

Section 4

Step-by-Step Instruction

Review and Preview

Students have read about the course set for the nation by President Washington. They will now read how foreign pressures affected President John Adams's administration.

Section Focus Question

How did problems with France intensify the split between the Federalists and Republicans?

Before you begin the lesson for the day, write the Section Focus Question on the board. (*Lesson focus: Political divisions grew bitter during the presidency of John Adams, as he struggled to keep peace with France.*)

Prepare to Read

Build Background Knowledge

L2

Ask students to preview the headings and visuals in the section. Use the Give One, Get One strategy (TE, p. T25) to help students create a list of what they predict they will learn.

Set a Purpose

- 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. 20

- 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.



Make Haste to Wage War

“We must make haste to wage war, or we shall be lost. . . . Something energetic and decisive must be done soon. Congress fiddles while our Rome is burning. America . . . can interdict [prohibit] France the ocean.”

—Fisher Ames, urging war with France, 1798

◀ French ship attacking an American ship

The Presidency of John Adams

Objectives

- Discuss the reasons for tension between the United States and France.
- Describe the main provisions of the Alien and Sedition acts.
- Explain how controversy arose over states' rights.

Reading Skill

Identify Analogies In an analogy, two pairs of items are connected with the same sort of comparison. For example, both pairs might compare synonyms, or words with similar meanings. You must understand the comparison between the first pair in order to complete the comparison between the second pair. Some common types of analogies are cause-effect, antonyms, and synonyms.

Key Terms

alien
sedition

nullify
states' rights

Why It Matters John Adams succeeded Washington as President. He struggled to reduce the country's divisions and to steer a neutral course in foreign policy.

Section Focus Question: How did problems with France intensify the split between the Federalists and Republicans?

Troubles With France

Adams immediately faced a crisis over relations with France. The French were angered by U.S. neutrality in the war between France and Britain. France had hoped for U.S. support. Had not French assistance been the key to success in the American Revolution? Why didn't Americans show their gratitude by helping the French now?

The Jay Treaty only increased tensions with France. As the French saw it, the treaty put the United States on Britain's side. France reacted late in 1796 by snubbing a U.S. diplomat. Moreover, the French continued to attack American merchant ships.

The XYZ Affair In 1797, Adams sent a new three-person mission to France. Agents of the French government demanded that the United States pay a bribe of \$250,000. The agents also wanted the United States to lend France several million dollars.

The Americans said they would pay “not a sixpence [a coin worth six pennies].” Later, that statement led to the slogan, “Millions for defense, but not one sixpence for tribute [a forced payment].”

The bribe attempt was a sensation when it became public. Because the names of the French agents were kept secret, they were called X, Y, and Z. The incident became known as the XYZ Affair.

Differentiated Instruction

L3 Advanced Readers

Group Activity Form small groups to work together to create a media campaign to persuade people to support or oppose President Adams's handling of the XYZ Affair. Assign a position for each group. Have each group create a button, a print advertisement, and a one-minute announcement to communicate its view-

L3 Gifted and Talented

point. Students should consider the fears and concerns that arose as people learned the details of the affair. Campaigns should also take into account that although Adams was a Federalist, all Federalists did not support his decisions. Have students present their work to the class.

War Fever The XYZ Affair caused an outbreak of war fever in the United States. Many Federalists demanded that Adams ask Congress to declare war on France.

With war fever rising, Adams asked Congress to increase the size of the army and rebuild the navy. It did both, thus enhancing the power of the central government. Adams also convinced Congress to create a separate department of the navy. Between 1798 and 1800, the United States fought an undeclared naval war with France.

Nonetheless, the President and many other Americans opposed a full-scale war. To avoid war, Adams sent a new mission to France. Napoleon Bonaparte, France's dictator, was busy dealing with war in Europe. In 1800, he agreed to stop seizing American ships.

President Adams had avoided war. But the agreement angered leaders of his own Federalist Party, especially the pro-British Hamilton. This disapproval weakened Adams politically.

Still, Adams was satisfied. He told a friend that he wanted his tombstone to read: "Here lies John Adams, who took upon himself the responsibility of peace with France in the year 1800."

✓ **Checkpoint** How did Adams settle differences with France?

The Alien and Sedition Acts

The war fever deepened the split between Federalists and Republicans. Federalists' fear of revolutionary France spilled over into a mistrust of immigrants. Federalists suspected them of bringing in dangerous ideas and feared that they would back the Republicans.



