

Grade 4 History & Geography

Unit 9: Early Presidents

9 lessons and a unit quiz. Use this pack with the **Early Presidents Student Reader** (print it, or download it once from the course) to teach the whole unit without the internet.

What is in this pack

- A lesson plan for each chapter: the Big Question, words to know, which pages to read, questions to talk over and the activity pages.
- The unit quiz, ready to print.
- Answers for the teacher at the back: every discussion question and the quiz key.

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Lesson schedule

Two or three lessons a week, about 30 minutes each. Tick each one off as you go.

	Lesson	Reader pages	Activity pages
☐	Chapter 1: Washington Becomes President	PDF pages 6–11	—
☐	Chapter 2: The First Year	PDF pages 12–17	—
☐	Chapter 3: Hamilton and Jefferson	PDF pages 18–25	AP 3.1
☐	Chapter 4: The First Adams	PDF pages 26–31	AP 4.1
☐	Chapter 5: A New Capital for the New Nation	PDF pages 32–39	AP 5.1
☐	Chapter 6: The Many-Sided Jefferson	PDF pages 40–49	AP 6.3, AP 6.1, AP 6.2
☐	Chapter 7: “Mr. Madison’s War”	PDF pages 50–61	AP 7.1, AP 7.2
☐	Chapter 8: Monroe and the Second Adams	PDF pages 62–69	—
☐	Chapter 9: Jackson and the Common Man	PDF pages 70–77	AP 9.1, AP 9.2
☐	Unit quiz	—	—

Page numbers are the PDF page numbers of the Student Reader file, so they match what your PDF reader shows.

Chapter 1: Washington Becomes President

THE BIG QUESTION

Why was George Washington chosen to be the first president of the United States?

Words to know

- **resignation** — the act of stepping down from or leaving a job *The general submitted his resignation after the war ended.*
- **republic** — a government in which people elect representatives to rule for them *The government of the United States is a republic.*
- **serve** — to work for one's country, as a government official or in the military *George Washington was chosen to serve as the first president of the United States.*
- **delegate** — a representative *Marie was a delegate to the national student convention.*
- **Articles of Confederation** — the first plan of government of the United States; replaced by the U.S. Constitution in 1789 *The Articles of Confederation greatly limited the power of the national government.*
- **ratify** — to approve *Nine states had to ratify the Constitution before it took effect.*
- **oath of office** — a promise made by a government official to obey the law and fulfill the responsibilities of his or her job *The three newly elected senators each took an oath of office before beginning work.*

Read

Read Chapter 1 in the Student Reader: PDF pages 6–11. Look at the pictures and maps together.

Talk it over

1. After the Revolutionary War ended, what did Washington plan to do?
2. Why did some Americans compare George Washington to the Roman general Cincinnatus?
3. Whom do Americans call the “Father of His Country”?
4. Why do you think Washington was everyone's first choice to be president?
5. In the presidential oath of office that he took, what did Washington promise to do?

Answers are at the back of this pack.

Check for understanding

- Answer the Big Question in a sentence or two: Why was George Washington chosen to be the first president of the United States?
- Use one of today's words in a sentence of your own.

Chapter 2: The First Year

THE BIG QUESTION

What steps did the First Congress take to help establish a more organized system of government?

Words to know

- **precedent** — an example for future actions or decisions *George Washington set the precedent for U.S. presidents serving no more than two terms in office.*
- **legislative** — having the power to make laws *The legislative branch in the United States creates laws, such as laws about the government's budget.*
- **judicial** — having the power to decide questions of law *The Supreme Court is part of the judicial branch of the U.S. government.*
- **executive** — having the power to carry out and enforce laws *The president is the head of the executive branch of the U.S. government.*
- **tax** — money that people are required to pay to support the workings of the government *In the United States, people are required to pay a tax based on their income.*
- **Bill of Rights** — the first ten amendments to the U.S. Constitution, which list specific rights that must be protected *In the United States, the Bill of Rights guarantees the people's right of free speech.*

Read

Read Chapter 2 in the Student Reader: PDF pages 12–17. Look at the pictures and maps together.

Talk it over

1. What precedent did Congress establish about how the president would be addressed?
2. What is the president's Cabinet?
3. What executive departments were included in Washington's Cabinet? Who else was in the Cabinet?
4. What did the First Congress decide about the Supreme Court?
5. How many judges are on the Supreme Court today?
6. What new power did the Constitution give Congress?
7. Why was the power to tax important for Congress to have?
8. What kind of tax did the First Congress create?
9. What was the Bill of Rights?

