

## Section 2

Step-by-Step Instruction

### Review and Preview

The arguments over the proper course for the nation showed the divisions among the leaders. Students will now learn how these differences led to the creation of political parties.

### Section Focus Question

#### How did two political parties emerge?

Before you begin the lesson for the day, write the Section Focus Question on the board. (*Lesson focus: People had different ideas about the role of government.*)

### Prepare to Read

#### Build Background Knowledge

L2

Ask students to preview the headings and visuals in this section and make predictions about how political parties first emerged in the United States. After they make predictions about what they will learn, address any misconceptions that students may have about the topic. Remind them to confirm or revise their predictions after they read the section. Use the Idea Wave technique (TE, p. T24) to generate a list.

#### 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. 18

■ 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.



#### Violence Erupts in Congress

“Directly before me stood Mr. Griswold laying on blows with all his might upon Mr. Lyon. . . . Lyon made an attempt to catch his cane, but failed—he pressed towards Griswold and endeavoured to close with him, but Griswold fell back and continued his blows on the head. . . .”

—Federalist Representative George Thacher, describing a fight in Congress, 1798

◀ Fight between Federalist Representative Griswold and Republican Representative Lyon

## The Birth of Political Parties

#### Objectives

- Explain how early political parties emerged.
- Compare the political views of the Republicans and the Federalists.
- Discuss the result of the election of 1796.

#### Reading Skill

**Infer Meanings of Similes** Similes compare things that may seem unrelated. The comparison helps you to see things in a new way. When you read a simile, think about how the items being compared are similar. Try to determine what point the writer is making.

#### Key Terms and People

**faction** Alexander Hamilton  
James Madison John Adams  
Thomas Jefferson

**Why It Matters** The arguments over Hamilton's financial plan reflected serious disagreements among the new nation's leaders. Americans also disagreed about the role of their nation's government.

🎯 **Section Focus Question: How did two political parties emerge?**

#### Political Parties Emerge

The Framers of the Constitution did not expect political parties to develop in the United States. Rather, they thought that government leaders would rise above personal or local interests. The leaders, they believed, would work together for the sake of the country.

In those days, people spoke of *factions* rather than *political parties*. A **faction** was an organized political group, and the word was not complimentary. **James Madison** considered factions to be selfish groups, unconcerned with the well-being of the whole nation. Madison argued in the *Federalist Papers* that an effective national government would prevent the growth of factions. As he put it,

“Among the numerous advantages promised by a well-constructed Union, none deserves to be more accurately developed than its tendency to break and control the violence of faction.”

—James Madison, *The Federalist* No. 10, 1787

**Thomas Jefferson** and **Alexander Hamilton**, who were rarely in agreement, both disliked factions. Hamilton warned that the “spirit of faction” might work like a spark to bring mob rule and chaos.

290 Chapter 8 Launching a New Nation

### Differentiated Instruction

#### L3 Advanced Readers

**Creating a Poster or Pamphlet** After reading the chapter, form students into two groups—Federalists and Republicans. Have each group create a poster or pam-

#### L3 Gifted and Talented

phlet to persuade others to join its party. Ask the groups to present their posters or pamphlets to the class.

No one was more **hostile** to factions than George Washington. The President watched unhappily as Jefferson and Hamilton, the leading members of his Cabinet, grew apart. Washington tried to reduce the quarrel. In a letter to Henry Lee, he predicted that factions would destroy the “best fabric of human government and happiness.”

Despite Washington’s efforts, by the early 1790s two political parties were beginning to form. One group supported Thomas Jefferson and his close ally, James Madison. The other supported Alexander Hamilton and his ideas.

**Checkpoint** Why did many of the nation’s leaders dislike political parties?

## Republicans Against Federalists

The two parties that took shape during the first half of the 1790s eventually got the names Republicans and Federalists.

The Republicans took their name from political clubs called Democratic-Republican Societies that had been organized in various parts of the country. They argued that the federal government was growing too strong under President Washington. They wanted to keep most power at the state or local level. They feared that a strong central government would act like a monarchy.

**Vocabulary Builder**  
**hostile** (HAHS tih) **adj.** unfriendly; adverse or opposed

**Infer Meanings of Similes**  
To what is a strong central government compared to in the final sentence of this paragraph? What does the comparison mean?

Republicans Versus Federalists	
<p style="text-align: center;"><b>Republicans</b></p>  <ol style="list-style-type: none"> <li>1. Were led by Thomas Jefferson</li> <li>2. Believed people should have political power</li> <li>3. Favored strong state government</li> <li>4. Emphasized agriculture</li> <li>5. Favored strict interpretation of Constitution</li> <li>6. Were pro-French</li> <li>7. Opposed national bank</li> <li>8. Opposed protective tariff</li> </ol>	<p style="text-align: center;"><b>Federalists</b></p>  <ol style="list-style-type: none"> <li>1. Were led by Alexander Hamilton</li> <li>2. Believed wealthy and educated should lead</li> <li>3. Favored strong central government</li> <li>4. Emphasized manufacturing, shipping, and trade</li> <li>5. Favored loose interpretation of Constitution</li> <li>6. Were pro-British</li> <li>7. Favored national bank</li> <li>8. Favored protective tariff</li> </ol>

**Reading Charts Skills Activity**

The nation’s first political parties were the Federalists and the Republicans. They took opposing stands on many political issues.

