

Section 3

Step-by-Step Instruction

Review and Preview

The Federalists and the Republicans had conflicting views of the proper course for the United States. Students will now read how the country responded to a variety of challenges.

Section Focus Question

How did the actions of Britain and France affect the United States?

Before you begin the lesson for the day, write the Section Focus Question on the board. (*Lesson focus: Tension resulted when Americans disagreed on how to respond to the actions of Britain and France.*)

Prepare to Read

Build Background Knowledge

L2

Tell students that in this section, they will learn about the impact of British and French actions on the United States. Ask students to scan the section and the Chapter Summary and make a short list of incidents that caused controversy in the United States. Use the Numbered Heads strategy (TE, p. T24) to make a list on the board.

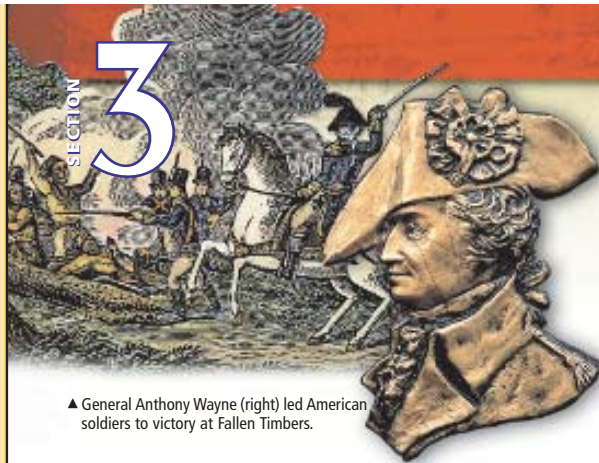
Set a Purpose

L2

- Read each statement in the Reading Readiness Guide aloud. Ask students to mark the statements True or False.

All in One Teaching Resources, Unit 3, Reading Readiness Guide, p. 19

- Have students discuss the statements in pairs or groups of four, then mark their worksheets again. Use the Numbered Heads strategy (TE, p. T24) to call on students to share their group's perspectives. The students will return to these worksheets later.



▲ General Anthony Wayne (right) led American soldiers to victory at Fallen Timbers.

Vital to Its Survival

“Two hundred years ago the United States, a Confederation of Indian tribes and Great Britain all sought control of the land known as the Northwest Territory, a vast area north of the Ohio and east of the Mississippi rivers. For the young United States, the control of this area was vital to its survival.”

—Dr. G. Michael Pratt, address at 1994 commemoration of Battle of Fallen Timbers

Troubles at Home and Abroad

Objectives

- Discuss the conflicts with Native Americans in the Northwest Territory.
- Describe how Americans reacted to the French Revolution.
- Identify the main points of Washington's Farewell Address.
- Summarize Washington's accomplishments as President.

Reading Skill

Infer Meanings of Metaphors

it were another. For example, “he is the foundation of our success” means that his work supports our success, as a foundation supports a building. The word *like* is absent but is suggested by the comparison. As you read this section, look for metaphors.

Key Terms and People

Anthony Wayne neutral **impression** John Jay

Why It Matters Political parties emerged because Americans had differing viewpoints about the government and economy. Americans also disagreed on foreign policy issues.

Section Focus Question: How did the actions of Britain and France affect the United States?

Conflicts in the Northwest Territory

As a result of the Treaty of Paris that ended the American Revolution, the United States won the vast territory north and west of the Ohio River to the Mississippi River. Although the British still had forts in the region, they promised to withdraw within a “reasonable” time. A decade later, the British soldiers were still there. Moreover, the British were supplying Native Americans with guns and ammunition. The British hoped that this would limit American settlement in the Northwest Territory.

A Struggle Over Lands Native Americans in the Northwest Territory wanted to keep their lands. During the 1780s, they attacked many American settlements. Several Native American groups joined together to oppose settlement.

Many American leaders believed that the country's future depended on settling its western lands. Therefore, the federal government tried to force Native Americans in the territories to sell their lands. By 1790, the United States had succeeded in buying Native American lands in most of Kentucky and in part of Tennessee. North of the Ohio River, Native Americans refused to sell. Even there, though, the flow of white settlement continued.

