



**Teaching American History
Final Project**

Curriculum Unit:
The New Republic: The First Ten Years

Melanie Ingrao
Stoughton High School
September 23, 2010

Subject: United States History I
Grade: 10th grade
Level: College and Honors Level

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Lesson Topic: *George Washington as Leader*

Materials: SmartBoard (or other projection screen), PowerPoint presentation, George Washington Quotes worksheet, Post-it Paper, *George Washington* (1796) Portrait by Gilbert Stuart and accompanying worksheets, Computer Lab (with internet access), copy of Robert Hunter Jr.'s Travel Diary, November 16, 1785

Objectives:

- Students will analyze the role of leaders and the challenges that face them.
- Students will use primary source materials (including quotations, a diary entry, and a portrait) to characterize George Washington's leadership style.
- Students will examine a historic painting and explain various symbols throughout the piece.

Standards:

USI .22 Summarize the major policies and political developments that took place during the presidencies of George Washington, John Adams, and Thomas Jefferson.

Concept and Skills, Grades 8-12:

History and Geography

(8) Interpret the past within its own historical context rather than in terms of present-day norms and values.

(9) Distinguish historical fact from opinion.

Lead-in:

Students will have just completed the chapter entitled, "Creating a New Nation". *For homework the night before, students will have read the George Washington worksheet of quotations.*

This will be the first lesson in the unit "Launching the New Nation: The First 10 Years". To begin, students will look at the famous James Madison quote and discuss what he meant.

Procedure: (Class should report to Computer Lab)

1. Think-Pair-Share. Teacher should display the two questions on slide 2 of the PowerPoint Presentation. Students should be given 4 minutes to think about the proposed questions and write a response on a blank piece of paper. Then students should be paired with the person sitting next to/behind/in front of them and given an additional 5 minutes to discuss their opinions.
2. Next, in their pairs, students will examine the worksheet of Washington quotations in which they were asked to read. Together they must write a brief prediction of Washington's leadership style. (10 minutes)
3. Again, students will report-out. Teacher may want to list specific characteristics that students identify on the board and ask questions to expand student thinking. (10 minutes)
4. Students will turn their attention back to the SmartBoard. Slides 4-6 of PowerPoint asks students to think about what an image can tell us about a person? After examining the Stuart painting, students should access the Smithsonian Institute website (www.georgewashington.si.edu/portrait/non-flash.html) and complete web-activity.

Closure:

To close, the teacher should ask students to return to their original prediction of Washington's leadership style and make any additions or edits based on their close examination of the portrait.

Homework: *Robert Hunter Jr., Travel Diary November 16, 1785 (from The Founders on the Founders by Kaminski).*

To be discussed at beginning of next day's class.

Student Assessment:

Informal

Think-Pair-Share report-outs

Formal

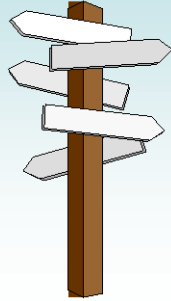
Smithsonian Institute web-activity answer sheet
Quotation Prediction

PowerPoint Presentation:

Launching the New Nation

The first 10 years

“We are in a wilderness
without a single
footstep to guide us” ~
James Madison



Think-Pair-Share:

What is it like to be a leader
without a predecessor?

List the positive and negative
aspects of having a predecessor to
follow.

Washington as Leader

What can the historic quotes tell us?



Task: Examine the
quotes by Washington
and about Washington
(see handout).

Based on these quotes,
what kind of leader do
you think Washington
will be? *Be specific.*

Washington as Leader

What can an historic
image tell us?



