KaWBS46USqE>
- Genet Affair
- <https://www.youtube.com/watch?v=a5wCl3aAMEQ>

WASHINGTON'S FOREIGN POLICY: BRITAIN



CHIEF JUSTICE JOHN JAY

- British still had not evacuated western forts
 - Were using them to supply Indians on raids against American settlers
 - Britain wanted to eliminate American Trade with the French
 - British capturing neutral American merchant ships in the French West Indies
- Jay's Treaty
 - Chief Justice John Jay was sent to Britain to negotiate treaty with British
 - Both sides received some of their demands
 - British agreed to pay for seized ships, abandon frontier forts, and allow some Caribbean trade
 - American agreed to pay pre-revolutionary war debts to British merchants
 - British continued impressment of American sailors
 - Not incredibly helpful, but did prevent war with Britain
 - Jefferson would disagree with treaty, feeling that it aligned US too closely with Britain
 - Became a divisive party issue

WASHINGTON'S FOREIGN POLICY: SPAIN



- Spanish had closed port of New Orleans to Americans due to border disputes in 1784
- Pinckney's Treaty
 - US Ambassador Thomas Pinckney was sent to Spain to negotiate a treaty
 - Treaty was huge success
 - Re-opened New Orleans to American trade
 - Moved Florida border from mid Georgia to 31st parallel (close to current border)

WASHINGTON'S DOMESTIC POLICY: THE WHISKEY REBELLION

- Congress passed excise tax on American made Whiskey in 1791
 - To pay off national debt
 - Pennsylvania farmers who couldn't pay the tax rebelled
 - Tarred and feathered tax collectors
 - Skirmishes broke out between rebels and Federal officers
 - Shots fired



Rebels tarring and feathering a tax collector during the Whiskey Rebellion

WASHINGTON'S DOMESTIC POLICY: THE WHISKEY REBELLION

- Washington personally commanded nearly 13,000 troops to shut down the rebellion
- Most Rebels fled without battle
 - Washington captured 20
- First major show of Federal Authority, Force
 - Washington WOULD see that the laws were executed
 - set a precedent that U.S. citizens who wished to change the law had to do so peacefully through constitutional means



WASHINGTON'S DOMESTIC POLICY: NORTHWEST TERRITORY

- Americans continued to settle in the Ohio Country north of the Ohio River
 - British had ceded land to US after Rev. war
- Indians rallied around Little Turtle and went to war against settlers
 - Indians felt land was theirs despite treaties
 - Were supplied by British
- Washington sent General “Mad” Anthony Wayne to end the dispute

WASHINGTON'S DOMESTIC POLICY: BATTLE OF FALLEN TIMBERS

- August 20, 1794
- Near Toledo, Ohio
- Wayne and his men chased the Indians back to Fort Miami
 - British refused Indians access – did not want to start another war
- Americans routed Indians, burning their fields and villages
- Led to Treaty of Greenville in 1795
 - Indians gave Americans most of Ohio, Chicago, Detroit
 - Americans gave Indians \$20,000 worth of goods and acknowledged existing claims



BATTLE OF FALLEN TIMBERS



INTERPRETING THE CONSTITUTION

- How should the Constitution be interpreted?
 - In four groups, you will read a primary source document. Complete an APPARTS analysis.
 - Consider: does the document support a strict or loose interpretation of the Constitution?
-

TAKING NOTES: APPARTS

- Author: who created the source? What do you know about them? What is their POV?
- Place and Time: When and where was this made? How might that affect the source?
- Prior Knowledge:: What do you already know? Phrases or symbols?
- Audience: for whom was this made and how does that affect the reliability?
- Reason: why was this created at the time?
- The Main Idea: What point is the source trying to convey?
- Significance: why is this source important?

JIGSAW

- We will create new groups – bring the document you studied with you
- Explain the document you studied to your new group. As you describe, all students should decide if it is a strict or loose interpretation of the Constitution.
- Make and fill in this chart:

Document	Strict or Loose Interpretation	Evidence from Text
Washington on the Whiskey Rebellion		
Hamilton for the National Bank		
Jefferson against the National Bank		

