

Section 1

Step-by-Step Instruction

Review and Preview

Students have learned about the compromises needed to create a new government. Now they will focus on the early challenges the nation faced.

Section Focus Question

How did President Washington set the course for the new nation?

Before you begin the lesson for the day, write the Section Focus Question on the board. (*Lesson focus: George Washington oversaw the creation of new federal departments and asked Alexander Hamilton to tackle the nation's debt problem.*)

Prepare to Read

Build Background Knowledge

L2

In this section, students will read about the challenges facing the new United States. Have students preview the headings and the visuals. Ask: **Why did the American people need a strong first President?** Use the Think-Write-Pair-Share strategy (TE, p. T25) to elicit responses. (*Students may suggest that the new nation needed an organized government and faced many challenges.*)

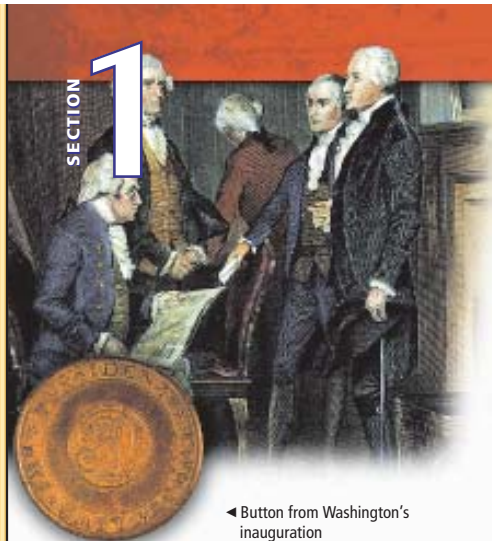
Set a Purpose

L2

- Form students into pairs or groups of four. Distribute the Reading Readiness Guide. Ask students to fill in the first two columns of the chart.

All in One Teaching Resources, Unit 3, Reading Readiness Guide, p. 17

- Use the Numbered Heads strategy (TE, p. T24) to call on students to share one piece of information they already know and one piece of information they want to know. The students will return to these worksheets later.



SECTION 1

The Sacred Fire of Liberty

“The preservation of the sacred fire of liberty and the destiny of the republican model of government are . . . staked on the experiment entrusted to the hands of the American people.”

—George Washington, First Inaugural Address, 1789

◀ Advisers to President Washington (far right) included (from left) Henry Knox, Thomas Jefferson, Edmund Randolph, and Alexander Hamilton.

◀ Button from Washington's inauguration

Washington Takes Office

Objectives

- Discuss how the new government was organized during Washington's presidency.
- Explain why the new nation faced an economic crisis.
- Identify the three parts of Hamilton's financial plan.
- Describe how Washington responded to the Whiskey Rebellion.

Reading Skill

Identify Similes Similes use the signal words *like* or *as* to connect two items being compared. The comparison helps the reader to imagine the description more fully. For example, “the gunfire echoed like thunder” creates a mental image of the sound of a battle. Look for similes as you read this section.

Key Terms

inauguration
precedent
bond

speculator
unconstitutional
tariff

Why It Matters In 1789, the American people had a new Constitution. They also had a new Congress and their first President. The United States was one fourth of its size today. All thirteen states were in the East. The nation's western border followed the Mississippi River. In the North, the Great Lakes formed much of the border separating the United States from British-controlled Canada. In the South, the United States bordered on Spanish-controlled Florida and Louisiana.

Section Focus Question: How did President Washington set the course for the new nation?

The First President

In April of 1789, George Washington traveled from Virginia to the nation's capital, New York City, to begin his term as the first President of the United States. Washington's journey along bumpy roads took eight days. Large crowds lined the streets. As one newspaper reported, Americans greatly admired the tall, stately war hero:

“Many persons in the crowd were heard to say they should now die contented—nothing being wanted to complete their happiness . . . but the sight of the savior of his country.”

