

## Section 1

Step-by-Step Instruction

### Review and Preview

Students have studied how the Federalists controlled the government. Now they will read about how the Republicans governed the nation.

### Section Focus Question

#### How did Jefferson chart a new course for the government?

Before you begin the lesson for the day, write the Section Focus Question on the board. (Lesson focus: Jefferson's goal to limit the power of the federal government)

### Prepare to Read

#### Build Background Knowledge

L2

Ask students to recall from Chapter 8 the major disagreement between the Federalists and the Republicans. (*Federalists wanted a powerful central government, while Republicans felt it should have less power.*) Ask students to recall which political party Thomas Jefferson belonged to. (*Republican*)

Ask students to begin to think about the types of governmental changes that Jefferson might have made based on his beliefs. Use the Idea Wave strategy (TE, p. T24) to elicit responses. Have students make a list of responses. Ask them to adjust the list as they read the section.

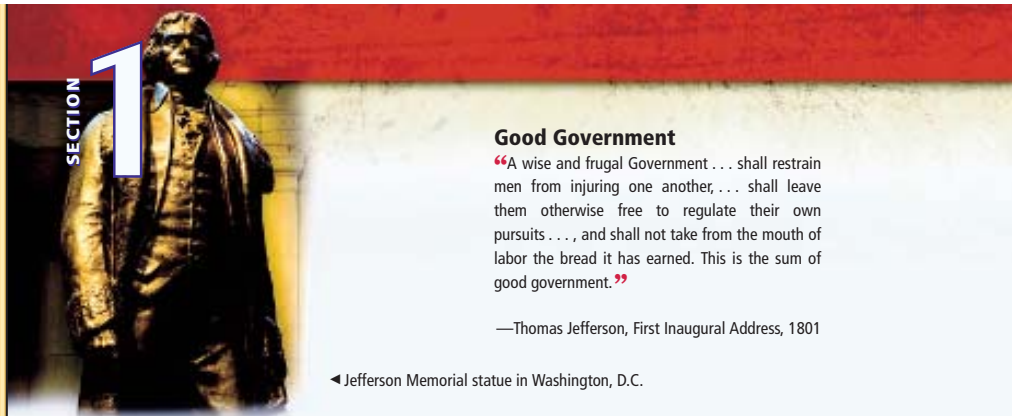
#### Set a Purpose

L2

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

All in One Teaching Resources, Unit 3, Reading Readiness Guide, p. 47

- Have students discuss the statements in pairs or groups of four, and 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.



#### Good Government

“A wise and frugal Government . . . shall restrain men from injuring one another, . . . shall leave them otherwise free to regulate their own pursuits . . . , and shall not take from the mouth of labor the bread it has earned. This is the sum of good government.”

—Thomas Jefferson, First Inaugural Address, 1801

◀ Jefferson Memorial statue in Washington, D.C.

## Jefferson Takes Office

#### Objectives

- Describe the outcome of the election of 1800.
- Explain Jefferson's policies as President.
- Discuss the importance of *Marbury v. Madison*.

#### Reading Skill

**Understand Sequence of Events** A historian must master the sequence of events that make up a historical episode. To understand the sequence, determine what happened first, next, or last. Look for clues such as dates and sequence signal words. Compare when events occurred. This will help you identify connections between events.

#### Key Terms and People

Thomas Jefferson      John Marshall  
Aaron Burr              judicial review  
laissez faire

**Why It Matters** The Federalists had controlled the national government until the election of 1800. As a result of this election, the new Republican administration of Thomas Jefferson reversed some federalist policies. In fact, Jefferson referred to the election as the “Revolution of 1800.”

**Section Focus Question: How did Jefferson chart a new course for the government?**

#### Republicans Take Charge

Margaret Smith attended the inauguration of **Thomas Jefferson** as President of the United States in March 1801. After the inauguration, she wrote a letter explaining how proud she was of the United States. In other countries, the transfer of power usually involved “confusion . . . and bloodshed.” However, “in our happy country” that transfer was peaceful and orderly.

**A Bitter Campaign** The presidential election of 1800 was viciously contested. The Federalists raised the prospect of civil war if Jefferson were elected. Republicans accused John Adams of wanting to create a monarchy.

