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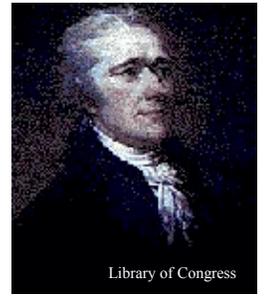
Thomas Jefferson



Teaching Guide

SEGMENT 7, WEBISODE 2

Please note: Each segment in this Webisode has its own Teaching Guide



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Alexander Hamilton



Segment
Overview



Let's Discuss

When George Washington began his presidential administration, he correctly predicted that whatever he did would set precedence. Immediately after he took the oath of office, he added the prayer “So help me God,” and he presented an inaugural speech. Every president since has done likewise. He appointed a cabinet of advisors, and he served for only two terms (a precedent not broken until 1944). The competition of political parties, the inadvertent result of Washington’s appointment of Jefferson and Hamilton to his cabinet, is another precedent that has endured. But the greatest precedent Washington set as the nation’s first chief executive was his respect for the new Constitution and the plan it set forth for a government of balanced power. Both Washington’s example and the Constitution worked well in the beginning and it continues to work well today.

Teacher Directions

Activity One

1. Ask the students the following questions
 - Name the two major political parties that exist in our country today.
 - Why do political parties exist?
 - Make sure students understand the following points in discussing the questions.
2. The two major political parties are the Democratic Party and the Republican Party. Political parties express different ideas about and opinions of government.
3. Inform students that when George Washington took office as our first president, no political parties existed, and Washington thought that was best. But in his cabinet he appointed two men with such differing political views, that two parties came into being by the time Washington left office in 1797.
4. Distribute the Student Sheet: *Thomas Jefferson vs. Alexander Hamilton – It Was No Party!* Study together the opposing beliefs of the two parties, clarifying for students points that they do not understand. Ask the students to express their own opinions about the best kind of government. Accept any well-supported opinions.



History Sleuth

Teacher Directions

Activity One

1. Ask the students to define a dictatorship. Guide the students' understanding that in a dictatorship, one person or a small group of people have all the power.
2. Ask the students what might go wrong with such a system of government? (no controls on what the government can do, no protection for rights of people)
3. Explain to the students that the men who drafted our Constitution knew well the dangers of a dictatorship and took definite measures to avoid such a government for the new nation.
4. Distribute the Student Sheet: *Balance of Powers* and guide the students in following the directions to name the branches of government and sort out what powers the Constitution assigns to each.
5. Students may work on the Student Sheet in small teams or individually.
6. The text of the Constitution is available in *A History of US, Sourcebook and Index*, page 58, or in *From Colonies to Country*, page 194, or on the web site The Constitution of the United States @ <http://www.nara.gov/exhall/charters/constitution/constitution.html>.
7. When students have completed the Student Sheet, discuss the wisdom of sharing the power of government among three branches. Suggest several hypothetical situations and ask the students which branch would take care of the situation or check the power of another branch. For example:
 - British ships attack American ships at sea. The President declares war on England. Can he do this? Why or why not?
 - Connecticut becomes annoyed that citizens of Massachusetts pass through their state to conduct commerce in New York City and vice versa. The Connecticut government decides that it will seize the goods passing through the state. Can it do this? Why or why not?
 - The United States wants to send an ambassador to Spain. The President decides whom he will appoint to represent the country in the court of the king of Spain. Can he do this? Why or why not?
 - The Supreme Court thinks that Congress has written a bad law. The justices decide they will write a better law to replace the bad one. Can they do this? Why or why not?
 - Congress needs money to support its legislation. It decides to pass a tax law that will affect every citizen in the United States. Can it do this? Why or why not?
 - Many immigrants from Florida are moving into Georgia and want to become citizens of the United States. Georgia's government wants these people to go home, and so it refuses them citizenship. Can it do this? Why or why not?

Activity Two

1. Ask the students to define the word cabinet. If they offer only the meaning of a cupboard or a place to store things, encourage them to think where else they have heard the word and in what context.
2. Make sure students understand the following points in defining the term cabinet.

Cabinet once meant a small room, especially a room where activities were carried out in private. In England, the king met with his advisers in just such a small room.

3. Share the following information with the students.

The Constitution does not provide for the president to have a cabinet, but George Washington and every president since have appointed a cabinet, a close circle of experts (or friends) to serve as advisors.

Washington's cabinet consisted of four secretaries plus one other person.

Secretary of State

- John Jay (1789-90)
- Thomas Jefferson (1790-93)
- Edmund Randolph (1794-95)
- Thomas Pickering (1795-97)

Secretary of the Treasury

- Alexander Hamilton (1789-95)
- Oliver Wolcott, Jr. (1795-97)

Secretary of War

- Henry Knox (1789-94)
- Timothy Pickering (1795-96)
- James McHenry (1796-97)

Attorney General

- Edmund Randolph (1790-94)
- William Bradford (1794-95)
- Charles Lee (1795-97)

4. Ask the students the following question.

Who the other person on Washington's cabinet? (Vice President John Adams).