PROCESSING

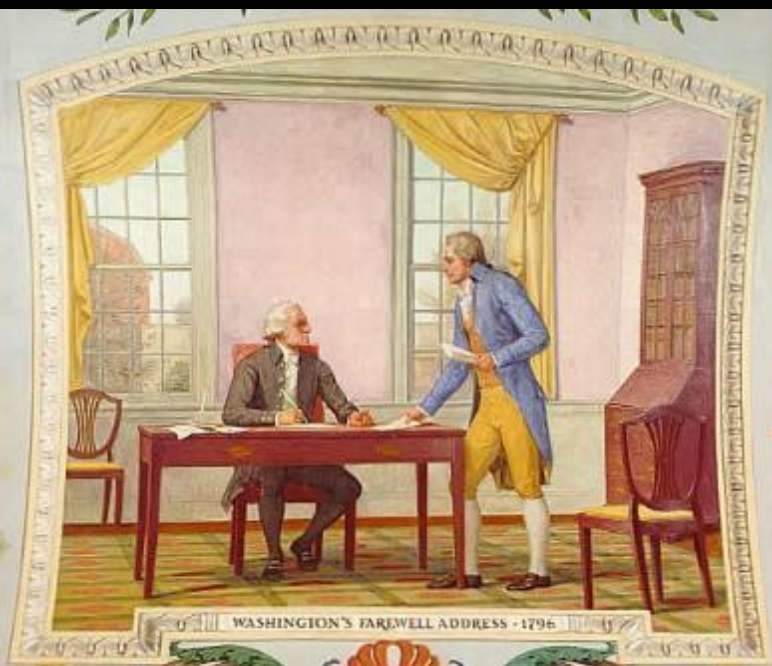
- Write two paragraphs explaining the difference between a strict and loose interpretation of the Constitution.
 - Use textual evidence from the primary sources you studied.
 - Then, answer the essential question: How should the Constitution be interpreted?
-

WASHINGTONIAN PRECEDENTS

- 2 terms
 - Loose construction/interpretation of Constitution
 - Necessary and Proper clause
 - Cabinet
 - Neutrality
 - Economic alliances
 - What doesn't he do (e.g. slavery)
-

WASHINGTON'S FAREWELL ADDRESS

- Washington chose to step down after two terms in office (1789-1797)
- His farewell address is his most famous speech (written by A. Ham)
- Warns of political party divisions
 - Political Unity was key to success
- Warns about dangers of foreign entanglement
 - No permanent friends or foes
- Morality in government
 - Religion & education



Washington's Farewell Address by Allyn Cox
– US Capitol

DOCBLOCK: FAREWELL ADDRESS

Google the text of Washingtons Farewell Address (or go to bit.ly/1dLozEs)

As you read, look for evidence of...

- Benefits of the federal government
- Warning against the party system
- the importance of religion and morality
- Importance of stable public credit
- Warning against permanent foreign alliances...
- And over-powerful military establishment
 - Using the search function might be helpful



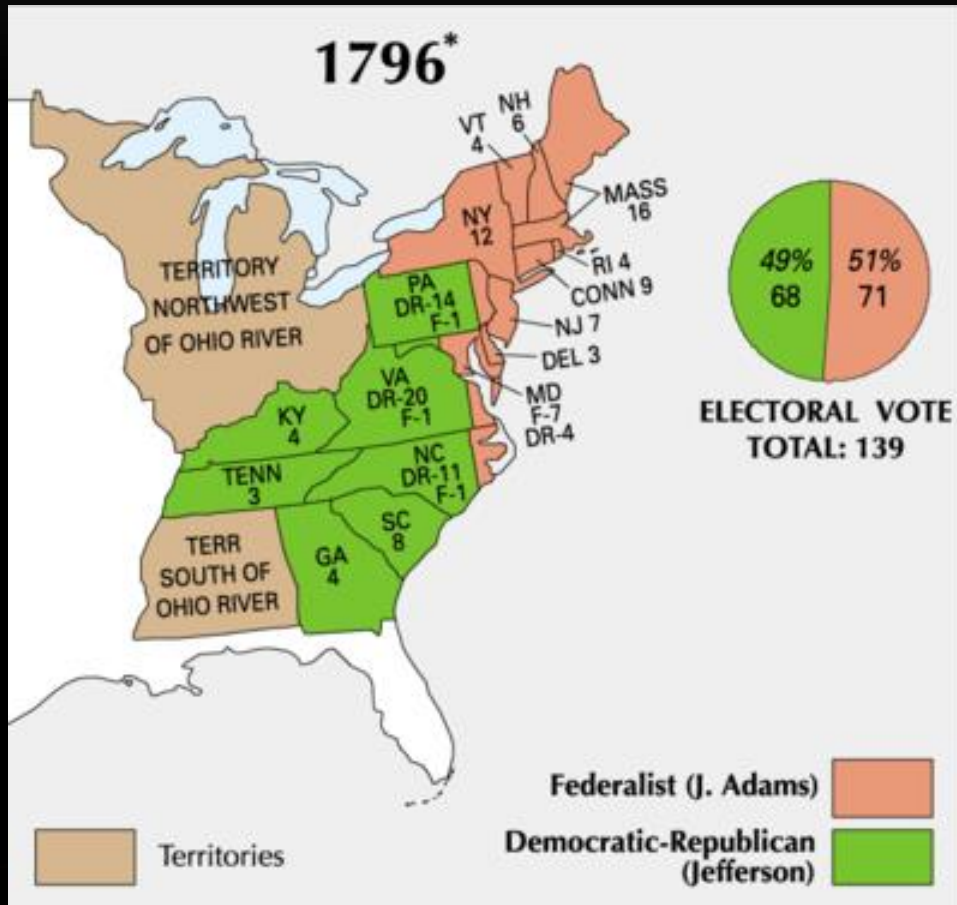
ADAMS PRESIDENCY

1797-1801

Welcome, folks, to the
Adams Administration!