Answers are at the back of this pack.

Check for understanding

- Answer the Big Question in a sentence or two: What steps did the First Congress take to help establish a more organized system of government?
- Use one of today's words in a sentence of your own.

Chapter 3: Hamilton and Jefferson

THE BIG QUESTION

How did Hamilton's and Jefferson's beliefs about government differ?

Words to know

- **administration** — a group of people responsible for carrying out the day-to-day workings of an organization *Members of the president's administration often disagreed with him.*
- **diverse** — having many different types or parts *Hamilton thought the United States should have a diverse economy.*
- **stable** — likely to stay the same and not change *Both Jefferson and Hamilton wanted a stable government.*
- **currency** — a system of money *Hamilton's First Bank of the United States created a common currency.*
- **vote** — an official choice made by a person through casting a ballot, raising a hand, or speaking aloud *Given his accomplishments, the vote for George Washington to be president was not surprising.*
- **frontier** — where newly settled areas meet unsettled, but not necessarily uninhabited, areas *As the country grew, the frontier moved farther and farther west.*

Read

Read Chapter 3 in the Student Reader: PDF pages 18–25. Look at the pictures and maps together.

Talk it over

1. Whom did Washington appoint secretary of state?
2. Whom did Washington appoint secretary of the treasury?
3. What did Hamilton and Jefferson have in common?
4. Why did Washington feel “as if he were driving a coach with horses pulling in opposite directions”?
5. What did Hamilton want for the United States?
6. What did Jefferson want for the United States?
7. How did Hamilton help improve the American economy?
8. How did the disagreements between Hamilton and Jefferson affect American politics?
9. How did Alexander Hamilton propose to pay the country's debts?
10. What did many settlers on the western frontier think of the tax?
11. How did farmers in western Pennsylvania respond to the tax?

12. How did the government respond to the Whiskey Rebellion?
13. Why do you think Washington pardoned the leaders of the rebellion instead of punishing them?
14. What did Washington's actions to put down the Whiskey Rebellion show to people?

Answers are at the back of this pack.

Check for understanding

- Answer the Big Question in a sentence or two: How did Hamilton's and Jefferson's beliefs about government differ?
- Use one of today's words in a sentence of your own.

Activity pages

- Activity Page 3.1: Hamilton and Jefferson Chart — Teacher Guide PDF page 94

Chapter 4: The First Adams

THE BIG QUESTION

Why was John Adams an unpopular president?

Words to know

- **moral** — relating to ideas of right and wrong *George Washington established the moral precedent of a president serving only two terms in office.*

Read

Read Chapter 4 in the Student Reader: PDF pages 26–31. Look at the pictures and maps together.

Talk it over

1. What did most Americans want Washington to do?
2. What did Washington do instead?
3. Who became president after Washington?
4. Do you think that any man who became president right after Washington would be wildly popular?
5. Why did France think the United States should help in France's war with Great Britain?
6. How did the war between France and Great Britain affect the United States?
7. What did Congress do in response to the increased problem?
8. What did President Adams do when the problem continued?
9. Do you think President Adams made the right decision for the country in keeping the United States out of the war?

Answers are at the back of this pack.

Check for understanding

- Answer the Big Question in a sentence or two: Why was John Adams an unpopular president?
- Use one of today's words in a sentence of your own.

Activity pages

- Activity Page 4.1: Domain Vocabulary: Chapters 1–4 — Teacher Guide PDF page 95

Chapter 5: A New Capital for the New Nation

THE BIG QUESTION

How did Washington, D.C., become the capital of the United States?

Words to know

- **surveyor** — a person who measures the shape, size, and features of an area of land *Before buildings are built, a surveyor has to measure and examine the land.*
- **architect** — a person who designs buildings *Pierre L'Enfant was the architect who designed Washington, D.C.*
- **boardinghouse** — a place to stay or live that also provides meals *People who came to Washington on business often would stay at a boardinghouse.*
- **furnace** — a device or machine that produces heat *At first, the White House was not heated by a furnace.*

Read

Read Chapter 5 in the Student Reader: PDF pages 32–39. Look at the pictures and maps together.