George
Washington
(1796)

By Gilbert Stuart

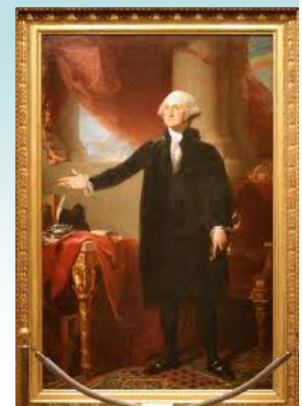


(details of the
Lansdowne
painting)



Think about:

1. What do we know about Washington based on his dress?
2. Based on this depiction, what are some ways you might describe Washington's character?
3. Why would Stuart paint Washington with his arm out-stretched?
4. What might the rainbow in the background represent?



George Washington (1796)

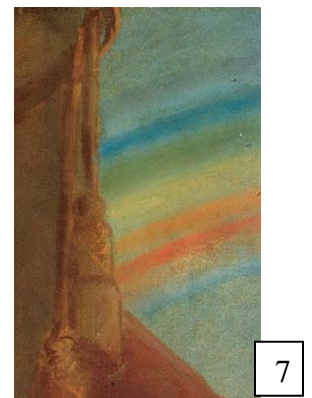
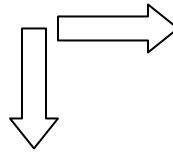
By: Gilbert Stuart

George Washington stands before you in a full-length portrait by Gilbert Stuart. Here is Stuart at his best, painting a Washington for the ages, grand not as a king but as a stalwart representative of democracy. The painting, done in 1796, is known as the Lansdowne Portrait because it was a gift to the Marquis of Lansdowne, an English supporter of American independence, from Senator and Mrs. William Bingham of Pennsylvania.



Full
portrait
←

Details of
Lansdowne
portrait



<http://www.georgewashington.si.edu/portrait/non-flash.html>

George Washington (1796)

By: Gilbert Stuart

Task: Explore the portrait using three different filters: symbolic, biographic, and artistic.

Log on to www.georgewashington.si.edu/portrait/non-flash.html

Use the Smithsonian Institute website to answer the following questions:

1. What does each detail symbolize?
2. How does it relate to Washington?
3. And, what techniques did the artist use to render it?

Gesture and Figure (Detail 1):

Books on Floor (Detail 2):

Books on Table and Inkwell (Detail 3):

Washington's Face (Detail 4):

Storm Clouds (Detail 5):

Sword (Detail 6):

Rainbow (Detail 7):

Name: _____

Words from George Washington!

I am anxious always to compare the opinions of those in whom I confide with one another; and those again (with out being bound by them) with my own, that I may extract all the good I can - *to Alexander Hamilton, Mount Vernon, June 26, 1796*

I am sure the mass of citizens in these United States mean well, and I firmly believe they will always cat well, whenever they can obtain the right understanding of matters. - *to Johh Jay, Philadelphia, May 8, 1796*

It is absurd to act the same with a clown and a prince. - *Rules of Civility, 1745*

Strive not with your superiors in argument, but always submit your judgment to others with modesty. - *Rules of Civility, 1745*

Men's minds are as variant as their faces. - *to Ben Franklin, Mount Vernon, March 9, 1789*

Candor is not a more conspicuous trait in the character of governments that it is of individuals. - *to Timothy Pickering, Mount Vernon, August 29, 1797*

All except desperate men look before they leap. - *to James Madison, Mount Vernon, June 8, 1788*

It is to be lamented... that great characters are seldom without a blot. - *to Marquis de Lafayette, Mount Vernon, May 10, 1786*

Errors once discovered are more that half amended. - *to John Sullivan, New Windsor, February 4, 1781*

I believe it is among nations as with individuals, the party taking advantage of the distress of another will lose infinitely more in the opinion of mankind and in subsequent events than he will gain by the stroke of the moment. - *to Gouverneur Morris, Philadelphia, July 28, 1791*

It is better to offer no excuse, than a bad one. - *to Harriet Washington, Philadelphia, October 30, 1791*

There is no resource so firm for the government of the United States as the affections of the people guided by an enlightened policy. - *Fifth Annual Address to Congress, Philadelphia, 1795*