ELECTION OF 1796

RESULTS IN THE ELECTORAL COLLEGE



- Adams 71, Jefferson 68, and Pinckney 59.
- Adams takes Jefferson as Vice-President.
- Does not trust Hamilton and Pinckney.

1796 ELECTION RESULTS

XYZ AFFAIR: AMERICA'S FIRST DIPLOMATIC CRISIS ORIGINS

- The "Quasi-War."
 - Revolutionary France attacks American shipping to influence the election and hurt Britain.
 - France wants the special privileges that Britain gained from Jay's Treaty to end.



AMERICAN VESSELS IN THE QUASI-WAR

http://www.themadpigeon.com/diary_of_the_mad_pigeon/images/2007/07/08/victor1.jpg

XYZ AFFAIR

ORIGINS



JOHN MARSHALL

- Adams sends three commissioners (John Marshall, Charles Pinckney, and Elbridge Gerry) to negotiate a peace.

XYZ AFFAIR

TALLEYRAND

- French foreign minister.
- Sends three agents (known as X, Y, and Z) to demand a huge bribe from the Americans before he would talk with them.



CHARLES MAURICE DE TALLEYRAND

<http://www.lofaber.com/embargo/images/talleyrand.jpg>

XYZ AFFAIR

TALLEYRAND

The American commissioners refuse and talks break up in April 1798.

- American ships and French ships begin to attack each other.
- Federalists want Congress to declare war to restore American honor.
- "Millions for defense, but not one cent for tribute!"
- Adams and the commissioners become national heroes.

XYZ AFFAIR

TALLEYRAND



AMERICAN POLITICAL CARTOON ON THE XYZ AFFAIR

<http://www.robinsonlibrary.com/america/unitedstates/1783/1789/1797/graphics/xyz.gif>

XYZ AFFAIR

AMERICAN RESPONSE

- Congress ends the French alliance.
- Creation of a naval department.
- Congress appropriates money to triple the size of the army and build 40 warships.
- Washington comes out of retirement to lead the American forces.
- American privateers attack French shipping.

ALIEN AND SEDITION ACTS

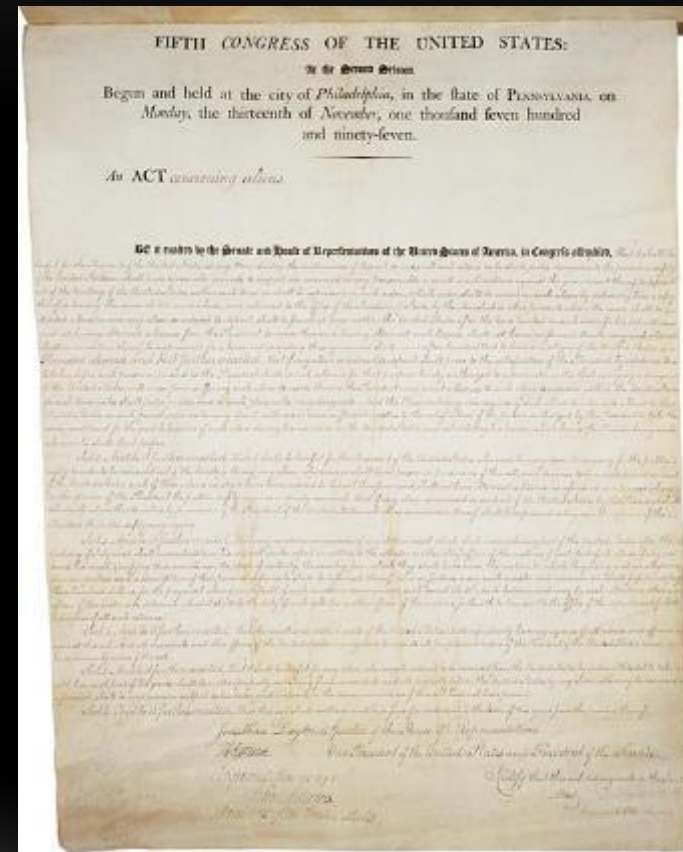
- American response to the XYZ Affair
- Adams attempts to outlaw opposition



THE ALIEN & SEDITION ACTS

THE ALIEN ACTS

- Naturalization Act.
 - Increased the eligibility for citizenship from 5 to 14 years.
- Alien Enemies Act.
 - Gave the President the power to arrest or expel enemies in times of "declared war."
- Alien Act.
 - President can expel all aliens deemed "dangerous to the peace and safety of the United States."