—Gazette of the United States, April 1789

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Differentiated Instruction

L3 Advanced Readers

Oral History After students have read the section, ask them to work in pairs to write an interview with George Washington in which they ask him about the main ideas in the section and he responds. Have the

L3 Gifted and Talented

students present their interviews to the class, with one student asking questions as the interviewer and the other student responding as George Washington.

Washington's **inauguration**—a ceremony in which the President takes the oath of office—was held on April 30, 1789. Despite all he had achieved, Washington was anxious. The country was divided on many issues. Washington understood how much the new nation depended on him. His actions would set a **precedent**—an example to be followed by others in the future.

The Executive Branch The Constitution of the United States provided only a general outline for organizing the government. When the President took office, the entire federal government was made up of little more than 75 post offices, a few clerks, and a tiny army of 672 soldiers.

The first job of the President and the Congress, therefore, was to put a working government in place. First, Congress passed laws to set up three departments for the executive branch: Treasury, State, and War. Each department was to be headed by a secretary nominated by the President. The President would also appoint an attorney general to advise him on legal matters.

Washington appointed four well-known men to take the new posts. He chose Alexander Hamilton to be secretary of the treasury. Hamilton was considered one of the country's outstanding leaders and an expert on economic affairs. Thomas Jefferson, the author of the Declaration of Independence, became secretary of state. His task was to manage relations with foreign countries. Henry Knox, a former general, was Washington's choice for secretary of war. Edmund Randolph, who had played an important role at the Constitutional Convention, became attorney general.

Washington soon began meeting regularly with these leaders as a group. Over time, this group became known as the Cabinet.



Explore More Video
To learn more about George Washington's presidency, view the video.

Washington's Inauguration
George Washington took the oath of office on a balcony of Federal Hall in New York City as well-wishers watched from the street below. **Critical Thinking: Link Past and Present** Who attended Washington's oath-taking? How would a modern-day President's inauguration be different?



Section 1 Washington Takes Office 283

Vocabulary Builder

Use the information below to teach students this section's high-use words.

High-Use Word Definition and Sample Sentence

invest , p. 284	<i>v.</i> to purchase something with the hope that its value will grow Wealthy Americans invested in land, believing that they could sell it later for a profit.
impose , p. 285	<i>v.</i> to place a burden on something or someone Manufacturers wanted the government to impose a high tax on imports.

Teach

The First President

p. 282

Instruction

12

- **Vocabulary Builder** Before teaching this section, preteach the High-Use Words **invest** and **impose** using the strategy on TE p. T21.
- **Key Terms** Following the instructions on p. 7, have students create a See It-Remember It chart for the Key Terms in this chapter.
- Read The First President with students, using the Structured Silent Reading strategy (TE, p. T22).
- Display the transparency The United States in 1789. Ask students to discuss the challenges presented by the size and location of the original 13 states.

Color Transparencies, The United States in 1789

- Ask: **How was the first government organized?** (*It had an executive branch with departments of Treasury, State, and War, and a judiciary system.*)

Independent Practice

Have students begin filling in the study guide for this section.

- **Interactive Reading and Notetaking Study Guide**, Chapter 8, Section 1 (Adapted Version also available.)

Monitor Progress

As students fill in the Notetaking Study Guide, circulate to make sure that they understand the challenges Washington faced early in his presidency. Provide assistance as needed.

Explore More Video

Discovery School Video

This video explores the life of George Washington, the myths and his achievements as president.

Answer

Link Past and Present Many men attended the inauguration. The public watched from outside. A modern-day President's inauguration might be broadcast to the public on television or radio.