Identify Analogies

The phrase *war fever* is an analogy. Think about what having a fever does to a person's body. How is that similar to what the desire for war might do to the country?

Teach

Troubles With France

p. 298

Instruction

L2

■ **Vocabulary Builder** Before teaching this section, preteach the High-Use Words **duration** and **provoke** using the strategy on TE p. T21.

Key Terms Have students complete the See It—Remember It chart for the Key Terms in this chapter.

- Read *Troubles with France* aloud with students, using the Structured Silent Reading strategy (TE, p. T22).
- Ask: **What issues caused increased tension in the United States between 1793 and 1797?** (*the failure of the United States to ally itself with France during the war between France and Britain; Jay's Treaty*) Ask: **Why did the XYZ Affair anger Americans so much?** (*The United States had approached France to negotiate, and Americans felt that France had responded unfairly.*)
- Ask: **Why do you think the Federalists were angry at Adams for avoiding war with France?** (*Students may suggest that France's attack on American merchant ships and the XYZ Affair angered Americans. Also, the Federalists tended to support Britain in that country's struggles with France.*)

Independent Practice

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



Interactive Reading and Notetaking Study Guide, Chapter 8, Section 4 (Adapted Version also available.)

Monitor Progress

As students fill in the Notetaking Study Guide, circulate and make sure individuals understand how Adams dealt with the tensions between the United States and France. Provide assistance as needed.

Answers

🔥 **Reading Skill** fevers spread throughout a person's body, as the desire for war spread throughout the country

✓ **Checkpoint** He compromised to avoid war.

Reading Political Cartoons (a) money from the Americans (b) The cartoonist has a negative view of the French government; he drew the country as a monster.

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The Five-Headed Monster

The three American representatives declare, "Cease bawling, Monster! We will not give you sixpence."

The five-headed monster represents the French government.

Reading Political Cartoons Skills Activity

The XYZ Affair stirred anti-French feeling in the United States. This 1798 cartoon shows a five-headed creature demanding a bribe from the three American representatives (at left).

(a) **Explain** What does the five-headed creature want?

(b) **Detect Points of View** What opinion do you think the cartoonist has of the French government? What evidence supports your view?

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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

duration, p. 300 *n.* length of time
 Civilians faced hardships for the **duration** of the war.

provoke, p. 301 *v.* to cause to anger; to excite; to cause an action
 When France seized U.S. ships, it must have known that its actions would **provoke** great anger among the American people.

The Alien and Sedition Acts

p. 299

States' Rights

p. 300

Instruction

L2

- Read The Alien and Sedition Acts aloud with students.
- Have students complete the worksheet Debating the Alien Act. Ask them to compare and contrast how each party viewed the power of the federal government. (*Federalists—strong federal government; Republicans—limited power of federal government*)

All in One Teaching Resources, Unit 3, Debating the Alien Act, p. 24

- Ask: **Why were the Virginia and Kentucky resolutions passed?** (*Because Republicans were not sure the Supreme Court could declare laws unconstitutional, they wanted the states to end the Alien and Sedition Acts.*) **What was the long-term impact of these resolutions?** (*They strengthened the arguments for states' rights, the claim that states could overrule federal laws.*)

Independent Practice

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

Monitor Progress

- As students fill in the Notetaking Study Guide, circulate and make sure students understand the Alien and Sedition acts and their consequences. 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.
- Have students go back to their Word Knowledge Rating Form. Rerate their word knowledge and complete the last column with a definition or example.

All in One Teaching Resources, Unit 3, Reading Readiness Guide, p. 20; Word Knowledge Rating Form, p. 16

Answers

Detect Points of View States could nullify laws if they disliked them.

Checkpoint They limited immigration and free speech.

300 Chapter 8

New Life for a Debate

Passage of the Alien and Sedition acts renewed the debate over federal versus state power. Jefferson and Madison wrote the Kentucky and Virginia resolutions in defense of states' rights. **Critical Thinking: Detect Points of View** According to defenders of states' rights in 1798, what could states do if they disliked a federal law?

Vocabulary Builder

duration (doo RAY shun) *n.* length of time

Arguments for States' Rights

- The federal government derives its power from rights given to it by the states.
- Because the states created the United States, individual states have the power to nullify a federal law.

Arguments for Federal Power

- The federal government derives its power from rights given to it by the American people.
- States have no power to nullify federal laws.
- States cannot revoke federal powers set forth in the Constitution.