Talk it over

1. Which city served as a temporary capital while the new capital was built?
2. Which states donated the land that Congress accepted for the site of the new capital?
3. Who chose the exact piece of land where the capital was to be located?
4. What is the name of the national capital today?
5. Who surveyed the land before the capital was built?
6. What system did architect Pierre L'Enfant use in his plan for the city's streets?
7. Why did Pierre L'Enfant only work on the design for a short time?
8. What is the Capitol?
9. What names were used to refer to the place where the president lived?
10. What did the government do to find the best design for the Capitol building and for what was then called the President's Palace?
11. What details in the text show that the capital was not complete when people first started moving to the Federal City?
12. In 1800, what did President Adams and his family find when they moved into the President's House?
13. Despite the difficulties, what did Abigail Adams think of the house?

Answers are at the back of this pack.

Check for understanding

- Answer the Big Question in a sentence or two: How did Washington, D.C., become the capital of the United States?
- Use one of today's words in a sentence of your own.

Activity pages

- Activity Page 5.1: Abigail Adams and the White House — Teacher Guide PDF page 96

Chapter 6: The Many-Sided Jefferson

THE BIG QUESTION

What important changes did Thomas Jefferson make to the country during his presidency?

Words to know

- **Electoral College** — a group of representatives who elect the president and vice president, based on the popular vote in each state *In 2008, the Electoral College elected Barack Obama president of the United States.*
- **philosopher** — a thinker; a person who seeks wisdom and knowledge *Thomas Jefferson was a philosopher who owned books on almost every subject.*
- **unalienable** — unable to be taken away or denied *The freedom of speech is an unalienable right.*

Read

Read Chapter 6 in the Student Reader: PDF pages 40–49. Look at the pictures and maps together.

Talk it over

1. What was the presidential election of 1800 like?
2. Why did the House of Representatives decide the election?
3. What does the chapter title, “The Many-Sided Jefferson,” mean?
4. According to Thomas Jefferson, what did people in a democracy need in order to govern themselves well?
5. What did Thomas Jefferson believe about slavery? Did he live according to this belief?
6. Who was African American Benjamin Banneker, and what did he say to Jefferson in his letters?
7. How did Jefferson answer Banneker’s questions?
8. Where did Jefferson stay the night before he took the presidential oath of office?
9. How did Jefferson show his belief that in a republic, all are equal and no one should have privileges over anyone else?
10. What changes did Jefferson and Congress make?
11. Why was the port city of New Orleans important to western farmers?
12. What surprised the Americans when they offered \$10 million to France for just New Orleans?
13. What did the Louisiana Purchase do to the American territory?

Answers are at the back of this pack.

Check for understanding

- Answer the Big Question in a sentence or two: What important changes did Thomas Jefferson make to the country during his presidency?
- Use one of today's words in a sentence of your own.

Activity pages

- Activity Page 6.3: Initial View of Monticello — Teacher Guide PDF page 100
- Activity Page 6.1: The Louisiana Purchase — Teacher Guide PDF pages 97-98
- Activity Page 6.2: Thomas Jefferson and the Louisiana Purchase — Teacher Guide PDF page 99

Chapter 7: “Mr. Madison’s War”

THE BIG QUESTION

Why did the United States go to war with Britain in 1812?

Words to know

- **merchant ship** — a ship that transports goods for sale or trade *A merchant ship carried a cargo of American wheat to sell in Europe.*
- **impressment** — the act of seizing seamen to serve against their will as sailors *In the early 1800s, many Americans were angry over the British impressment of American seamen.*
- **embargo** — a government order that limits or stops trade *President Jefferson ordered an embargo on trade with Great Britain.*
- **secretary of state** — the U.S. government official in charge of helping the president in his dealings with foreign countries *James Monroe had served as secretary of state during the Madison presidency.*
- **militia** — a group of armed citizens prepared for military service at any time *In the 1800s, each state had its own militia.*
- **rampart** — a thick wall built for protection *A military fort usually has a rampart around it to protect against attack.*
- **frontiersmen** — people who live in an unsettled area or the wilderness *Many frontiersmen lived west of the Mississippi in the 1800s.*

Read

Read Chapter 7 in the Student Reader: PDF pages 50–61. Look at the pictures and maps together.

Talk it over

1. Why did the United States want to stay neutral, or not take sides, in the war between France and Great Britain?
2. Why did both France and Great Britain seize American ships?
3. What did the British do to American ships? What was this called?
4. What did Jefferson do to try to prevent American ships and sailors from being seized?
5. What were the effects of the embargo?
6. Who became president after Thomas Jefferson?
7. What had Madison accomplished before he became president?
8. Was Madison more successful than Jefferson had been in preventing Great Britain and France from capturing American ships?
9. Who were the War Hawks?
10. Why did the War Hawks think war would be easy?