By receiving 73 electoral votes, Jefferson defeated Adams. According to the Constitution, the person who received the next highest total of electoral votes would be Vice President. However, **Aaron Burr**, Jefferson's running mate, also received 73 votes. It was up to the House of Representatives to decide who would be President. For six days, the House was deadlocked. On the 36th vote, Jefferson won the election.

To avoid this situation in the future, the Twelfth Amendment to the Constitution changed how electors voted. Beginning in 1804, electors would vote separately for President and Vice President.

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### Differentiated Instruction

#### L3 Advanced Readers

**Research** Have students do research to learn about the current method of electing the President and Vice President of the United States. Have students also find out

#### L3 Gifted and Talented

when the Twelfth Amendment was changed to reflect the current policy. Have students summarize their findings in a brief report.

**Jefferson's Inauguration** Thomas Jefferson was the first President to be inaugurated in Washington, D.C., the country's new capital. Jefferson believed the government should be less **aristocratic**. To make the point, he walked to his inauguration instead of riding in a fancy carriage. He also ended the custom of people bowing to the President. Instead, they just shook his hand.

Jefferson used his inaugural address to bring a divided country together. He told the American people:

“Let us, then, fellow-citizens, unite with one heart and one mind. . . . Every difference of opinion is not a difference of principle. . . . We are all Republicans; we are all Federalists.”

—Thomas Jefferson, First Inaugural Address, March 4, 1801

**Checkpoint** Why did the election of 1800 have to be decided in the House of Representatives?

### Jefferson Charts a New Course

Jefferson thought of his election as the “Revolution of 1800.” Jefferson’s first goal as President was to limit the federal government’s power over states and citizens. The new President thought that under Washington and Adams the federal government had become too involved in economic affairs. He believed in the idea known as *laissez faire* (LEHS ay fehr), from the French term for “let alone.” **Laissez faire means that the government should not interfere in the economy.**

**New Republican Policies** Jefferson put his *laissez faire* ideas into practice when he reduced the number of people in government. He fired all tax collectors and cut the number of U.S. diplomats.

#### Vocabulary Builder

**aristocratic** (uh ris tuh KRAT ik)  
**adj.** of an aristocracy or upper class

#### Thomas Jefferson's Home

Thomas Jefferson designed his home, Monticello. In the design, he included elements of Greek architecture, such as columns, and Roman architecture, such as domes. **Critical Thinking: Link Past and Present** What elements of Greek and Roman culture are still important to us today?



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#### Vocabulary Builder

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

High-Use Word	Definition and Sample Sentence
<b>aristocratic</b> , p. 311	<i>adj.</i> of an aristocracy or an upper class Many settlers in colonial America disliked the appointed British governors because of their <b>aristocratic</b> customs.
<b>revenue</b> , p. 312	<i>n.</i> the income from taxes, licenses, etc. as of a city, state, or nation Great Britain relied on taxing the colonies for its <b>revenue</b> .

## Teach

### Republicans Take Charge

p. 310

#### Instruction

■ **Vocabulary Builder** Before teaching this section, preteach the High-Use Words **aristocratic** and **revenue** before reading, 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 **Republicans Take Charge** with students, using the Structured Silent Reading strategy (TE, p. T22).

■ Discuss the reason the Twelfth Amendment was enacted. (*Before this amendment, there could be a tie in the vote of the electoral college, causing delay and controversy in electing a President.*)

■ **Ask: How did Jefferson's inauguration demonstrate his new approach to government?** (*Possible answer: He made it more informal and showed his desire to simplify government.*)

■ Distribute Jefferson's Inaugural Address worksheet. Have students work with a partner to rewrite the speech in their own words and answer the questions.

**All in One Teaching Resources, Unit 3,** Jefferson's Inaugural Address, p. 51

#### Independent Practice

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

**Interactive Reading and Notetaking Study Guide,** Chapter 9, Section 1 (Adapted Version also available.)

#### Monitor Progress

As students fill in the Notetaking Study Guide, circulate to make sure individuals understand how Jefferson tried to end the bitterness of the presidential election. Provide assistance as needed.

#### Answers

✓ **Checkpoint** In the election of 1800, two candidates received the same number of votes, forcing the House to decide who would be President and who would be Vice President.