Differentiated Instruction

L1 English Language Learners **L1 Less Proficient Readers** **L1 Special Needs**

Using Symbols When Reading Give students a plastic page protector to put over the text. Have them reread the section “The French Revolution” and mark each sentence with a ? if they are uncertain or do not understand the sentence, a * if they understand the sentence, or a ! (Wow!) if

they find the information interesting or new. Review any sentences they marked with a question mark. Pair students to compare their ! sentences, then have them write a sentence about the most interesting fact they found in the section.

A Series of Battles In 1790, Washington sent a small force to end the Native American attacks on settlers. Warriors led by Little Turtle of the Miami Nation and Blue Jacket of the Shawnees defeated the soldiers. The next year, Washington sent a larger force. This time, Little Turtle won an even bigger victory. More than 900 soldiers were killed or wounded. It was the worst defeat the army would ever suffer in a battle with Native Americans.

Washington then turned to a Revolutionary War hero, General **Anthony Wayne**, to lead the forces against the Native Americans. Native Americans gathered for battle at a place where fallen trees covered the ground. They thought the trees would cause trouble for Wayne and his soldiers. But in August 1794, Wayne won a major victory at the Battle of Fallen Timbers.

That battle broke the Native American hold on the Northwest. In the 1795 Treaty of Greenville, leaders of the defeated Native American nations gave up most of their lands from the Ohio River in the south to Lake Erie in the north. Today, that is most of the state of Ohio.

Checkpoint How were the conflicting claims of settlers and Native Americans resolved?

The French Revolution

The French Revolution began in 1789. Most Americans at first supported the French revolutionaries. In their eyes, France was following the lead of the United States in fighting monarchy.

Soon, though, the French Revolution became controversial in the United States. One reason was that it became more violent. This process peaked in mid-1793 with a period called the Reign of Terror. The French revolutionaries executed about 17,000 people, including the king and queen. For the Federalists, the Revolution was a bloodthirsty monster. But Jefferson and his supporters argued that in a fight by oppressed people to win freedom, some injustices were to be expected.

Secondly, by early 1793, France and Britain were at war. In that war, said President Washington, the United States would remain **neutral**—not favoring either side in a dispute.

The United States wanted to trade with both sides. However, each European country feared such trade would benefit the other. Both countries began stopping American ships and seizing their cargoes.

Treaty of Greenville

MAP MASTER Skills Activity

In the Treaty of Greenville, Native Americans gave up, or ceded, territory to the United States. The cessions (lands ceded) are shown in color.

(a) **Read a Map** How many areas were ceded?

(b) **Analyze Cause and Effect** What event shown on the map led to the cessions?

KEY
 Indian cessions
 Miami Indian tribes

MapMaster Online
 For: Interactive map
 Visit: PHSchool.com
 Web Code: myp-3043

Infer Meanings of Metaphors
 Explain the metaphor in the second-to-last sentence of this paragraph.

Teach

Conflicts in the Northwest Territory

p. 294

The French Revolution

p. 295

Instruction

- **Vocabulary Builder** Before teaching this section, preteach the High-Use Words **cease** and **emphasize** using the strategy on TE p. T21.
- **Key Terms** Have students continue to fill in the See It-Remember It chart for the Key Terms.
- Read *Conflicts in the Northwest Territory* and *The French Revolution* aloud with students, using the Choral Reading strategy (TE, p. T22).
- Discuss the conflict between Native Americans and the settlers. Ask: **What was the impact of the Treaty of Greenville?** (*Defeated Native Americans lost their lands in the Northwest.*)
- Compare the French and American revolutions. Ask: **In what ways were the goals of the French Revolution similar to the ideals of the founders of the United States?** (*They both were fighting a monarchy and were inspired by the principles of liberty.*)

Independent Practice

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

Interactive Reading and Notetaking Study Guide, Chapter 8, Section 3 (Adapted Version also available.)

Monitor Progress

As students fill in the Notetaking Study Guide, circulate and make sure individuals understand the conflicts between the United States, France, and Britain. Provide assistance as needed.

Answers

MAP MASTER Skills Activity (a) five (b) the Battle of Fallen Timbers

Checkpoint Washington sent troops to suppress the Native Americans.

Reading Skill The phrase “bloodthirsty monster” means the Revolution was very violent and cruel.