11. Was the United States prepared to go to war against Great Britain?
12. Where did the United States win its first victory in the war?
13. What bad news did the United States get in 1814?
14. What was the goal of the British invasion of Chesapeake Bay?
15. What finally stopped the fires in Washington, D.C., set by the British?
16. What was one outcome of the attack on Fort McHenry?
17. Who led the battle to protect New Orleans?
18. What two groups joined together to prevent the British from taking New Orleans?
19. Why did the Battle of New Orleans happen two weeks after the peace treaty had been signed?
20. What were the terms of the peace treaty that ended the War of 1812?
21. Do you think the United States gained anything from the war?

Answers are at the back of this pack.

Check for understanding

- Answer the Big Question in a sentence or two: Why did the United States go to war with Britain in 1812?
- Use one of today's words in a sentence of your own.

Activity pages

- Activity Page 7.1: Major Battles and Events of the War of 1812 — Teacher Guide PDF page 101
- Activity Page 7.2: "The Star Spangled Banner" — Teacher Guide PDF page 102

Chapter 8: Monroe and the Second Adams

THE BIG QUESTION

Why did James Monroe put the Monroe Doctrine in place?

Words to know

- **colonial empire** — a group of countries or territories that are controlled by people from another country *In the 1500s, Spain had a growing colonial empire.*
- **Monroe Doctrine** — a statement of U.S. foreign policy that opposed European involvement in the Western Hemisphere *Through his Monroe Doctrine, President Monroe declared that European countries must not try to regain control of Spain's colonies.*

Read

Read Chapter 8 in the Student Reader: PDF pages 62–69. Look at the pictures and maps together.

Talk it over

1. What did most of country's early presidents have in common?
2. How did James Monroe represent the end of an era?
3. In Monroe's reelection in 1820, why did no one run against him?
4. By the 1800s, what was happening to Spain's colonies?
5. What did President Monroe first do when Seminoles in Spain's Florida colony became a problem for the United States?
6. What did Jackson do?
7. What was happening to Spain's colonies in South America?
8. What was the Monroe Doctrine?
9. How was John Quincy Adams well trained for the presidency?
10. Why was Adams unable to get support for his ideas?

Answers are at the back of this pack.

Check for understanding

- Answer the Big Question in a sentence or two: Why did James Monroe put the Monroe Doctrine in place?
- Use one of today's words in a sentence of your own.

Chapter 9: Jackson and the Common Man

THE BIG QUESTION

Why was the election of Andrew Jackson important to ordinary Americans?

Words to know

- **consent** — approval or agreement *President Jackson gave his consent to open the White House to the people on the day he took the oath of office.*
- **common man** — an ordinary person; someone who is not a member of the wealthy or ruling classes *The “common man” in the United States benefited from changes to the election laws.*
- **veto** — to reject or refuse to approve a law *President Jackson often applied his veto power to congressional legislation.*

Read

Read Chapter 9 in the Student Reader: PDF pages 70–77. Look at the pictures and maps together.

Talk it over

1. What was so unusual about the day Jackson took the oath of office?
2. Who was allowed to vote in the late 1820s?
3. Who was not allowed to vote in the late 1820s?
4. Why was Jackson so popular among the ordinary people?
5. What kind of president was Jackson?
6. What was the Indian Removal Act?
7. How did Native Americans react to the Removal Act?
8. How were the nation’s first seven presidents alike?

Answers are at the back of this pack.

Check for understanding

- Answer the Big Question in a sentence or two: Why was the election of Andrew Jackson important to ordinary Americans?
- Use one of today’s words in a sentence of your own.

Activity pages

- Activity Page 9.1: Andrew Jackson’s Inauguration — Teacher Guide PDF page 103
- Activity Page 9.2: Domain Vocabulary: Chapters 5–9 — Teacher Guide PDF pages 104–105

UNIT QUIZ

Early Presidents

Name: _____ Date: _____

Circle the letter of the best answer.