**Link Past and Present** architecture, law, philosophy, art, literature

## Jefferson Charts a New Course

p. 311

## The Supreme Court and Judicial Review

p. 312

### Instruction

L2

- Have students read Jefferson Charts a New Course and The Supreme Court and Judicial Review.
- Ask: **What were some of the policies that Jefferson changed when he took office?** (He reduced the number of government officials, cut the army budget, replaced expensive warships with inexpensive gunboats, eliminated federal taxes, and freed those imprisoned under the Sedition Act.)
- Display *Mad Tom in a Rage* transparency. Have students answer the questions at the bottom of the transparency.

### Color Transparencies, Mad Tom in a Rage

- Ask: **Did the *Marbury v. Madison* ruling give Congress more or less power?** Explain. (*Less power; it stated that Congress did not have the right to give power to the Court and gave the Court more power over Congress.*) **What was the significance of this ruling?** (*It changed the relationship of the three branches of government, giving the courts a more equal role.*)

### Independent Practice

Have students complete the study guide for this section.

### Monitor Progress

- Check Notetaking Study Guide entries for student understanding of the importance of the *Marbury v. Madison* case.
- Tell students to fill in the last column of the Reading Readiness Guide. Probe for what they learned that confirms or invalidates each statement.

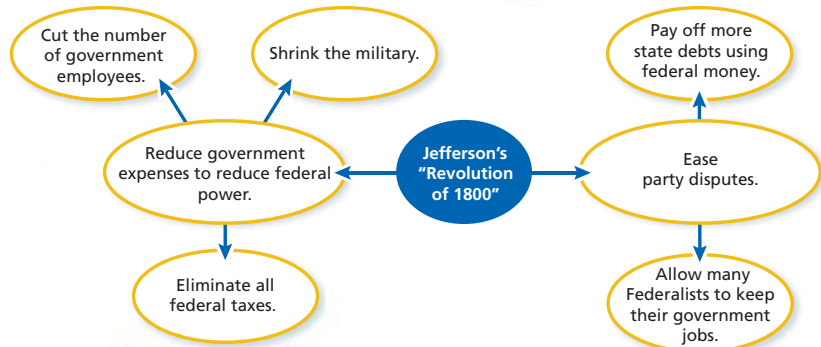
### Answers

**Reading Charts** (a) reduce government expenses to reduce federal power; reconcile party differences (b) Questions will vary but should demonstrate an understanding of Jefferson's goals and policies and how they might differ from those of Washington and Adams.

✓ **Checkpoint** He refused to renew the Sedition Act, refunded the fines that had been collected under the act, and released all those imprisoned under the act.

312 Chapter 9

### Goals and Policies of Thomas Jefferson



#### Reading Charts Skills Activity

Viewing his election as the "Revolution of 1800," Thomas Jefferson vowed to change many of the policies of George Washington and John Adams.

- Read a Concept Web** What were Jefferson's two main goals?
- Frame Questions** Write two questions you would ask Thomas Jefferson about his goals upon assuming the presidency.

**Vocabulary Builder**  
**revenue** (REV uh noo) *n.* the income from taxes, licenses, etc., as of a city, state, or nation

Larger cuts came from shrinking the military. Jefferson cut the army's budget in half, reducing the army's size from 4,000 to about 2,500 soldiers. At the same time, Jefferson eliminated all federal taxes inside the country. Now, most tax **revenue** came from the tariff on imported goods.

The Sedition Act was another of Jefferson's targets. As you have read, a number of people had been convicted and fined under the act. Jefferson ordered those fines refunded. Those imprisoned under the Sedition Act were released.

**Federalist Policies Remain** Jefferson could not reverse all Federalist policies. He believed that the United States had to keep repaying its national debt. He also did not fire most of the Federalist officeholders. He said they could keep their jobs if they did them well and were loyal citizens.

✓ **Checkpoint** What action did Jefferson take as President to help those convicted under the Sedition Act?

### The Supreme Court and Judicial Review

One Federalist who did not keep his job was Judge William Marbury. Adams had appointed Marbury and several other judges in the last hours before he left office. The Republicans argued that these appointments were aimed at maintaining Federalist power.

312 Chapter 9 The Era of Thomas Jefferson

### Differentiated Instruction

L1 English Language Learners L1 Less Proficient Readers L1 Special Needs

**Gaining Comprehension** Work with students to paraphrase the excerpt from Jefferson's inaugural address to help them understand its meaning. Begin by defining difficult words and phrases, such as *difference of opinion*, *principle*, *Republicans*, *Federalists*, and *unite*.