Vocabulary Builder

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

High-Use Word Definition and Sample Sentence

cease , p. 296	<i>v.</i> to cause to come to an end; to stop After hours of battle, the soldiers on both sides ceased their firing.
emphasize , p. 297	<i>v.</i> to stress; to give more importance to The Declaration of Independence emphasizes equality and the natural rights of humankind.

Washington Retires From Public Life

p. 297

Instruction


L2

- Read Washington Retires From Public Life aloud with students. Remind students to look for details that answer the Section Focus Question.
- Ask: **What did Washington warn the American people about in his “Farewell Address”?** (to avoid political divisions at home and political involvement with foreign nations)
- Discuss the list of accomplishments that ends the section. Ask: **What do you think were important factors in Washington’s success?** (Students may say that Washington’s desire to serve his “fellow citizens,” as well as the support of the people, helped him make decisions for the good of the nation.)
- Display the transparency Portrait of President Washington. Follow the transparency lesson plan to lead students in a discussion about the public’s attitudes toward President Washington.

Color Transparencies, Portrait of President Washington

Independent Practice

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

 **Interactive Reading and Notetaking Study Guide,** Chapter 8, Section 3 (Adapted Version also available.)

Monitor Progress

- As students fill in the Notetaking Study Guide, circulate and make sure individuals understand Washington’s accomplishments. Provide assistance as needed.
- Tell students to fill in the last column of the Reading Readiness Guide. Probe for what they learned that confirms or invalidates each statement.

 **Teaching Resources, Unit 3,** Reading Readiness Guide, p. 19

Answers

Reading Primary Sources (a) it was cruel and inhumane (b) Students may say that attendees thought Louis XVI was a tyrant and supported his execution.

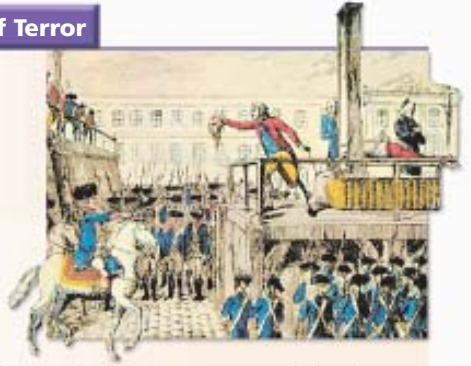
 **Checkpoint** Republicans opposed Jay’s Treaty but Federalists supported it.

American Reaction to the Reign of Terror

In this excerpt, a British observer describes the reactions of some Americans to the execution of Louis XVI.

“Never was the memory of any man so cruelly insulted as that of this mild and humane monarch [Louis XVI]. He was guillotined in effigy [using a dummy to represent a real person], in the capital of the Union [Philadelphia], twenty or thirty times every day, during one whole winter and part of the summer. Men, women, and children flocked to the tragical exhibition, and not a single paragraph appeared in the papers to shame them from it.”

—William Cobbett, *History of the American Jacobins* (Philadelphia, 1796)



In this illustration, an executioner displays the severed head of Louis XVI.

Reading Primary Sources

Skills Activity

During the Reign of Terror, revolutionaries used the guillotine to behead the French king Louis XVI in January 1793. Queen Marie Antoinette was executed in October 1793.

- (a) **Detect Points of View** How did the author view Louis XVI’s execution?
- (b) **Draw Conclusions** How do you think Philadelphians who attended the “tragical exhibition” felt about the king’s execution? Explain.

The British made matters worse by the **impressment of sailors on American ships, which meant seizing the sailors and forcing them to serve in the British navy**. Some of the sailors were British sailors who had fled the British navy, but many were Americans.

As tensions rose, Hamilton urged the President to stay friendly with Britain. He argued that American prosperity depended on trade with Britain. The British purchased 75 percent of American exports and supplied 90 percent of American imports.

Washington agreed and tried to repair relations with Britain. He sent **John Jay** to London to try to solve the most serious problems.

Jay returned with a treaty in 1795. In it, the United States agreed to pay debts long owed to British merchants. In return, Britain agreed to pay for the ships it had seized. It also agreed to withdraw its troops from the Northwest Territory and stop aiding Native Americans there. However, the British refused to recognize a U.S. right to trade with France. They also refused to **cease** impressment of U.S. sailors.