(a) **Read a Chart** How did the parties differ on federal power?  
 (b) **Apply Information** Why did the party that favored strong state governments insist on a strict interpretation of the Constitution?

**Vocabulary Builder**

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

High-Use Word	Definition and Sample Sentence
<b>hostile</b> , p. 291	<i>adj.</i> unfriendly; adverse or opposed Native Americans were often <b>hostile</b> to colonial settlements established on Native American lands.
<b>fundamental</b> , p. 293	<i>adj.</i> basic; most important; forming the foundation of an idea or action; essential A <b>fundamental</b> principle of democracy is that the people rule.

## Teach

### Political Parties Emerge

p. 290

#### Instruction L2

- **Vocabulary Builder** Before teaching this section, preteach the High-Use Words **hostile** and **fundamental** 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 in this chapter.
- Have students read Political Parties Emerge, using the Paragraph Shrinking strategy (TE, p. T23).
- **Ask: On what issue did most of the nation’s founders agree?** (*They agreed that the U.S. should avoid the formation of factions, or political parties.*)
- Discuss the reasons for the founders’ views toward factions. (*They believed that factions were disruptive to the unity of a nation and could lead to violence and chaos.*)
- **Ask: What do you think Washington meant by the “best fabric” of government?** (*the basic principles on which governments are based*)

#### Independent Practice

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

 **Interactive Reading and Notetaking Study Guide**, Chapter 8, Section 2 (Adapted Version also available.)

#### Monitor Progress

As students fill in the Notetaking Study Guide, circulate to make sure individuals understand how factions came to be. Provide assistance as needed.

#### Answers

**Checkpoint** They thought political parties threatened the country’s unity.

**Reading Skill** It is compared to a monarchy. Some thought that a strong central government would be like being ruled by Britain again.

**Reading Charts** (a) The Federalists favored a strong central government; the Republicans favored strong state governments. (b) They believed that states should have the powers not explicitly granted to the central government in the Constitution because they feared that the federal government would become too powerful.

## Republicans Against Federalists

p. 291

## The Election of 1796

p. 293

### Instruction

L2

- Have students read *Republicans Against Federalists* and *The Election of 1796*. Remind them to look for details that answer the Section Focus Question.
- Ask: **What kind of government did Republicans support?** (*strong state governments and a limited federal government*) **What kind of government did Federalists support?** (*a strong federal government*)
- Discuss how the Vice President was elected in 1796. (*The people voted for candidates from different political parties. The person with the most votes became President, and the person with the second highest number of votes became Vice President.*)
- Ask: **How might the election process have affected the way the President and Vice President worked together?** (*Because the President and Vice President could be from opposing parties with different political views, it might have been difficult for them to agree on government policies and procedures.*)

### Independent Practice

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



**Interactive Reading and Notetaking Study Guide**, Chapter 8, Section 2 (Adapted Version also available.)

### Monitor Progress

- As students complete the Notetaking Study Guide, circulate to make sure individuals have an understanding of the election of 1796. 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.

**All in One Teaching Resources, Unit 3**, Reading Readiness Guide, p. 18

## Links Across Time

### Political Parties Then and Now

**1790s** Political differences between Thomas Jefferson and Alexander Hamilton led to the development of America's first political parties.

**1850s** By the 1850s, the parties we know today had taken shape. Today's Democratic Party actually traces its roots to Jefferson's Republican Party. The modern Republican Party, which was born during the 1850s over the issue of slavery, has no connection to Jefferson's Republicans.

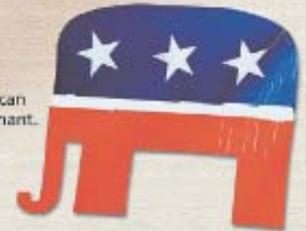
### Link to Today Online

**Political Parties Today** The two major parties play a leading role in the American political system. How do the parties stand on today's political issues?  
**For:** Political parties in the news

**Visit:** PHSchool.com  
**Web Code:** myc-3042



The donkey is the modern-day symbol associated with the Democratic Party.



The symbol for today's Republican Party is an elephant.

This early Republican Party drew its main strength from southern planters and northern farmers and artisans. Key leaders were James Madison and Thomas Jefferson. Unhappy with the federal government's policies, Jefferson resigned as secretary of state in 1793.

The Federalists took their name from the people who had supported the adoption of the Constitution after 1787. A prominent leader was Alexander Hamilton. As in the debates over the Constitution, Federalists said the United States needed a strong federal government to hold the country together and deal with its problems.

Federalists drew support mainly from merchants, other property owners, and ordinary workers whose jobs depended on manufacturing and trade. They were especially strong in the North.