1. Which position did George Washington not hold?
 - a) president
 - b) vice president
 - c) chairman of the Constitutional Convention
 - d) commander in chief of the Continental Army
2. Which branches of government were established by the Constitution?
 - a) executive, legislative, judicial
 - b) executive, legislative, treasury
 - c) cabinet, legislative, judicial
 - d) legislative, judicial, war department
3. Which of these is part of the judicial system?
 - a) president's Cabinet
 - b) Department of State
 - c) Supreme Court
 - d) Department of the Interior
4. How does the government get most of its money to operate?
 - a) donations
 - b) taxes
 - c) banks
 - d) the government doesn't need money
5. What did Alexander Hamilton and Thomas Jefferson disagree about?
 - a) whether manufacturing or farming was more important
 - b) if there should be more small towns or large cities
 - c) whether the central government should be strong or weak
 - d) all of the above
6. Which did not play a role in the Whiskey Rebellion?
 - a) corn
 - b) farmers
 - c) enslaved workers
 - d) tax
7. What did President John Adams believe about war?
 - a) The United States was too young to get involved in war.
 - b) The United States should go to war with France.
 - c) The United States was too wealthy to get involved in war.
 - d) France and England should go to war.

- 8.** Which states donated the land that became Washington, D.C.?
- a) New York and Pennsylvania
 - b) Virginia and Maryland
 - c) North and South Carolina
 - d) New Hampshire and Vermont
- 9.** What did Thomas Jefferson believe people needed in order to govern themselves well?
- a) plenty of food
 - b) taxes
 - c) education
 - d) enslaved workers
- 10.** Which important port city was part of the Louisiana Purchase?
- a) New York City
 - b) New Orleans
 - c) Boston
 - d) Washington, D.C.
- 11.** What is impressment?
- a) forcing members of one country to be part of the military, such as the army or navy, of another country
 - b) having a good opinion of someone
 - c) taking and keeping prisoners during the war
 - d) forcing citizens to pay for their country's war
- 12.** What message did the Monroe Doctrine give to European countries?
- a) They were welcome in South America.
 - b) They were welcome in North America.
 - c) They should not interfere in North or South America.
 - d) They should not interfere in the Eastern Hemisphere.
- 13.** Which of these is true of President John Quincy Adams?
- a) He didn't present his ideas forcefully.
 - b) He was cold and hard to get to know.
 - c) He wanted to build a national university.
 - d) all of the above
- 14.** What was the Indian Removal Act?
- a) a law that gave Native Americans the rights to move east
 - b) a law that forced Native Americans to move west
 - c) a law that granted Native Americans the right to remove their belongings
 - d) a law that allowed Native Americans to remove settlers from their homeland

15. How was Andrew Jackson's background different from the backgrounds of presidents before him?

- a) He was raised in Europe.
- b) He was wealthier than past presidents.
- c) He didn't come from a privileged background.
- d) He was the son of a president.

Answers

Chapter 1: Washington Becomes President

1. **After the Revolutionary War ended, what did Washington plan to do?**
He planned to return to private life and live at Mount Vernon.
2. **Why did some Americans compare George Washington to the Roman general Cincinnatus?**
Like Cincinnatus, who had been given power in the Roman republic and then stepped down, as soon as the Revolutionary War was over, George Washington gave up his power as commander in chief.
3. **Whom do Americans call the “Father of His Country”?**
George Washington
4. **Why do you think Washington was everyone’s first choice to be president?**
Possible response: He was a popular leader, had served his country many times, and had been commander in chief of the successful Continental Army. Americans trusted Washington because he had given up his power as the commander in chief after the Revolutionary War was won.
5. **In the presidential oath of office that he took, what did Washington promise to do?**
He promised to preserve, protect, and defend the Constitution.

Chapter 2: The First Year

1. **What precedent did Congress establish about how the president would be addressed?**
They decided the president would be addressed as “Mr. President.”
2. **What is the president’s Cabinet?**
The president’s Cabinet is a group of advisers to the president.
3. **What executive departments were included in Washington’s Cabinet? Who else was in the Cabinet?**
Washington’s Cabinet included the Department of State, the War Department, and the Department of the Treasury. The Cabinet also included an attorney general and a postmaster general.
4. **What did the First Congress decide about the Supreme Court?**
It decided how many judges it should have (six).
5. **How many judges are on the Supreme Court today?**
Today, the Supreme Court has nine judges.
6. **What new power did the Constitution give Congress?**
It gave Congress the power to tax.
7. **Why was the power to tax important for Congress to have?**
The central government needed to raise money to pay debts from the Revolutionary War.