THE ALIEN ACT

<http://www.historicaldocuments.com/AlienandSeditionActs1.jpg>

THE ALIEN & SEDITION ACTS

THE SEDITION ACT



**A FIGHT IN CONGRESS
OVER THE SEDITION ACT**

<http://www.apfn.net/MESSAGEBOARD/07-02-04/tjalien.jpg>

- Made it a crime to "impede the operation of any law."
- Illegal to publish or speak any "false, scandalous, and malicious" criticism of high government officials.

DOC 1: ADAMS TO CONGRESS

- Summarizing first page
 - Last two paragraphs: what is Adams' argument?
Can you connect it to any other contemporaneous SFI?
 - What principles does he think are important?
-

DOC 2: CONGRESSIONAL ARGUMENTS

- As you read “excerpts from the debate” record with a partner: what are arguments for the Sedition act? Against?

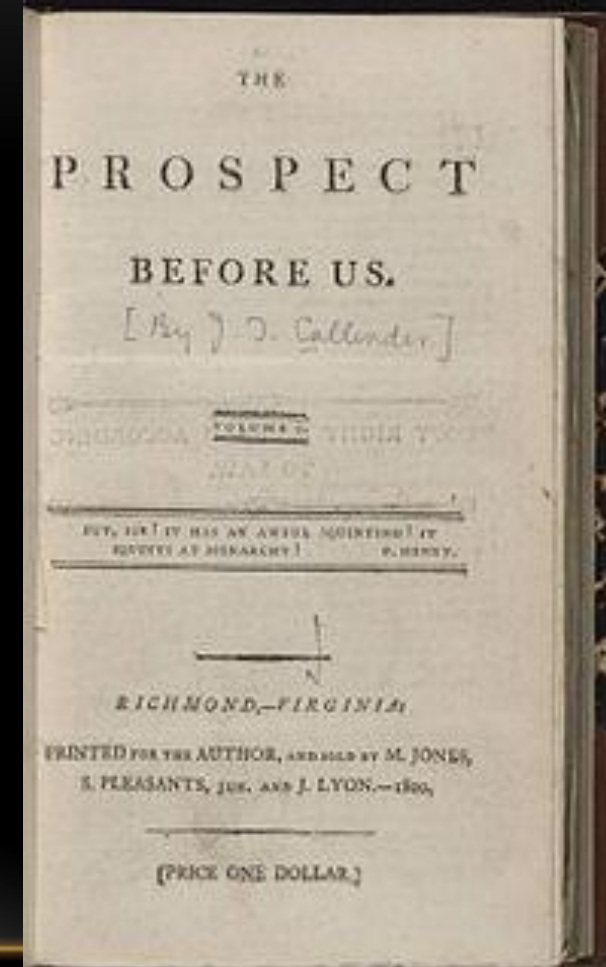
- There was a year-long gap between Adams' speech and the passage of the sedition act.

DOC 3: SEDITION ACTS EXCERPTS

- What is the significance of the expiration date set for the act, one day before the end of Adams first term as President?
- In what ways was the Sedition Act a response to international conditions?
- In what ways, if any, was the Sedition Act more than a response to international conditions?

CONSEQUENCES OF ALIEN AND SEDITION ACTS

- Convictions
- Virginia and Kentucky Resolves: Madison and Jefferson write Sedition Act violates 1st Amendment and states don't have to follow