The Jay Treaty angered Republicans. They claimed the United States had given away too much and gotten too little. Federalists, in contrast, liked the treaty because it kept peace with Britain. Since Federalists controlled the Senate, the Jay Treaty won approval by a narrow margin.

 **Checkpoint** How did Americans react to the Jay Treaty?

Vocabulary Builder
cease (sees) *v.* to cause to come to an end; to stop


Differentiated Instruction

L3 Advanced Readers

Biography Assign the worksheet Martha Washington. After each student has answered the question, have him or her prepare a short oral report to share with the class detailing how Martha Washington set a precedent for First Ladies. Encourage them to include adjectives to

L3 Gifted and Talented

describe the characteristics they think a President’s wife should have and how these might have changed since the time of Martha Washington.

 **Teaching Resources, Unit 3,** Martha Washington, p. 23

Washington Retires From Public Life

In 1796, Washington published a letter to fellow Americans that had lasting influence. Washington's Farewell Address made two major points. First, the President warned against political divisions at home. He feared that violent divisions might tear the nation apart.

Washington's second piece of advice concerned foreign policy. In a famous passage, Washington emphasized his belief that the United States must not get entangled in the affairs of Europe. He said:

“Europe has a set of primary interests which to us have none or a very remote relation. . . . Why . . . entangle our peace and prosperity in the toils [traps] of European ambition? . . . It is our true policy to steer clear of permanent alliances with any portion of the foreign world.”

—George Washington, Farewell Address, 1796

As he left office, Washington could take pride in his accomplishments: (1) The United States now had a functioning federal government. (2) The economy was improving. (3) Washington had avoided war. (4) The British had been forced to leave their forts in the Northwest Territory, an area that was now safe for settlement.

Still, political divisions were growing and challenges remained.

Checkpoint What were Washington's chief accomplishments?

Looking Back and Ahead As President, George Washington created conditions for a strong federal government. In the next section, you will read how his successor sought to deal with divisions at home and challenges abroad.

Vocabulary Builder

emphasize (EM fuh syz) *v.* to stress; to give more importance to

Progress Monitoring

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Section 3 | Check Your Progress

Comprehension and Critical Thinking

- (a) **Describe** How did Washington deal with Britain's policy of impressment?
(b) **Compare and Contrast** How did Washington's policy on matters at home differ from his foreign policy?
- (a) **Recall** What were the two main arguments Washington made in his Farewell Address?
(b) **Distinguish Facts From Opinions** Support the following opinion with facts from the chapter: George Washington was a great first President.



Reading Skill

- Infer Meanings of Metaphors** Identify and explain the metaphor in this sentence: In the heated political atmosphere, this warning had little impact.

Key Terms

- Read each sentence that follows. If the sentence is true, write YES. If the sentence is not true, write NO and explain why.
- As a **neutral** nation, the United States should trade only with Britain and not France.

- The Jay Treaty did not end the **impressment** of American sailors by the British navy.

Writing

- Based on what you have read about George Washington in this section, write a description of the personality traits he showed as President of the United States. Include at least two specific examples of actions that he took as President.

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Section 3 Check Your Progress

- (a) He demonstrated that the nation's government could back up its intentions with military force.
(b) Washington was against involvement in foreign wars, but forceful in responding to rebellion at home.
- (a) He warned against political divisions at home and involvement in foreign affairs.
(b) Students should choose apt details about Washington's accomplishments.
- The mood of the country was like a heated atmosphere in which a thunderstorm is brewing.
- No, Washington believed that as a neutral nation the United States should trade with both France and Britain.
- Yes
- Responses may vary, but may include honesty, leadership, diplomacy, and power.

Assess and Reteach

Assess Progress L2

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

 **Teaching Resources, Unit 3,** Section Quiz, p. 30

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

Progress Monitoring Transparencies, Chapter 8, Section 3

Reteach L1

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 3 (Adapted Version also available.)

Extend L3

Assign students to groups to brainstorm for possible outcomes if Washington had: failed to get British troops out of the Northwest Territory; allied with France in its war with Britain; and ignored the Constitution when organizing the government. Then, ask: **In what condition would the nation—and its guarantee of liberty and justice—have been?** (Possible answers: *loss of independence, less individual freedom.*)

Progress Monitoring Online

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

Answer

Checkpoint Establishing a successful government, bringing the country out of debt, keeping the country out of war, forcing the British to leave the Northwest Territory.