A mind conscious of it's own rectitude fears not what is said of it. - *to Gouverneur Morris, Philadelphia, January 28, 1792*

There never was a law yet made, I conceive, that hit the taste exactly of every man or every part of the community. - *to Daniel Morgan, Carlisle, October 8, 1794*

Whilst we are accusing others of injustice, we should be just ourselves. – to Bryan Fairfax, Mount Vernon, July 4, 1774

Where there is no occasion for expressing an opinion, it is best to be silent.
– to George Washington Parke Custis, Philadelphia, November 28, 1796

I have no wish superior to that of promoting the happiness and welfare of this country. – to Henry Lee, Philadelphia, July 21, 1793

Never exceed a decent warmth, and submit your sentiments with diffidence. A dictatorial style, though it may carry conviction, is always accompanied with disgust.
– to Bushrod Washington, Mount Vernon, November 10, 1787

The Founders on George Washington

From: *The Founders on the Founders* edited by John Kaminski

His [the General] coolness and firmness were admirable. He instantly took measures for checking the enemy's form and make a proper disposition... by his own presence, he brought order out of confusion, animated his troops and led them to success.
– Alexander Hamilton to Elias Boudinot, News Brunswick, N.J., July 5, 1778

In my Judgement he [Washington]... perseveres in encountering extreme difficulties, dangers and fatigues under which he seems Sensible of no uneasiness... - Thomas Burke to the North Carolina Assembly, York, PA., April 29, 1778

[George Washington] is the very Idol of His Country, and who I love, regard, and Esteem , as one of the best men since the Creation of Adam. – Moses Hazen to Nathanael Greene Preakness, NJ, July 24, 1780

His answers to queries are full of common sense. He is very cautious and hesitant about committing himself, but once he has made a decision he is firm and unshakable. – Brissot de Warville, *New Travels in the United States of America* 1788

Subject: United States History I
Grade: 10th grade
Level: College and Honors Level

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Lesson Topic: *Hamilton's Financial Plan*

Materials: *Decision-Making! You Decide!* worksheets, PowerPoint presentation, *Chernow Interview* (*see attached*)

Objectives:

- Students will identify the goals and programs of Alexander Hamilton's financial plan.
- Students will summarize the arguments in favor of Hamilton's proposed programs and arguments against the programs.
- Students will define terms such as; assumption, duty, excise tax, "elastic clause", and constructionist

Standards:

USI.16 Describe the evolution of the role of the federal government, including public services, taxation, economic policy, foreign policy, and common defense.

USI .22 Summarize the major policies and political developments that took place during the presidencies of George Washington, John Adams, and Thomas Jefferson.

(A) the origins of the Federalist and Democratic-Republican parties in the 1790s

(B) the conflicting idea of Thomas Jefferson and Alexander Hamilton

Concept and Skills, Grades 8-12:

History and Geography

(5) Explain how a cause and effect relationship is different from a sequence or correlation of events.

(7) Show connections, casual or otherwise, between particular historical events and ideas and larger social, economic, and political trends and developments

US Economic Skills

(25) Explain the basic economic functions of the government in the economy of the United States.

(26) Examine the development of the banking system in the United States

(28) Analyze how federal tax and spending policies affect the national budget and national debt

Lead-in:

Students will have had notes the day before on Washington's life, his cabinet, and the Judiciary Act.

Also, students have learned about the American Revolution and the economic results of that war (including knowledge of Shays' Rebellion)

Procedure:

1. Decision- making scenario should be given to students. Students should take 5-10 minutes to read the worksheet and write a written decision on the worksheet.
2. Students will then pair and discuss their opinions (they may agree, if there is disagreement they should explain their opposing views) (5 minutes)
3. Teacher will take a formal vote to see if the legislation will pass and open the floor for debate. (between 5 and 10 minutes)
4. Following the warm-up activity students will turn to PowerPoint presentation for notes on Hamilton's financial crisis and his reports to congress. (25 minutes)

Closure:

3-2-1 Review Activity (see attached)

Homework: Read *An Interview with Ron Chernow* (to be discussed the following day)

Student Assessment:

Informal

Class debate on B.U.S.