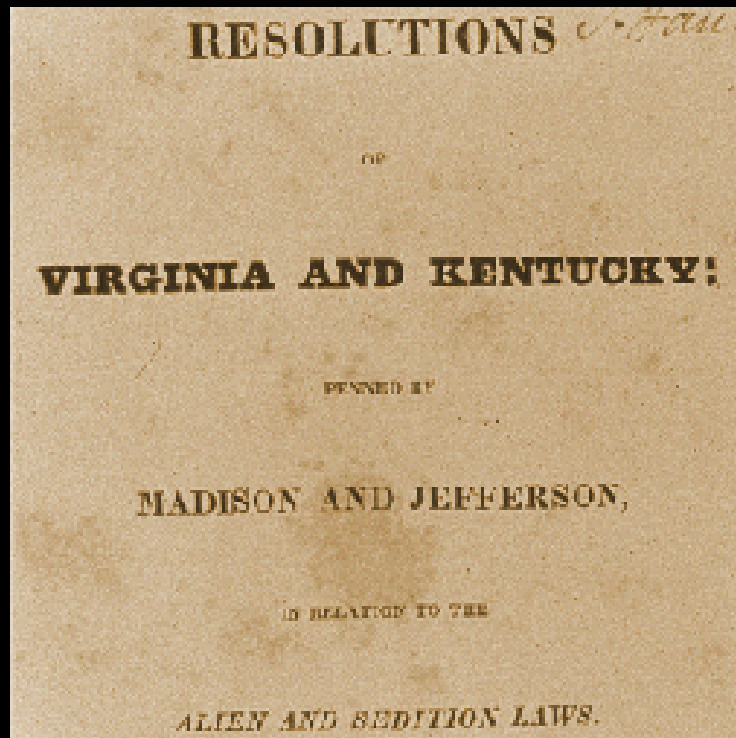
OPPOSITION TO ADAMS' SEDITION ACT

VIRGINIA & KENTUCKY RESOLVES

- Stated the following.
 1. The Constitution was a compact between sovereign states.
 2. Each state had "an equal right to judge for itself" when the Constitution had been violated.
 3. IMPORTANT: A state can declare a law of Congress unconstitutional.

THE VA & KY RESOLVES

VIRGINIA & KENTUCKY RESOLVES



- Little immediate impact
- Precedent for sectionalism and the states' rights debate later.
- Threatened Federalist authority, who did nothing about it.

VA & KY RESOLUTIONS

<http://www.jmu.edu/madison/center/images/resolutions.gif>

DISSENT IN AMERICA

- A country founded on dissent
- Do we approve of dissent today?
 - How?
 - From whom?

XYZ RESULTS: FRANCE CAPITULATES

- Talleyrand does not want war with the United States.
 - Already struggling with no allies.
 - Does not want to add another enemy.
 - Will accept new negotiators without a bribe.



TALLEYRAND AND THE DEVIL

http://www.wlym.com/~animations/ceres/Images/talleyrand_devil.jpg

ACTIVITY: ACT IT OUT

- In groups of three or four, you will create a short skit to illustrate one event from John Adams' presidency.

John Adams Skits	
Skit is interesting and original: ___ Evidence of some creativity. ___ Used some visuals, costumes, and/or props. ___ Engages or involves audience.	Score (1-5) 1 2 3 4 5
Follows Directions: ___ All members participate meaningfully.	Score (1-5) 1 2 3 4 5
Skit Shows Evidence of Practice: ___ Well Rehearsed. ___ Actors Stay in Roles. ___ Few lapses in Flow.	Score (1-5) 1 2 3 4 5
Content: ___ Showed knowledge of the historical topic ___ Clear, thorough, and detailed in the content. ___ Effective ending (summarizes key points, clever ending).NOTES	Score (1-10) 1 2 3 4 5 6 7 8 9 10
Goes Beyond: ___ Extra effort, depth, creativity, cleverness, and understanding.	Score (1-5): 1 2 3 4 5

PROCESSING: TIMELINE

- Today, we'll make a baby book of the US...otherwise known as a timeline of Washington's Presidency. Pink ribbons and sequins optional.
- Create a timeline with at least five events from the time of Washington's Presidency. Washington was president from 1789-1797, so you've got eight whole years to choose from.
- For each event, Describe how that event changed the United States, and whether it showed the influence of the Federalists, of anti-Federalist Secretary of State Thomas Jefferson, or both.
- If you get stuck, take a glance at the textbook timeline to help you sort through the sea of dates. But the part about how the event changed the US, that's all you!

FAREWELL ADDRESS WEBQUEST



- 1) Review Washington's Farewell Address
- 2) Choose to research President Clinton or Bush
- 3) Use the resources to compare and contrast these presidents. Watch their speech using your headphones.
- NOTE: do not write full essay. Instead, answer each of the "Things to Consider" using 2-4 complete sentences.

CALLS FOR ABOLITION

- In 1780, Pennsylvania passed an Act for the Gradual Abolition of Slavery. It stated that all children born in the state, even to slave parents, would be free. This wasn't great for the people who were slaves in 1780, as they would be stuck for life, but fortunately, another law in 1847 freed them, too.

EFFECTS OF THE AMERICAN REVOLUTION IN FRANCE, HAITI, AND LATIN AMERICA

- The French Revolution popped up right on the heels of the Revolutionary War, shouting about similar ideas of liberty, equality, and fraternity. Both knocked out a monarchy.
- In 1791, slaves in the French colony of Saint-Domingue rose up in the Haitian Revolution.

SIMÓN BOLÍVAR

- In Latin America, several revolutions followed the United States' example. Brazil declared independence from Portugal, and Venezuela won freedom from Spain. Simón Bolívar, who was born in what is now Venezuela, was a super-duper hero in Latin American independence movements. He helped lead Venezuela, Colombia, Peru, Ecuador, Bolivia, and Panama to successfully break away from the far-reaching Spanish Empire. He was like George Washington on steroids.