8. **What kind of tax did the First Congress create?**

It created a tax on imported goods, or goods brought into the United States from other countries.

9. **What was the Bill of Rights?**

The Bill of Rights includes the first ten amendments to the Constitution. It lists specific rights that must be protected.

Chapter 3: Hamilton and Jefferson

1. **Whom did Washington appoint secretary of state?**

Thomas Jefferson

2. **Whom did Washington appoint secretary of the treasury?**

Alexander Hamilton

3. **What did Hamilton and Jefferson have in common?**

They were two of the most capable people to ever serve in government, and they were both great patriots.

4. **Why did Washington feel “as if he were driving a coach with horses pulling in opposite directions”?**

Hamilton and Jefferson disagreed on almost everything.

5. **What did Hamilton want for the United States?**

Possible answers: Hamilton wanted a diverse economy, large cities, and a strong central government for America.

6. **What did Jefferson want for the United States?**

Possible answers: Jefferson wanted a small central government, and a nation of farmers and small businesses.

7. **How did Hamilton help improve the American economy?**

He created the First Bank of the United States, which allowed for the creation of a common currency.

8. **How did the disagreements between Hamilton and Jefferson affect American politics?**

Two political parties developed. The party that supported Hamilton was called the Federalists; the party that supported Jefferson was called the Democratic-Republicans.

9. **How did Alexander Hamilton propose to pay the country’s debts?**

He proposed a tax on goods, such as whiskey.

10. **What did many settlers on the western frontier think of the tax?**

They did not like it and thought it was unfair. They believed the tax violated their rights.

11. **How did farmers in western Pennsylvania respond to the tax?**

They joined together and refused to pay it. They threatened and attacked tax collectors.

12. **How did the government respond to the Whiskey Rebellion?**

President Washington personally led troops to western Pennsylvania. The farmers

gave up without a fight. The leaders of the rebellion were tried and convicted, but Washington pardoned them.

13. Why do you think Washington pardoned the leaders of the rebellion instead of punishing them?

Possible responses: He felt sympathy for the farmers. He recognized that punishing the leaders might have divided the new nation even more.

14. What did Washington's actions to put down the Whiskey Rebellion show to people?

It showed the power of the new national government.

Chapter 4: The First Adams

1. What did most Americans want Washington to do?

They wanted him to continue serving as president.

2. What did Washington do instead?

After serving two terms, he did not run for reelection and established a precedent that presidents serve only two terms.

3. Who became president after Washington?

John Adams

4. Do you think that any man who became president right after Washington would be wildly popular?

Possible response: Washington was so popular that probably any man following his presidency would not be wildly popular.

5. Why did France think the United States should help in France's war with Great Britain?

France had helped the United States in its War for Independence against Britain. Now they thought it was time for the United States to return the favor.

6. How did the war between France and Great Britain affect the United States?

The French started seizing U.S. merchant ships and threatened the United States.

7. What did Congress do in response to the increased problem?

It created a navy department and had a number of ships built.

8. What did President Adams do when the problem continued?

He continued to negotiate and was finally able to negotiate an agreement with France that kept the United States out of the war.

9. Do you think President Adams made the right decision for the country in keeping the United States out of the war?

Possible responses: Yes, he did the right thing for the country, even though it cost him popularity with the people. No, he should have thought of the popularity of his presidency first.

Chapter 5: A New Capital for the New Nation

1. Which city served as a temporary capital while the new capital was built?

Philadelphia

2. **Which states donated the land that Congress accepted for the site of the new capital?**
Virginia and Maryland
3. **Who chose the exact piece of land where the capital was to be located?**
President Washington
4. **What is the name of the national capital today?**
Washington, D.C.
5. **Who surveyed the land before the capital was built?**
Pierre L'Enfant
6. **What system did architect Pierre L'Enfant use in his plan for the city's streets?**
He used the grid system, which looks like the lines on a checkerboard.
7. **Why did Pierre L'Enfant only work on the design for a short time?**
He was difficult to work with and was fired because he had a terrible temper and always had to have his way.
8. **What is the Capitol?**
The Capitol is the building where the members of the Senate and the House of Representatives meet.
9. **What names were used to refer to the place where the president lived?**
It was called the President's Palace, the President's House, and the White House.
10. **What did the government do to find the best design for the Capitol building and for what was then called the President's Palace?**
It held a contest, and people presented drawings of what the buildings should look like.
11. **What details in the text show that the capital was not complete when people first started moving to the Federal City?**
There were tree stumps everywhere, and the roads were not paved.
12. **In 1800, what did President Adams and his family find when they moved into the President's House?**
Not one room of the house had been completely finished.
13. **Despite the difficulties, what did Abigail Adams think of the house?**
She liked it. She thought the house was built for ages to come; she could see its possibilities as she saw the possibilities of the new nation.