**Organizing and Arguing** At the time that both parties were organizing, the Federalists had an advantage. President Washington usually supported Hamilton and his policies. One Hamilton supporter running for office proudly said, "I am a FEDERALIST, the friend of order, of government, and of the present administration."

A newspaper editor who supported the Republicans saw the situation very differently. In 1792, he printed a series of questions in the *National Gazette* implying that the Federalists wanted to betray the Constitution and bring back a king. "Are not some amongst us . . . advocates for monarchy and aristocracy?" he asked. "Are not the principles of all such [people] hostile to the principles of the constitution?"

292 Chapter 8 Launching a New Nation

## Differentiated Instruction

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

**Reading a Chart** To give these students a better understanding of the election process, have them complete the worksheet *Presidential Elections, 1789–1800*. If they need help answering the questions, they may refer to this section in the Student

Edition. Have students share the winner of each election and the party he belonged to with the class.

**All in One Teaching Resources, Unit 3**, *Presidential Elections, 1789–1800*, p. 22

**Other Disagreements** In addition to their fundamental disagreement about the power of the federal government, Federalists and Republicans disagreed about other issues. Federalists favored the national bank and a national tariff. The Republicans opposed both. Federalists favored close ties with England. Republicans were sympathetic to France, where a revolution overthrew the king in 1789. (You will read more about the French Revolution in Section 3.)

**Checkpoint** How did Federalists and Republicans differ?

## The Election of 1796

In 1796, George Washington said he would not seek a third term. This set an important precedent. Not until Franklin Roosevelt ran for and won a third term in 1940 would any President seek more than two terms. (In 1951, the Twenty-second Amendment legally limited the President to two terms.)

The Republican candidate for President in 1796 was Thomas Jefferson. The Federalists nominated **John Adams**, a New Englander, who had been Washington's Vice President.

In 1796, President and Vice President were not elected together as a ticket, as they are today. Instead, the candidate getting the most votes became President and the second-place candidate became Vice President.

Adams finished first and Jefferson second. The country thus gained a Federalist President and a Republican Vice President. Not surprisingly, this led to serious tensions during the next four years.

**Checkpoint** Which party won the presidency in 1796?

**Looking Back and Ahead** The Republicans and Federalists had conflicting visions of what the federal government should do. In the next section, you will read how President Washington dealt with challenges at home and abroad.

### Vocabulary Builder

**fundamental** (fuhn duh MEHN tahl)  
**adj.**, basic; most important;  
forming the foundation of an  
idea or action; essential

## Assess and Reteach

### Assess Progress

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

**All in One Teaching Resources, Unit 3,**  
Section Quiz, p. 29

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

**Progress Monitoring Transparencies,**  
Chapter 8, Section 2

### Reteach

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

**Interactive Reading and Notetaking Study Guide,** Chapter 8,  
Section 2 (Adapted Version also available.)

### Extend

Form students into two groups, one representing the Federalists and the other representing the Republicans. Have each group compile a list of the major views of its assigned political party. Then, ask students to conduct a debate in which they respond to the question "How should the federal government interpret the Constitution to make laws?" Make sure students use facts to support their position.

### Extend Online

**For:** Help with starting the Extend activity  
**Visit:** PHSchool.com  
**Web Code:** mye-0248

### Progress Monitoring Online

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

## Section 2 Check Your Progress

### Comprehension and Critical Thinking

- (a) **Describe** How did the Framers of the Constitution feel about political parties?  
(b) **Draw Conclusions** Do you believe having political parties helps or hurts the nation? Explain.
- (a) **Recall** What was the fundamental difference between the two political parties?

(b) **Detect Points of View** If you were a worker at a northern textile mill during Washington's presidency, would you have supported the Republicans or the Federalists? Explain.



### Reading Skill

- Infer Meanings of Similes** Explain the simile in this sentence: Alexander Hamilton acted like a friend to government.

### Progress Monitoring Online

**For:** Self-test with instant help  
**Visit:** PHSchool.com  
**Web Code:** mya-3042

### Key Terms

Complete this sentence so it clearly shows your understanding of the key term.  
4. As a result of **factions**, \_\_\_\_\_.

### Writing

- Use Internet or library resources to find and read an article giving an overview of the life of George Washington. Then, create a timeline showing the most important events in Washington's life.

Section 2 The Birth of Political Parties 293

## Section 2 Check Your Progress

- (a) They opposed political parties.  
(b) Responses will vary, but students should show an understanding of political parties and support their answers with details from the section.
- (a) They had opposing views about the role and power of the federal government.  
(b) Students will probably answer that they would have supported the Federalists because they favored the national tariff to protect American industries.
- "Like a friend to government" means Hamilton worked to help and protect government, the way a friend helps and protects another friend.
- Possible answer: political parties developed, which caused tension in the government.
- Responses will vary. Timelines should show significant events in Washington's life.

## Answers

**Checkpoint** Federalists supported strong federal government; Republicans supported strong state governments

**Checkpoint** the Federalists