ADAMS' SEDITION ACT

GHHS

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- An Act in Addition to the Act, Entitled “An Act for the Punishment of Certain Crimes Against the United States.”
- It was declared a misdemeanor to interfere with the work of the government and its officials and/or to conspire or assist in any way in the fostering of “insurrection, riot, unlawful assembly” whether or not such actions had any effect:
- SECTION 1. Be it enacted by the Senate and House of Representatives of the United States of America, in Congress assembled, That if any persons shall unlawfully combine or conspire together, with intent to oppose any measure... of the government of the United States..., or to impede the operation of any law of the United States, or to intimidate or prevent any person holding a place or office in or under the government of the United States, from undertaking, performing or executing his trust or duty, and if any person or persons... shall counsel, advise or attempt to procure any insurrection, riot, unlawful assembly, or combination, whether such conspiracy, threatening, counsel, advice, or attempt shall have the proposed effect or not, he or they shall be deemed guilty of a high misdemeanor, and on conviction, before any court of the United States having jurisdiction thereof, shall be punished by a fine not exceeding five thousand dollars, and by imprisonment during a term not less than six months nor exceeding five years...

- It was declared a misdemeanor to write or assist—in any way—the writer of anything “false, scandalous, and malicious... against the government of the United States”:
- SEC. 2. And be it farther enacted, That if any person shall write, print, utter or publish, or shall cause... to be written, printed, uttered or published, or shall knowingly and willingly assist or aid in writing, printing, uttering or publishing any false, scandalous and malicious writing or writings against the government of the United States, or either house of the Congress of the United States, or the President of the United States, with intent to defame [attack the reputation of] the said government, or either house of the said Congress, or the said President; ...or to excite against them... the hatred of the good people of the United States, or to stir up sedition [rebellion] within the United States, or to excite any unlawful combinations therein, for opposing or resisting any law of the United States, or any act of the President of the United States... or to resist, oppose, or defeat any such law or act, or to aid, encourage or abet any hostile designs of any foreign nation against United States, their people or government, then such person, being thereof convicted before any court of the United States having jurisdiction thereof, shall be punished by a fine not exceeding two thousand dollars, and by imprisonment not exceeding two years.

- The accused could defend themselves in court—before a jury—by proving what they had written was actually true and therefore not libelous:
- SEC. 3. And be it further enacted and declared, That if any person shall be prosecuted under this act, for the writing or publishing any libel aforesaid, it shall be lawful for the defendant, upon the trial of the cause, to give in evidence in his defense, the truth of the matter... charged as a libel. And the jury who shall try the cause, shall have a right to determine the law and the fact, under the direction of the court, as in other cases.

- The Sedition Act was to be in force for a limited time only—until March 3, 1801—though cases against those suspected of committing “crimes” while the law was in effect could be prosecuted even after it had expired:
- SEC. 4. And be it further enacted, That this act shall continue and be in force until the third day of March, one thousand eight hundred and one, and no longer:
Provided, that the expiration of the act shall not prevent or defeat a prosecution and punishment of any offence against the law, during the time it shall be in force.

THE SEDITION ACT

- "Although Adams was fiercely criticized for signing the Sedition Act, he never advocated [its] passage nor personally implemented [it]."
- But in what way does the act reflect President Adams's concerns, principles, or solutions?
- What does the Sedition Act classify as a crime?
- In what ways does the act go beyond what Adams might have wanted?

ADAMS SPECIAL MESSAGE

- As you read, consider
 - What were President Adams's concerns?
 - What principles did President Adams suggest influenced his thinking?
 - What solutions, if any, did he discuss?
 - List Adams's concerns, principles, and solutions.
-

ADAMS' SPECIAL MESSAGE

- Adams describes an insult to the US by France:
- ...After the President of the United States received information that the French Government had expressed serious discontents at some proceedings of the Government of these States..., he thought it expedient to send to that country a new minister... For this purpose he selected from among his fellow-citizens a character ... most esteemed and respected in the nation...The (French) minister of foreign relations informed the... American minister that the (French) Executive Directory had determined not to receive another minister... from the United States until after the redress of grievances... During his residence at Paris, cards of hospitality were refused him, and he was threatened with being subjected to the jurisdiction of the minister of police...The refusal on the part of France to receive our minister... until we have acceded to their demands without discussion and without investigation is to treat us neither as allies nor as friends, nor as a sovereign state.

ADAMS' SPECIAL MESSAGE

- Adams accuses France of attempting to cause dissension among the citizens of the United States:
- The speech of the (French) President discloses... a disposition to separate the people of the United States from the Government, to persuade them that they have different affections, principles, and interests from those of their fellow citizens whom they themselves have chosen to manage their common concerns, and thus to produce divisions fatal to our peace. Such attempts ought to be repelled with a decision which shall convince France and the world that we are not a degraded people, humiliated under a colonial spirit of fear and sense of inferiority, fitted to be the miserable instruments of foreign influence...