Chapter 6: The Many-Sided Jefferson

1. **What was the presidential election of 1800 like?**
It was filled with fighting and name calling between the two political parties.
2. **Why did the House of Representatives decide the election?**
The Electoral College vote was tied between Thomas Jefferson and Aaron Burr. According to the Constitution, the House of Representatives had to decide the election.

3. **What does the chapter title, “The Many-Sided Jefferson,” mean?**

It means Jefferson had many interests and talents. He owned thousands of books, on almost every subject. He studied the weather, the stars, and nature. He experimented with growing plants and trees. He designed and supervised construction of his house and the University of Virginia.

4. **According to Thomas Jefferson, what did people in a democracy need in order to govern themselves well?**

They needed an education.

5. **What did Thomas Jefferson believe about slavery? Did he live according to this belief?**

He believed slavery was wrong. He kept enslaved people, so he did not live according to this belief.

6. **Who was African American Benjamin Banneker, and what did he say to Jefferson in his letters?**

Benjamin Banneker was a free African American who was very knowledgeable about math. He used his math skills to help design and build the Federal City. In his letters to Jefferson, he asked why Jefferson still kept enslaved people even though he had written in the Declaration of Independence that all men are created equal and that one of their unalienable rights is liberty. 54

7. **How did Jefferson answer Banneker’s questions?**

Jefferson agreed that slavery was wrong and that African Americans could achieve a lot, but he had no good answer for why he continued to enslave people.

8. **Where did Jefferson stay the night before he took the presidential oath of office?**

He stayed in a boardinghouse, or hotel, in Washington, D.C.

9. **How did Jefferson show his belief that in a republic, all are equal and no one should have privileges over anyone else?**

He walked through muddy streets to take the oath of office, instead of taking a carriage or having a big parade. At the White House, there were no special seating plans for dinners. He wore slippers when he greeted the British ambassador. He rode his own horse instead of using a coach. He did not have guards.

10. **What changes did Jefferson and Congress make?**

They got rid of the whiskey tax. They cut government spending and reduced the size of the army and navy.

11. **Why was the port city of New Orleans important to western farmers?**

The city was at the end of the Mississippi River; western farmers shipped their crops by river barges to New Orleans and sold to merchants who shipped the crops to eastern cities or Europe.

12. **What surprised the Americans when they offered \$10 million to France for just New Orleans?**

The French government offered to sell the entire territory of Louisiana, including New Orleans, for \$15 million.

13. **What did the Louisiana Purchase do to the American territory?**

It doubled the size of the country.

Chapter 7: “Mr. Madison’s War”

1. **Why did the United States want to stay neutral, or not take sides, in the war between France and Great Britain?**

Both countries wanted to buy American goods, and the United States wanted to trade with both countries.

2. **Why did both France and Great Britain seize American ships?**

They wanted to prevent each other from getting American goods.

3. **What did the British do to American ships? What was this called?**

The British took sailors off American merchant ships and forced the sailors to serve in the British navy. This was called impressment.

4. **What did Jefferson do to try to prevent American ships and sailors from being seized?**

He enforced Congress’s embargo on trade with France and Great Britain.

5. **What were the effects of the embargo?**

It hurt Americans more than Britain or France. Merchants and farmers could not sell their products. Shipbuilders lost business. Many people lost jobs, France and Britain did not change.

6. **Who became president after Thomas Jefferson?**

James Madison

7. **What had Madison accomplished before he became president?**

He was the “Father of the Constitution,” he wrote the Bill of Rights, he helped form the Democratic-Republican Party, and he served as Jefferson’s secretary of state.

8. **Was Madison more successful than Jefferson had been in preventing Great Britain and France from capturing American ships?**

Britain impressed American sailors and, in the Northwest Territory, was supplying Native Americans with guns to use to attack American settlements.

9. **Who were the War Hawks?**

They were congressmen who wanted to go to war with Britain.

10. **Why did the War Hawks think war would be easy?**

They had never fought in a war. Stop here on day one of the chapter. Continue with the next section, “War is Declared,” on day two.