Frequent checks for understanding and 3-2-1 summary activity

Formal

3-2-1 summary activity

Decision- Making! You decide!

Alexander Hamilton, Secretary of the Treasury, has written a report proposing a national bank, equivalent to the central banks of Europe. On December 15, 1790, Hamilton submitted his report to Congress making the case.

His proposal includes:

- Bank of the United States has a \$10 million capital
- Bank of the United States will have the ability to issue money giving the US a unified currency.
- Bank of the United States shall be based in Philadelphia and be chartered for 20 years.
- The federal government would have a minority stake, however, the board of trustees would be individual citizens, thus ensuring a mix of public oversight and private enterprise.
- The Bank of the United States would be able to lend the government money and safely hold its deposits.
- Combined with Hamilton's other financial programs he claimed it would help bolster credit and place the US on equal footing with nations in Europe.
- Lastly, Hamilton argues that his other programs cannot work with a national treasury to deposit funds.

Opposition:

- Worries about its placement in Philadelphia
- Scream that this is unconstitutional. They point to the Constitution and show that there is no where that says the federal government has the authority to set up a national bank. Madison argues, if a power is not in the text, by what authority could it be done?

Decision: Will you support the proposed Bank of the United States?

Decision- Making! You decide!

**Problem: Alexander Hamilton's Bank of the United States.
Will you vote to support the national bank?**

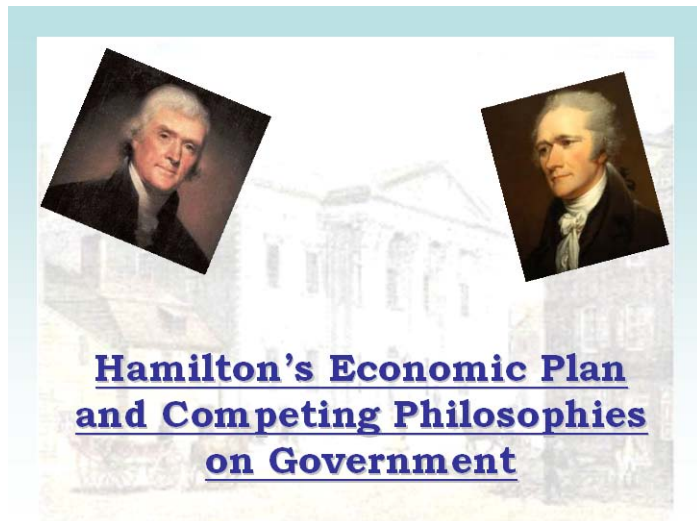
OUTCOME SHEET

In contrast to Hamilton's plan for the federal government to assume state debts, Hamilton's bank plan had a relative easy time in Congress. The Senate passed it handily on January 20, 1791, and the House followed in early February. But support for the Bank fell largely along sectional lines, with Northern endorsement and Southern opposition. Among those Southern opponents were James Madison and Thomas Jefferson, who termed the banking industry "an infinity of successive felonious larcenies". Madison, Jefferson, and Edmund Randolph weighed in against it on constitutional grounds, urging a veto.