ADAMS' SPECIAL MESSAGE

- Adams accuses France of secretly deciding to ignore a significant part of a treaty of friendship and commerce with the United States:
- It is my sincere desire... to preserve peace and friendship with all nations; [but] there is reason to believe that the Executive Directory passed a decree on the 2d of March last contravening in part the treaty of amity and commerce of 1778, injurious to our lawful commerce and endangering the lives of our citizens

ADAMS' SPECIAL MESSAGE

- As a response to the problems with France and ongoing conflict between Britain and France and the resulting disruption to American shipping, Adams asks for a military build-up:
- A naval power, next to the militia, is the natural defense of the United States. I recommend to your consideration a revision of the laws for organizing, arming, and disciplining the militia, to render that natural and safe defense of the country efficacious.

ADAMS' SPECIAL MESSAGE

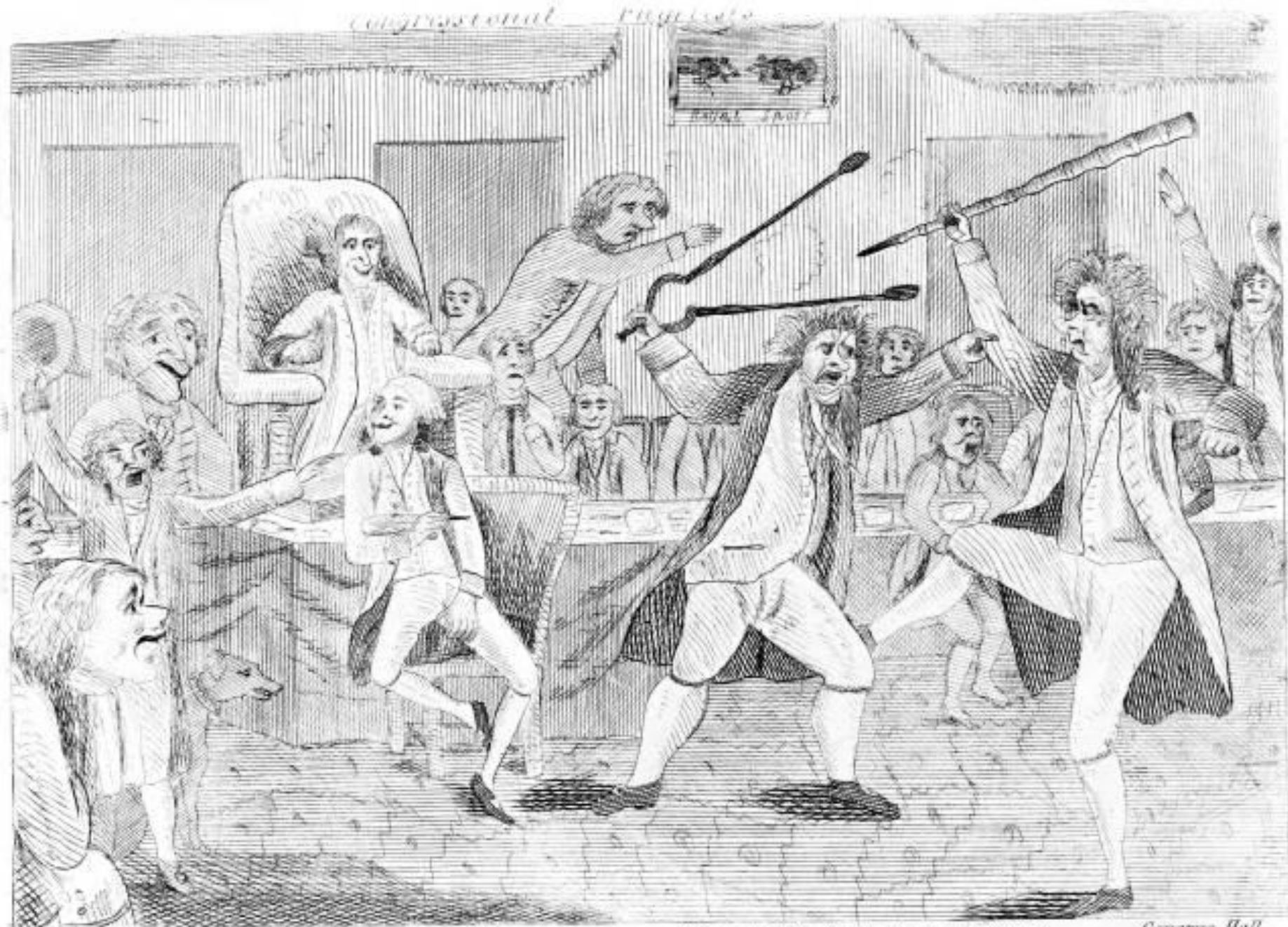
- President Adams addresses directly the members of the joint session of Congress. First, he warns about the danger of “foreign and domestic factions” on American citizens:
- ...Gentlemen of the Senate and Gentlemen of the House of Representatives: ...endeavors have been employed to foster and establish a division between the Government and people of the United States. To investigate the causes which have encouraged this attempt is not necessary; but to repel, by decided and united councils, insinuations so derogatory to the honor and aggressions so dangerous to the Constitution, union, and even independence of the nation is an indispensable duty. It must not be permitted to be doubted whether (There must be no doubt that) the people of the United States will support the Government established by their voluntary consent and appointed by their free choice, or whether, by surrendering themselves to the direction of foreign and domestic factions, in opposition to their own Government, they will forfeit the honorable station they have hitherto maintained...