Working one sentence at a time, read the sentence aloud and then lead a discussion on what it means. Finally, have students work in pairs to write down the meaning of the excerpt in their own words.



When Jefferson took office, he ordered James Madison, his secretary of state, to cease work on the appointments. Marbury then sued Madison, citing the Judiciary Act of 1789. This act gave the Supreme Court the power to review cases brought against a federal official.

The outcome of the case forever changed the relationship of the three branches of government. In his ruling, Chief Justice **John Marshall** spoke for a unanimous Court. He ruled that the Judiciary Act of 1789 was unconstitutional. Marshall stated that the Court's powers came from the Constitution, not from Congress. Therefore, Congress did not have the right to give power to the Supreme Court in the Judiciary Act. Only the Constitution could do that.

The Court's actual decision—that it could not help Marbury gain his commission—was not highly significant. However, the ruling did set an important precedent. Marshall used the case of *Marbury v. Madison* to establish the principle of **judicial review—the authority of the Supreme Court to strike down unconstitutional laws**. Today, judicial review remains one of the most important powers of the Supreme Court.

**✓Checkpoint** What is judicial review?

**★ Looking Back and Ahead** Thomas Jefferson had long argued that the federal government's powers were limited to what was set down in the Constitution. The Constitution did not specifically give the government the power to buy land from a foreign country. In the next section, you will read of Jefferson's dilemma when France offered to sell the United States the huge territory known as Louisiana.

**Understand Sequence of Events**  
What words in this paragraph are clues to sequence?

## Section 1 | Check Your Progress

### Comprehension and Critical Thinking

- (a) **Recall** How did Jefferson's inauguration demonstrate the changes he planned for the U.S. government?  
(b) **Apply Information** How did Jefferson's policies change the American government?
- (a) **Identify** What was Chief Justice Marshall's decision in the case of *Marbury v. Madison*?  
(b) **Make Predictions** How did the outcome of *Marbury v. Madison* affect the relationship of the three branches of government?

### Reading Skill

- 3. Understand Sequence of Events** Read the first paragraph under the heading "Jefferson Charts a New Course." What was Jefferson's *first* priority as President?

### Key Terms

- Read each sentence below. If the sentence is true, write YES. If the sentence is not true, write NO and explain why.
- Jefferson believed in *laissez faire*, the idea that the federal government should not interfere in economic affairs.

### Progress Monitoring

**For:** Self-test with instant help  
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**Web Code:** mya-3051

- John Marshall cited **judicial review** as the reason why only the Senate had the right to decide whether acts of Congress are constitutional.

### Writing

- Based on what you have read in this section about Jefferson's early days in office, write a thesis statement about Jefferson's influence on American government. Then, list the kinds of supporting information that would back up your thesis statement.

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## Section 1 Check Your Progress

- (a) He wore simple clothing, shook hands, walked to the ceremony, and delivered a speech to reconcile differences.  
(b) Jefferson's policies shrank the government and limited its power over states and citizens.
- (a) Marshall ruled that the Judiciary Act of 1789 was unconstitutional.  
(b) The case placed the Supreme Court in a more central position in the govern-

- ment; established judicial review
- to limit the federal government's power over states and citizens
  - Yes.
  - No; Marshall stated that the Supreme Court, not the Senate, had the right to decide whether acts of Congress are constitutional.
  - Students should show understanding of the beginning of the "Jefferson Era," when the power of the government over the people and the states was limited.

## Assess and Reteach

### Assess Progress

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

**All in One Teaching Resources**, Section Quiz, Chapter 9, p. 60

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

**Progress Monitoring Transparencies**, Chapter 9, Section 1

### Reteach

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

**Interactive Reading and Notetaking Study Guide**, Chapter 9, Section 1 (Adapted Version also available.)

### Extend

Have students form groups of four. Give each group a large piece of poster board and assign one of the following key figures from the section: Thomas Jefferson, James Madison, or John Marshall. Ask students to use the information from the section, previous chapters, and the online biographies to create a poster highlighting the person's accomplishments and importance in history. Encourage students to include illustrations and other visuals. Provide students with the Web Code below.

### Extend

**For:** Help in starting the Extend activity  
**Visit:** PHSchool.com  
**Web Code:** mye-0235

### Progress Monitoring Online

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

### Answers

**Reading Skill** when, then

**✓Checkpoint** the principle that the Supreme Court can decide if an act of Congress is constitutional or not