Hamilton would not give up without a fight. Asked by his patron Washington to answer the opinions of Jefferson and Randolph, Hamilton swiftly penned an opinion of almost 15,000 words presenting his case. *Hamilton's central point was that the Constitution must confer implied powers along with those actually enumerated; the vehicle for this was the clause enabling Congress "to make all laws which shall be necessary and proper" to put expressly granted powers into effect.*

In Hamilton's view, later echoed by Chief Justice John Marshall in the landmark *McCulloch v. Maryland* case upholding the Bank's constitutionality, "necessary" did not mean absolutely essential so much as useful and appropriate, and the Bank certainly met that looser standard -- it would be a great help in enabling the government to carry out a number of powers explicitly granted it by the Constitution, including collecting taxes, regulating trade and creating a military. Persuaded by Hamilton's arguments, on February 25 Washington signed the Bank bill into law

Source: http://www.pbs.org/wgbh/amex/hamilton/peoplevents/e_bank.html



Alexander Hamilton: Secretary of Treasury

- Fiscal crisis! Debt is roughly 53 million
 - 13 million to foreign gov'ts
 - 40 million to domestic creditors
 - @ 6% interest rate
- States owe 25 million to various creditors
- Devalued paper money. "It ain't worth a Continental"
- 3 part plan for recovery...

Hamilton's Economic Plan

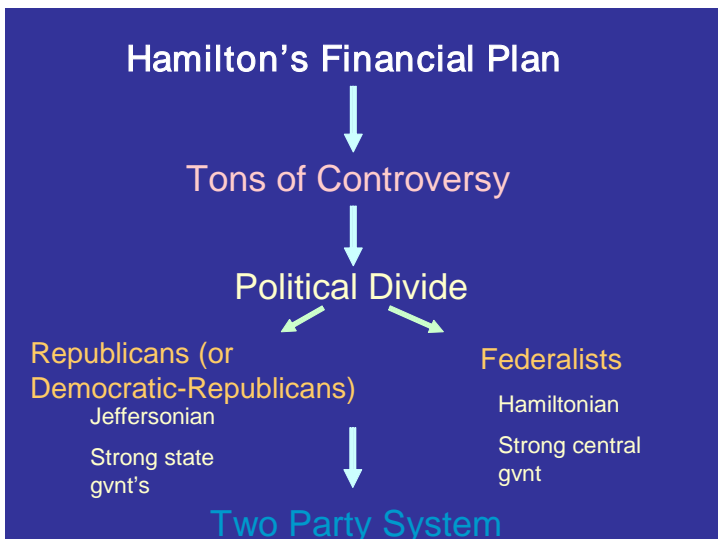
Goals:

- Stimulate development of a commercial economy
- Strengthen federal govnt
- Pay off public war debt
- Establish credit of fed. Gvnt at home & abroad
- Tie the interests of wealthy investors' in to the federal govnt

Programs:

- Fund central govnt's war debt by issuing new, interest-bearing bonds
- Federal govnt assumes state debts
- Levy a series of taxes
- Create Bank of United States (B.U.S)
- Washington, D.C. (Dinner Compromise)

Hamilton	Jefferson
	Power
	Fears
	Government
	Constitution
	Economy
	Debt
	Supporters
	Regional Support
	Who favored the wealthy
	View of human nature



Name: _____

3-2-1 Summary Activity



William Rollinson, after Archibald Robertson.
Alexander Hamilton, 1804.
Stipple engraving. Gift of the Estate of Hall Park McCollough, 1971. (PR052)

3 Things you definitely understand...	
2 Things you are still confused about...	
1 Thing that you ABSOLUTELY want me to go over again tomorrow...	

Possible Quotations to use for Carousel Activity:
Chernow Interview

Chernow interview can be found at

<http://www.alexanderhamiltonexhibition.org/about/resources.html>

1. “Very often their [the Founding Fathers] grievances against Hamilton can be traced back to values that were widespread at the time, but not values that we share today. It was not just Jefferson, or Madison, or John Adams, who considered banks, stock exchanges, and to a certain extent general commerce and trading to be parasitic, or even evil, activities. The comments of Hamilton’s enemies should be viewed through the filter of those attitudes.”
2. “He was a rootless outsider, and what other place in the world would have embraced him to the extent that New York did?”
3. “The assumption of state debt was arguably Hamilton’s single most important accomplishment... it centralized power in the federal government and welded the states together at a point when they could have blown apart...he was willing to bargain away New York [to pass assumption].”
4. “a duel is simply the final stage of an “affair of honor”.”
5. “Hamilton was a man of letters, and every writing project took on a life of its own”.
6. “ I would have called it [the exhibition] *The Man Who Imagined America*”