The Nation's First Economic Crisis

p. 284


Instruction

L2

- Have students read The Nation's First Economic Crisis. Remind students to look for details to answer the Section Focus Question.
- Ask: **What major challenge did President Washington face when he took office?** (*resolving the government's war debt*)
- Ask: **To whom did the government owe money?** (*The government owed money to individuals who had purchased bonds during the war and to the states.*)
- Discuss with students how purchasing bonds helped the war effort. (*By purchasing bonds, citizens loaned the government money to help fund the war.*)
- Ask: **Why might the government owe the states money?** (*The states probably spent a great deal of money to help fund the war.*)

Independent Practice

Have students continue filling in the study guide for this section.

 **Interactive Reading and Notetaking Study Guide**, Chapter 8, Section 1 (Adapted Version also available.)


Monitor Progress

As students fill in the Notetaking Study Guide, circulate and make sure individuals understand the nation's economic crisis. Provide assistance as needed.

Vocabulary Builder

invest (ihh VEHST) **v.** to purchase something with the hope that its value will grow

Establishing the Judiciary The Constitution also called for a judiciary, or court system. The Judiciary Act of 1789 provided for a Supreme Court of 6 justices. Under the Supreme Court were 3 circuit courts and 13 district courts. The main job of the federal courts was to hear appeals from the state courts. Washington appointed John Jay of New York as the first Chief Justice of the Supreme Court.


 **Checkpoint** What were the new executive departments?

The Nation's First Economic Crisis

The American Revolution had left the nation deeply in debt. The federal government owed \$52 million. That debt was mainly in the form of bonds. A **bond** is a certificate issued by a government for an amount of money that the government promises to pay back with interest. Both Americans and foreigners had **invested** in bonds to help the war effort. Would the government pay back this debt?

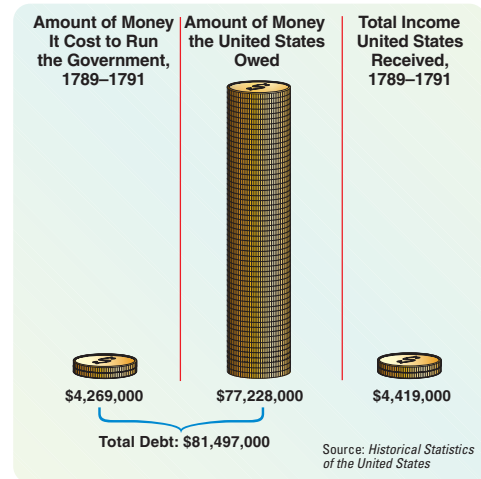
The issue was complicated because most people who had originally bought the bonds had sold them for less than they were worth. The buyers were **speculators**—people who invest in a risky venture in the hope of making a large profit. It seemed unfair to many Americans that speculators would make a profit after the original bondholders had lost money. Also in dispute was whether or not the federal government should pay back state debts.

The government was operating on a shoestring. It did not even have the money for George Washington's move to New York. Washington had to borrow \$3,000 to pay his moving expenses.

 **Checkpoint** Why was there such a large public debt?

The Debt Problem

The U.S. government was collecting enough in taxes to pay its expenses, but hardly enough to pay back the debt. Hamilton's financial plan sought to find new sources of income to repay the debt.
Critical Thinking: Identifying Economic Costs Without the amount of money owed, how much would the government have had left over after paying its costs?



Differentiated Instruction


L1 Less Proficient Readers

Study Aid To help less proficient readers understand the impact of Washington's presidency, make a two-column chart on the board. In the first column, write down three of the challenges Washington faced at the beginning of his presidency: organizing the government, war debt, the

Whiskey Rebellion. Use the Numbered Heads strategy (TE, p. T24) to call on students to fill in the second column of the chart with information from the text about the ways Washington responded to the challenges.

Answers

 **Checkpoint** the departments of Treasury, State, and War

 **Checkpoint** The government had to borrow money to pay for the Revolutionary War.

Identifying Economic Costs \$150,000

Hamilton's Financial Plan

The person responsible for developing a plan to solve the country's financial crisis was Alexander Hamilton, the secretary of the treasury.