5. Ask the students what the duties might have been for each secretary. Why did several men serve in each office? What other secretaries might be needed on a cabinet? What secretaries serve on the cabinet today?



What do you
Think?

Teacher Directions

1. Write the following quotation from George Washington concerning political parties.

“The spirit of party agitates the community with ill-founded jealousies and false alarms.”
2. Ask the students the following questions.
 - Do you agree with Washington? Why or why not?
 - Do political parties help to make our government stronger? Why or why not?
 - Would it be better if everyone agreed about what the government should do and how it should do it?

Teacher Directions

1. Share the following information with the students.

George Washington chose the site for the Federal City, Pierre Charles L'Enfant designed the city, and Major Andrew Ellicott surveyed the site. However, Benjamin Banneker, a twenty-nine year old free African American, made the actual calculations on which Ellicott based the survey.

Benjamin Banneker was born on November 9, 1731, in Ellicott City, Maryland, the son of free parents of African and English descent. His grandmother was Molly Welsh, an English woman, whose master sent her to the colonies as an indentured servant. His grandfather, Bannaka, had been a chief in Africa.

In Baltimore County, Maryland, where Banneker grew up, only two hundred Africans were free and four thousand were enslaved. His grandmother taught him to read, and he attended a one-room Quaker school with both black and white students. He loved mathematics and mechanical things and taught himself calculus, trigonometry, astronomy, and surveying.

At the age of twenty-two, Banneker built a clock out of wood that kept perfect time for forty years. He also published six almanacs, making all the celestial calculations himself. He sent one to Thomas Jefferson to prove that Africans have the same abilities and intelligence as white people.

2. Discuss how Banneker moved our country toward freedom.



Moving Toward
Freedom



Connections

Teacher Directions

Use the following activities with your students.

Research/Writing — Students research the lives of the men who served in George Washington's cabinet and write brief biographies.

Current Events — Students research the current administration's cabinet. How many secretaries serve on the cabinet? What are their duties?

Geography — Students research Benjamin Banneker's plan for Washington.

Thomas Jefferson vs. Alexander Hamilton: It Was No Party!

Thomas Jefferson and Alexander Hamilton both served in George Washington's administration. But the two men disagreed so much that Jefferson said, "Hamilton and I were daily pitted...like two fighting cocks."

The differences between Jefferson's and Hamilton's ideas about the best kind of government for the new nation gave rise to the first two political parties. But the two would agree that working together, "It was no party!"

The Democratic Republican Party

Thomas Jefferson and those who agreed with his philosophy believed that

- A strong central government poses dangers to individual liberty.
- State governments should have more power than the federal government.
- Ordinary people, if educated can govern themselves.
- The Constitution should be strictly interpreted (it means exactly what it says and nothing more).
- The debt for the Revolutionary War should not be paid; an old government that no longer existed (under the Articles of Confederation) had contracted the debt and the new government was not responsible.

The Federalist Party

Alexander Hamilton and those who agreed with his philosophy believed that

- A strong federal government would protect all the people, not just the most powerful.
- The federal government should have more power than state governments.
- Ordinary people cannot be trusted to govern themselves wisely; the aristocratic, well-educated few should govern.
- The Constitution should be loosely interpreted (what it says could have several different meanings).
- The debt from the Revolutionary War should be paid so that the new nation will have good credit.
- The United States should have a strong defense and stay out of Europe's affairs.

Balance of Powers: Who Can Do What?

Examine the Constitution, Article 1, Sections 1 and 8; Article II, Sections 1 and 2, and Article III, Sections 1 and 2.

- What three branches of government does the Constitution define? Use the attached answer sheet to write their names in the appropriate boxes.

POWERS ASSIGNED BY THE CONSTITUTION

What powers does the Constitution assign to the three branches of government? Use the answer sheet to list each of the following powers under the branch of government to which the Constitution assigns that power.

- Lay and collect taxes
- Borrow money on the credit of the United States
- Pay debts and provide for the common defense
- Decide cases affecting ambassadors
- Decide controversies between states
- Coin money and regulate its value
- Decide controversies to which the United States shall be a party
- Take care that the laws be faithfully executed
- Establish post offices
- Recommend legislation
- Raise and support armies
- Make laws
- Provide and maintain a navy
- Regulate commerce
- Commander in Chief of the army and navy
- Establish a uniform rule of naturalization (how immigrants become citizens)
- Grant reprieves and pardons
- Make treaties
- Nominate and appoint ambassadors,
- Give Congress information on the state of the Union
- Decide controversies between a state and its citizens and foreign states, citizens, or subjects
- Power in all cases in law and equity (justice)
- Declare war
- Receive ambassadors and other public ministers

BALANCE OF POWERS ANSWER SHEET

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

1. _____
2. _____
3. _____
4. _____
5. _____