Lesson Topic: *Hamilton and Jefferson: Competing Political Philosophies on Government*

Materials: PowerPoint presentation, Post-it paper, markers, Hamilton v. Jefferson graphic organizer, copies of Hamilton's *First Report on the Public Credit* and Jefferson's *The Hamiltonian System*, *The Americans* textbook and copy of Hamilton's letter to Harrison Gray in support of Jefferson during the election of 1800.

Objectives:

- Students will compare and contrast in detail the differences between Hamilton and Jefferson.
- Students will draw a diagram showing the connection between the Bank of the United States and the development of political allegiances in the late 18th century.

Standards:

USI.20 Explain the evolution and function of political parties

USI .22 Summarize the major policies and political developments that took place during the presidencies of George Washington, John Adams, and Thomas Jefferson.

(A) the origins of the Federalist and Democratic-Republican parties in the 1790s

(B) the conflicting idea of Thomas Jefferson and Alexander Hamilton

Concept and Skills, Grades 8-12:

History and Geography

(7) Show connections, casual or otherwise, between particular historical events and ideas and larger social, economic, and political trends and developments

Lead-in:

Students will have studied Hamilton's economic plan for the nation the previous day. After reviewing the previous day's 3-2-1 summarizer, the teacher should be sure to address specific questions that students had regarding the plan and clarify any obvious misunderstandings.

Procedure: (2 day lesson)

Day 1

- (1) Review of Hamilton's financial plan.
- (2) Carousel Activity. Students should take out the Chernow interview that was assigned for homework. Around the room, the teacher should hang 4 pieces of post-it paper with a quote from the interview. Students will be broken up in to 4 small groups- each group receiving a different color marker. Together, with their group, students will read the quote and write down their reaction to the quotation. After 5 minutes, groups will rotate until each group has seen and reacted to each quote. (For possible quotes to use, **see attached**)
- (3) Teacher will then read comments and insert his/her own reaction to the student's statements. (30 min)

Day 2

- (1) Students will be asked to take out the assigned readings (*Report on the Public Credit* and *Hamiltonian System*)
- (2) Students will also be asked to take out their textbooks and turn to Chapter 6 Section 1.
- (3) Using information from all three sources students should work to fill out the T-chart contrasting Hamilton and Jefferson's political philosophies.
- (4) Return to PowerPoint to go over answers to T-chart.
- (5) Teacher instruction on how the B.U.S. led to a larger debate and ultimately a two-party system in the U.S.

Closure:

Day 1

HW: Read Hamilton's *Report on the Public Credit* and Jefferson's *Hamiltonian System* (**found on-line or in TAH Resource packet**)

- Students should be instructed to look for evidence of each person's philosophical beliefs on government and the economy

Day 2:

HW: Hamilton Letter to Gray writing prompt

Student Assessment:

Informal

Class discussion of Chernow interview

Formal:

HW: Hamilton Letter: Writing Prompt
Hamilton and Jefferson T-Chart

Name: _____

Directions: Using the reading from your textbook, Hamilton's *First Report on the Public Credit*, and Jefferson's *The Hamiltonian System* to fill out the following T-chart.

Hamilton	Jefferson
Power	
Fears	
Government	
Constitution	
Economy	
Debt	
Supporters	
Regional Support	
Who favored the wealthy?	
View of human nature	

KEY

Name: _____

Directions: Using the reading from your textbook, Hamilton's *First Report on the Public Credit*, and Jefferson's *The Hamiltonian System* to fill out the following T-chart.