Hamilton's program had three parts: (1) The U.S. government would fully assume, or agree to pay, all federal *and* state debts. (2) The U.S. government would charter a national bank for depositing government funds. (3) The government would impose a high tax on goods imported into the country.

Paying the Debt Hamilton knew that paying the debt would be a huge burden on the U.S. government. However, he wanted to prove to people here and abroad that the United States would honor its debts in full. Then, people would be willing to invest again in the future.

Many southerners opposed the plan to repay state debts. Several southern states had paid off their wartime debts on their own. Southerners thought other states should do the same.

Congress debated the plan for six months in 1790. Then, an agreement was reached. Southerners would support Hamilton's plan to have the federal government repay the wartime debt. In return, the government would build its new capital city in the South. The capital would rise along the banks of the Potomac River, between Virginia and Maryland.

A National Bank The second part of Hamilton's plan called for the creation of a privately owned bank of the United States. It would provide a safe place to deposit government funds. The bank would be able to issue paper money that would serve as a national currency.

The debate over the bank of the United States went beyond the bank itself and focused on the powers the government had under the Constitution. Opponents of the bank, such as Thomas Jefferson, insisted that the law establishing the bank was **unconstitutional**—contrary to what is permitted by the Constitution.

Jefferson argued that nowhere in the Constitution was there a provision allowing Congress to set up a national bank. Jefferson's view, that the Constitution permits only what it specifically says, is called a "strict" interpretation of the Constitution. Hamilton argued for a "loose" interpretation. He pointed out that Article 1, Section 8 of the Constitution gave Congress the power to make all laws "necessary and proper" for fulfilling its duties. This suggested that there were things not directly permitted by the Constitution that Congress could do.

Vocabulary Builder

impose (ihm POHZ) *v.* to place a burden on something or someone

Biography Quest



Alexander Hamilton
1755–1804

If not for Aaron Burr, Alexander Hamilton might have made even greater contributions to the nation. In 1804, Burr ran for governor of New York. Hamilton opposed Burr and criticized his character. After losing the election, Burr challenged Hamilton to a duel. Hamilton was against dueling because his son had been killed in a duel. He purposely missed his shot at Burr. However, Burr took careful aim and killed Hamilton.

Biography Quest

Why did Hamilton defend Loyalists in court after the American Revolution?

For: The answer to the question about Hamilton

Visit: PHSchool.com

Web Code: myd-3041

History Background

Misconceptions about George Washington

Students may have heard many stories about George Washington, but not all of them are true. A famous myth is the story that he cut down his father's cherry tree and later admitted his act with the famous line "I cannot tell a lie." This tale was invented by a parson named Mason Locke Weems in a biogra-

phy of Washington. The story emphasized Washington's honesty and contributed greatly to his popularity.

Another myth: He threw a silver dollar across the Potomac River. The river is over a mile wide! This tale, illustrating his strength, enhanced his heroic image. Both stories contributed to our national culture.

Hamilton's Financial Plan

p. 285

Instruction

L2

- To help students better understand the concept of loose and strict construction, which is important to the understanding of this section, use the Concept Lesson Loose and Strict Construction. Provide students with copies of the Concept Organizer.

All in One Teaching Resources, Unit 3, Concept Lesson, p. 27, Concept Organizer, p. 7


- Read Hamilton's Financial Plan with students. Remind students to look for support of the main idea.
- Ask students to complete the worksheet Debating the National Bank. Have them discuss how Hamilton's financial plan led to debates about constitutional rights. (*Students should identify Hamilton's and Jefferson's opposing views regarding loose and strict interpretations of the Constitution and the establishment of the National Bank.*)

All in One Teaching Resources, Unit 3, Debating the National Bank, p. 21

- Ask: **Why do you think it was important for Washington to support Hamilton's financial plan?** (*Possible answer: It was important for Washington to set a precedent for dealing with debt and interpreting the Constitution.*)

Independent Practice

Have students continue filling in the study guide for this section.