ADAMS' SPECIAL MESSAGE

- Then Adams ends by discussing the principles he considers important:
-having ... devoted the best part of my life to obtain and support... independence, and constantly witnessed the patriotism... of my fellow-citizens on the most trying occasions, it is not for me to hesitate or abandon a cause in which my heart has been so long engaged. Convinced that the conduct of the Government has been just and impartial to foreign nations, that those internal regulations which have been established by law for the preservation of peace are in their nature proper, and... fairly executed, nothing will ever be done by me... to innovate upon principles which have been so deliberately and uprightly established, or to surrender in any manner the rights of the Government. To enable me to maintain this declaration I rely, under God, with entire confidence on the firm and enlightened support of the National Legislature and upon the virtue and patriotism of my fellow-citizens.

ADAMS SPECIAL MESSAGE

- As you read, consider
 - What were President Adams's concerns?
 - What principles did President Adams suggest influenced his thinking?
 - What solutions, if any, did he discuss?
 - List Adams's concerns, principles, and solutions.
-



He, in a trice, struck Lyon thrice
Upon his head, enough for,

Who said the dogs to ease his wrongs,
That Griswold thus engaged for.

Congress Hall,
in Philad^a Feb. 15. 1798.

THEMATIC LEARNING OBJECTIVES

- **Work, Exchange, and Technology:** Explain how arguments about market capitalism, the growth of corporate power, and government policies influenced economic policies from the late 18th century through the early 20th century.
- **Politics and Power:** Analyze how arguments over the meaning and interpretation of the Constitution have affected U.S. politics since 1787.
- **America in the World:** Analyze the motives behind, and results of, economic, military, and diplomatic initiatives aimed at expanding U.S. power and territory in the Western Hemisphere in the years between independence and the Civil War.

THEMATIC LEARNING OBJECTIVES

- Identity: Explain how conceptions of group identity and autonomy emerged out of cultural interactions between colonizing groups, Africans, and American Indians in the colonial era.
- America in the World: Explain how the exchange of ideas among different parts of the Atlantic World shaped belief systems and independence movements into the early 19th century.
- Politics and Power: Analyze how arguments over the meaning and interpretation of the Constitution have affected U.S. politics since 1787.
- Ideas, Beliefs, and Culture: Analyze how emerging conceptions of national identity and democratic ideals shaped value systems, gender roles, and cultural movements in the late 18th century and the 19th century.

THEMATIC LEARNING OBJECTIVES

- Politics and Power: Analyze the factors behind competition, cooperation, and conflict among different societies and social groups in North America during the colonial period.
- Peopling: Analyze the effects that migration, disease, and warfare had on the American Indian population after contact with Europeans.
- America in the World: Analyze the motives behind, and results of, economic, military, and diplomatic initiatives aimed at expanding U.S. power and territory in the Western Hemisphere in the years between independence and the Civil War.

THEMATIC LEARNING OBJECTIVES

- Identity: Analyze the role of economic, political, social, and ethnic factors on the formation of regional identities in what would become the United States from the colonial period through the 19th century.
- Work, Exchange, and Technology: Analyze how innovations in markets, transportation, and technology affected the economy and the different regions of North America from the colonial period through the end of the Civil War.
- Work, Exchange, and Technology: Explain the development of labor systems such as slavery, indentured servitude, and free labor from the colonial period through the end of the 18th century.
- Politics and Power: Explain how and why major party systems and political alignments arose and have changed from the early Republic through the end of the 20th century.
- Ideas, Beliefs, and Culture: Analyze how emerging conceptions of national identity and democratic ideals shaped value systems, gender roles, and cultural movements in the late 18th century and the 19th century.
- Environment and Geography—Physical and Human: Analyze the role of environmental factors in contributing to regional economic and political identities in the 19th century and how they affected conflicts such as the American Revolution and the Civil War.