Hamilton	Jefferson
Federal gov't should have more power	Limited national gvnt. Share power w/ states- rooted in popular participation
Mob rule, looking weak to European nations	Absolute ruler/ power
Strong, central gov't	Democracy of virtuous farmers and trades people
Loose interpretation	Strict interpretation
Based on shipping and manufacturing	Based on farming
Assumption! Pay off national and state debts quickly	Pay national debt (favors debtors) Argues against assumption
Merchants, manufacturers, landowners, investors	Plain people. Farmers, tradesmen, frontiersmen
North, New England	South and West
Hamilton favored the wealthy.	No, he favored the common citizen
Had little faith in common citizens.	Trusted people and thought power should be concentrated in their hands.
Power	
Fears	
Government	
Constitution	
Economy	
Debt	
Supporters	
Regional Support	
Who favored the wealthy?	
View of human nature	

**“In a choice of Evils . . . Jefferson is in every view
less dangerous than Burr”: Alexander Hamilton
on the Deadlocked Presidential Election
December 23, 1800**

Hamilton’s letter to fellow Federalist Harrison Gray Otis, a congressman from Massachusetts, reveals the political havoc caused by the deadlocked presidential election of 1800. Republicans Thomas Jefferson and Aaron Burr were tied and the House of Representatives had to vote to break that tie. Hamilton with reluctance supported Jefferson over Burr, whom he regarded as much more dangerous. Burr never forgot that Hamilton had helped cost him the presidency.

. . . I lose no time in replying to your letter of the 17 — this day received. My opinion, after mature reflection, that if Jefferson and Burr come with equal votes to the House of Representatives, the former ought to be preferred by the [struck: House of Representatives] Federalists. Mr. Jefferson is respectably known in Europe — Mr. Burr little and that little not advantageously for a President of the UStates. Mr. Jefferson is a man of easy fortune — Mr. Burr, as I believe, a bankrupt beyond redemption, unless by some coup at the expense of the public, and his habits of expense are such that Wealth he must have at any rate. Mr. Jefferson is a man of fair character for probity. Very different ideas are entertained of Mr. Burr by his enemies. . . . Mr. Jefferson, though too revolutionary in his notions, is yet a lover of liberty and will be desirous of something like orderly Government. Mr. Burr loves nothing but himself — thinks of nothing but his own aggrandisement — and will be content with nothing short of permanent power in his own hands. . . .

This portrait is the result of long and attentive observation on a man with whom I am personally well — and in respect to whose character I have had peculiar opportunities of forming a correct judgment.

By no means, my Dear Sir, let the Federalists be responsible for his Elevation. In a choice of Evils let them take the least — Jefferson is in every view less dangerous than Burr.

But we ought still to seek some advantages from our situation. It may be adviseable to make it a ground of exploration with Mr. Jefferson or his confidential friends and the means of obtaining from him some assurances of his future conduct. The three essential points for us to secure is . 1 The continuance of the neutral plan bonafide towards the belligerent powers 2 The preservation of the present system of public credit 3 The maintenance & gradual increase of our navy. Other matters may be left to take their chance.

While I have my pen in hand, I will express some ideas to you about the Convention with France. . . .

This portrait is the result of long and attentive observation on a man with whom I am personally well- and in respect to whose character I have had peculiar opportunities of forming a correct judgment.

By no means, my dear Sir let the Federalists be responsible for his elevation - In a choice of evils let them take the least - Jefferson is in every view less dangerous than Burr.

But we ought still to seek some advantages from our situation. It may be advisable to make it ~~known~~ ground of explanation with Mr. Jefferson or his confidential friends and the means of obtaining from him some assurance of his future conduct. The three essential points for us to secure is. 1 The continuance of the neutral plan bonafide towards the belligerent powers 2 The preservation of the present system of public credit 3 The maintenance of gradual increase of our navy. Other matters may be left to take their chance.