11. **Was the United States prepared to go to war against Great Britain?**

It was not prepared. It had only sixteen ships, while Britain had six hundred ships. The United States also had only seven thousand soldiers in its army.

12. **Where did the United States win its first victory in the war?**

It won a battle on Lake Erie in the Great Lakes.

13. **What bad news did the United States get in 1814?**

The French armies surrendered to the British, so it meant the British could give their

full attention to fighting the United States.

14. What was the goal of the British invasion of Chesapeake Bay?

The goal was to destroy Washington, D.C.

15. What finally stopped the fires in Washington, D.C., set by the British?

A heavy rainstorm put out most of the fires.

16. What was one outcome of the attack on Fort McHenry?

Francis Scott Key wrote "The Star Spangled Banner," which became the U.S. national anthem. (Students may also note that the British were not able to take over the fort; the Americans held out.)

17. Who led the battle to protect New Orleans?

General Andrew Jackson

18. What two groups joined together to prevent the British from taking New Orleans?

A militia of frontiersmen and a group of pirates led by Jean Lafitte defeated the British.

19. Why did the Battle of New Orleans happen two weeks after the peace treaty had been signed?

News traveled so slowly in those days that news of the peace treaty being signed had not reached New Orleans.

20. What were the terms of the peace treaty that ended the War of 1812?

Each side kept the same territory it had before the war.

21. Do you think the United States gained anything from the war?

Possible responses: The United States showed it could hold its own in a war against mighty Great Britain; Great Britain stopped giving Native Americans guns.

Chapter 8: Monroe and the Second Adams

1. What did most of country's early presidents have in common?

They came from Virginia, knew about farming, were well educated, and believed in serving their country.

2. How did James Monroe represent the end of an era?

He was the last president from the generation that had taken part in the creation of the United States.

3. In Monroe's reelection in 1820, why did no one run against him?

The Federalist Party was unpopular and very much in decline.

4. By the 1800s, what was happening to Spain's colonies?

Most of the Spanish colonies in the Americas were overthrowing Spanish rule.

5. What did President Monroe first do when Seminoles in Spain's Florida colony became a problem for the United States?

He sent General Andrew Jackson to pursue the Seminoles.

6. What did Jackson do?

Jackson destroyed the Seminoles' villages and crops, and also attacked Spanish forts, which showed how weak the Spanish government was in controlling and protecting its

colonies.

7. **What was happening to Spain's colonies in South America?**

They were becoming independent.

8. **What was the Monroe Doctrine?**

The Monroe Doctrine was a statement of U.S. foreign policy that said European nations could not interfere in the Western Hemisphere.

9. **How was John Quincy Adams well trained for the presidency?**

He was well educated and had served as President Monroe's secretary of state.

10. **Why was Adams unable to get support for his ideas?**

Many members of Congress supported Andrew Jackson and believed Adams's suggestions were unconstitutional. Adams did not believe it was his place to argue for his suggestions.

Chapter 9: Jackson and the Common Man

1. **What was so unusual about the day Jackson took the oath of office?**

Thousands of ordinary people went to Washington, D.C., to witness the event.

2. **Who was allowed to vote in the late 1820s?**

By the 1820s, nearly all adult white males could vote, whether or not they owned property.

3. **Who was not allowed to vote in the late 1820s?**

Women, Native Americans, and enslaved African Americans could not vote.

4. **Why was Jackson so popular among the ordinary people?**

People liked the idea of a president who had started life as a common person, not as a person from a wealthy family that owned a lot of property. Jackson was a "common man," who was born in a log cabin on the frontier, managed to become a lawyer, and became well known as a popular general.

5. **What kind of president was Jackson?**

He was a strong president. He vetoed important legislation and threatened to use the army to collect taxes in South Carolina.

6. **What was the Indian Removal Act?**

It was a law that enabled the federal government to force Native Americans still living east of the Mississippi River to move west of the river to lands set aside for them by the government.

7. **How did Native Americans react to the Removal Act?**

The Cherokee, Choctaw, Chickasaw, Creek, and Seminoles all resisted.

8. **How were the nation's first seven presidents alike?**

Possible responses: Each worked to help the country grow and its people prosper; to keep the country safe from possible enemies; and to bring success to the world's first experiment in republican government.

Unit quiz key

1. b 2. a 3. c 4. b 5. d 6. c 7. a 8. b 9. c 10. b 11. a 12. c 13. d 14. b 15. c