 **Interactive Reading and Notetaking Study Guide,** Chapter 8, Section 1 (Adapted Version also available.)

Monitor Progress

As students fill in the Notetaking Study Guide, circulate and make sure that they understand Hamilton's financial plan. Provide assistance as needed.

Answer

Biography Quest He was born in the West Indies and under the Constitution, the president must be born in the United States.

The Whiskey Rebellion

p. 287


Instruction

L2

- Read The Whiskey Rebellion with students. Remind students to keep the Section Focus Question in mind.
- Ask: **How did George Washington react to the Whiskey Rebellion?** (*He led an army of 13,000 men to stop the rebellion.*) **Why do you think Washington used an armed force rather than negotiating with the farmers?** (*He wanted to establish the government's policy that rebellion would not be tolerated.*)

Independent Practice

Have students complete the study guide for this section.

 **Interactive Reading and Notetaking Study Guide**, Chapter 8, Section 1 (Adapted Version also available.)


Monitor Progress

- As students fill in the Notetaking Study Guide, circulate to make sure that they understand the importance of the Whiskey Rebellion. Provide assistance as needed.
- Tell students to fill in the last column of the Reading Readiness Guide. Ask them to consider whether what they learned was what they had expected to learn.

 **Teaching Resources, Unit 3**, Reading Readiness Guide, p. 17


Answers

Detect Points of View Farmers thought taxing whiskey was unfair. George Washington thought the rebellion threatened the authority of the government and the rights of the people.


 **Checkpoint** Congress debated the plan at first, but eventually passed all except the tariff on imports into law.

● INFOGRAPHIC

THE Whiskey Rebellion




Farmers thought that having to pay a tax on the whiskey they produced from their corn was too heavy a burden. The tax was part of Alexander Hamilton's plan to pay the nation's war debt. **Critical Thinking: Detect Points of View** Why did the farmers resist the tax? Why did George Washington think it was important to put down the Whiskey Rebellion?




Alexander Hamilton ▶

▼ **No Tolerance for Rebellion**
George Washington reviews U.S. troops as they start off to Pennsylvania to put down the rebellion. He said the farmers' actions threatened both "the just authority of government" and "the rights of individuals."




▲ **"We Won't Pay the Tax"**
Angry Pennsylvania farmers and militia members tar and feather a would-be tax collector (second from right). Farmers thought it was unfair to tax their "liquid corn," or whiskey.



In 1791, Congress did pass a law establishing the bank, and the President signed it. However, to this day Americans disagree about whether the Constitution should be interpreted strictly or loosely.

A High Tariff The final part of Hamilton's plan called for a high tariff—a tax on imported goods. It would raise money for the federal government. It would also protect U.S. manufacturers from foreign competition.

The tariff was the only part of Hamilton's plan that Congress did not pass, and that was because southerners opposed it. They argued that a high tariff would help the North, where most industries were located, while making southerners pay more for the goods they bought.

 **Checkpoint** How did Congress respond to Hamilton's plan?

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Differentiated Instruction

L1 English Language Learners **L1** Special Needs

Reviewing Vocabulary Check students' understanding of the words *burden* and *would-be*. Have them rewrite the following sentences in their own words. When students have finished, ask them to share their sentences with the class.

- The farmers felt that paying the tax was a *burden*.

- The *would-be* tax collector did not succeed in collecting taxes.

(Students' sentences will vary. Possible sentences: The farmers felt oppressed by the tax; The farmers refused to pay any tax to the person who tried to collect.)

The Whiskey Rebellion

In 1791, Congress imposed a tax on all whiskey made and sold in the United States. Hamilton hoped this tax would raise funds for the Treasury. Instead, it led to a revolt that tested the strength of the new government.

Many backcountry farmers made extra money by turning the corn they grew into whiskey. Therefore, they bitterly resented the new whiskey tax. Farmers compared it to the hated taxes that Britain had imposed on the colonies before the Revolution. Many farmers organized protests and refused to pay the tax.