While I have my pen in

Subject: United States History I
Grade: 10th grade
Level: College and Honors Level

Melanie Ingrao
Stoughton High School

Lesson Topic: *Washington Administration: Domestic and Foreign Problems Arise*

Materials: *Computer lab*, *The Americans* textbook, *Washington Administration: Domestic and Foreign Affairs Trouble the Nation* worksheets, poster paper, markers, PowerPoint

Objectives:

- Students will explain major domestic and foreign events during Washington's second term as president.
- Students will work together to create visual and verbal presentations of key information.
- Students will analyze short-term and long-term consequences or results of four major events/actions.

Standards:

USI .22 Summarize the major policies and political developments that took place during the presidencies of George Washington, John Adams, and Thomas Jefferson.

Concept and Skills, Grades 8-12:

History and Geography

- (4) Interpret and construct charts and graphs that show quantitative information
(6) Distinguish between long-term and short-term cause and effect relationships

Lead-in:

Students will have learned of unresolved issues from the Treaty of Paris with Britain and Native Americans, as well as, financial problems facing the new nation. Students will also have had two days of work examining the different political philosophies of key members to Washington's administration.

Procedure: (2 Days)

Day 1:

- (1) Students will be randomly separated in to 5 groups. Each group will be assigned one of the 5 key events from Washington's two terms in office (see attached).
- (2) In the computer lab, students will use their texts as well as internet resources to help fill out the graphic organizer for their assigned topic. Teacher should monitor groups with frequent checks for understanding.
- (3) Students will begin constructing a visual to help with their presentation the following day.

Day 2:

- (1) Group presentations. Students should take notes on other group presentations. Teacher should be sure to supplement student information and clarify any discrepancies or gaps in the presentation.

Closure:

Day 1:

HW: Students will put finishing touches on visual aide and prepare for the next days presentation.

Day 2:

HW: Student will be instructed to begin studying for quiz on the key events/actions of the Washington Administration

Student Assessment:

Informal

Teacher check-ins with groups

Formal

Group presentations
- Graphic Organizer and Visual Aide
Quiz

Name:

Washington's Second Term
Domestic and Foreign Affairs Trouble the Nation
In Class Project

During Washington's two terms, incidents occurred that reflected the tension between federal and regional interests. In addition, events in Europe sharply divided American public opinion in the late 18th century.

Each group will be assigned an event or government act to study. As a group you must decide on how you will present the key elements of your topic to the class. Groups are responsible for identifying the basic who, when, where, why, and important results (both short-term and long term). **Also, each group must create a visual that can be used to help the class better understand your topic.**

All the information that you will need can be found on the internet or in Chapter 6, Sections 1 and 2 of *The Americans*.

My Group's Topic:

- Whiskey Rebellion
- Declaration of Neutrality
- Pinckney's Treaty
- Battle of Fallen Timbers
- Jay's Treaty

Name: _____

Date _____

Washington's Administration
Domestic and Foreign Affairs Trouble the Nation
In Class Project

Event	Important figures involved...	What happened? And Why?	When?	Short-term results	Long-term results?
Whiskey Rebellion					

Name: _____

Date _____

Washington's Administration
Domestic and Foreign Affairs Trouble the Nation
In Class Project

Event	Important figures involved and their arguments	What happened?	When?	Short-term results	Long-term results?
Declaration of Neutrality					

Name: _____

Date _____

Washington's Administration
Domestic and Foreign Affairs Trouble the Nation
In Class Project

Event	Important figures involved...	What was negotiated?	When?	Short-term results	Long-term results?
Pinckney's Treaty					

Name: _____

Date _____

Washington's Administration
Domestic and Foreign Affairs Trouble the Nation
In Class Project

Event	Important figures involved...	What was negotiated?	When?	Short-term results	Long-term results?
Jay's Treaty					

Name: _____

Date _____

Washington's Administration
Domestic and Foreign Affairs Trouble the Nation
In Class Project

Event	Important figures involved...	What happened?	When?	Short-term results	Long-term results?
Battle Of Fallen Timbers					