In 1794, officials in western Pennsylvania tried to collect the tax. Farmers rebelled, burning down the home of a tax collector. Soon, a large, angry mob was marching through Pittsburgh like a gathering storm. The violent protest became known as the Whiskey Rebellion.

Washington responded quickly to this challenge to federal authority. He sent the militia to Pennsylvania. When the rebels heard that 13,000 troops were marching against them, they quickly scattered. Washington later pardoned the leaders of the rebellion.

The Whiskey Rebellion tested the will of the new government. Washington's forceful response showed Americans that armed rebellion was not acceptable in a republic.

Checkpoint What was the cause of the Whiskey Rebellion?

Looking Back and Ahead George Washington set a firm course for the federal government, while Alexander Hamilton began to attack the debt problem. In the next section, you will read how the nation's first political parties developed.



Identify Similes

Find the simile in this paragraph. What two things are being compared?

Section 1 | Check Your Progress

Comprehension and Critical Thinking

- (a) Describe** How did Washington's inauguration reflect the nation's deep respect for him?
(b) Organize Information Create a chart showing the top posts in the executive branch and judiciary at this time. Define each position and name the first person to occupy each post.
- (a) Recall** What was the nation's first economic crisis? How was it further complicated?
(b) Explain Problems What was Hamilton's plan to solve the crisis? Why was it controversial?



Reading Skill

- Identify Similes** Identify the simile in this sentence: The new President was as tough as nails. What two things does it compare?

Key Terms

- Write two definitions for each key term: **inauguration, precedent, bond, speculator, unconstitutional, tariff**. First, write a formal definition for your teacher. Second, write a definition in everyday English for a classmate.

Progress Monitoring Online

For: Self-test with instant help
Visit: PHSchool.com
Web Code: mya-3041

Writing

- A newspaper account of George Washington's inauguration referred to him as "the savior of his country." That was a reference to Washington's service as commander in chief during the Revolutionary War. If you were to begin reading an essay about the life of George Washington, list five questions you would like it to answer.

Assess and Reteach

Assess Progress

Have students complete Check Your Progress. Administer the Section Quiz.



Teaching Resources, Section Quiz, p. 28

To further assess student understanding, use the Progress Monitoring Transparency.

Progress Monitoring Transparencies, Chapter 8, Section 1

Reteach

If students need more instruction, have them read this section in the Interactive Reading and Notetaking Study Guide.



Interactive Reading and Notetaking Study Guide, Chapter 8, Section 1 (Adapted Version also available.)

Extend

Have students conduct research to find out more about Alexander Hamilton. Ask students to write a short biography of Hamilton. Tell students to focus on a particular period of his life, such as his early career, his Federalist leadership, or his conflicts with Burr. Have students present their biographies to the class.

Extend Online

For: Help with starting the Extend activity
Visit: PHSchool.com
Web Code: mye-0247

Progress Monitoring Online

Students may check their comprehension of this section by completing the Progress Monitoring Online graphic organizer and self-quiz.

Section 1 Check Your Progress

- (a)** Washington's inauguration drew huge crowds.
(b) Executive—Treasury, State, and War departments, headed by Hamilton, Jefferson, and Knox; Judiciary—Supreme Court with Chief Justice John Jay, 3 circuit courts, 13 district courts
- (a)** managing its war debt; people disagreed over who should be repaid
(b) a three-part plan including the repayment of federal and state debts,

the creation of a national bank, and the imposition of a national tariff; they opposed the national tariff and prevented its enactment

- The President is compared to nails; both are "tough"—or strong.
- Answers will vary. Students should demonstrate an understanding of the terms.
- Students' answers should demonstrate the parts of Washington's life about which students are interested in learning.

Answers

Reading Skill A mob is compared to a gathering storm.

Checkpoint A tax on whiskey was opposed by farmers—especially those in western Pennsylvania, who used corn to make whiskey.