Trouble on the Horizon

Within 25 years of the Alien and Sedition acts, people in New England and South Carolina would threaten to leave the Union because they either disagreed with American foreign policy or opposed laws passed by Congress.

Federalist leaders decided that to restore order at home they must destroy their political opponents. Congress passed a group of laws in 1798 aimed at immigrants. Another 1798 law targeted Republicans.

The laws directed at immigrants were the Alien Act. An **alien** is an outsider or someone from another country. The Alien Act increased the **duration** from 5 to 14 years that a person had to live in the United States to become a citizen. The President gained the power to deport or imprison any alien he considered dangerous.

The law targeting Republicans was the Sedition Act. **Sedition** is activity designed to overthrow a government. The Sedition Act probably was the harshest law limiting free speech ever passed in the United States. It made it a crime for anyone to write or say anything insulting or anything false about the President, Congress, or the government in general. During 1798 and 1799, ten people were convicted under the act. Most were Republican editors and printers.

Checkpoint What did the Alien and Sedition acts do?

States' Rights

The Republicans denounced the Alien and Sedition acts. They charged that the Sedition Act violated the Constitution, especially the First Amendment, which guarantees freedom of speech.

However, the Republicans faced a problem opposing the law. At the time, it was not clearly established that the Supreme Court had the power to strike down a law as unconstitutional. Because of this, the Republicans expressed their opposition through the state legislatures.

300 Chapter 8 Launching a New Nation

Differentiated Instruction

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

Reading a Chart To help students understand the support for and opposition to the Alien Act, assign The Alien and Sedition Acts after the class has read the section. Form students into two groups. Have one group present the Federalist view of the

Alien and Sedition acts to the class. Ask the other group to present the Republican view of the acts.

All in One Teaching Resources, Unit 3, The Alien and Sedition Acts, p. 25

Republicans James Madison and Thomas Jefferson, both Virginians, led the campaign. Madison wrote a resolution attacking the Alien and Sedition acts. It was passed by the Virginia legislature. Jefferson wrote a similar resolution that was passed by the Kentucky legislature. Together, the Virginia and Kentucky resolutions stated that the Alien and Sedition acts were unconstitutional. They declared that states had the right to declare laws passed by Congress to be unconstitutional.

No other states supported Virginia and Kentucky, so the two resolutions had little immediate impact. As for the Alien and Sedition acts, they were not in force for long. The law that gave the President the power to imprison or deport dangerous aliens expired after two years. The Sedition Act expired in 1801. The waiting period for immigrants to become citizens was restored to five years in 1802.

However, over the long term the Virginia and Kentucky resolutions were far more important than the laws that provoked them. The resolutions claimed that states could **nullify—deprive of legal force**—a law passed by Congress. The resolutions also boosted the idea of **states' rights**. This is the idea that the union binding “these United States” is an agreement between the states and that they therefore can overrule federal law. In decades to come, a number of states would refuse to obey certain federal laws. States' rights would become the rallying cry for southern defenders of slavery.

✓Checkpoint Why did the issue of states' rights arise at this time?

★ Looking Back and Ahead You have read how the United States got up and running under its first two Presidents. The next chapter deals with the next two Presidents, Thomas Jefferson and James Madison, and the challenges they faced.



James Madison

Vocabulary Builder

provoke (prah VOHK) *v.* to cause to anger; to excite; to cause an action

Assess and Reteach

Assess Progress L2

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

All in One Teaching Resources, Unit 3, Section Quiz, p. 31

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

Progress Monitoring Transparencies Chapter 8, Section 4

Reteach L1

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

Interactive Reading and Notetaking Study Guide, Chapter 8, Section 4 (Adapted Version also available.)

Extend L3

Assign one half of the students to the Federalist Party and the other half to the Republican Party. Have each group create several newspaper articles that express the viewpoints of its party. Articles may be on the Alien Act, the Sedition Act, the XYZ Affair, and any other issue from the section.

Section 4 | **Check Your Progress**

Progress Monitoring Online

For: Self-test with instant help
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Web Code: mya-3044

Comprehension and Critical Thinking

- (a) **Recall** What problem did President Adams face abroad?
(b) **Explain Problems** How did Adams resolve this problem?
- (a) **Summarize** Why did the Federalist Congress pass the Alien and Sedition acts?
(b) **Analyze Cause and Effect** Explain the following statement: State reaction to the Alien and Sedition acts caused further tension between the political parties.

Reading Skill

- Identify Analogies** Explain the analogy in this sentence: As the call for war heated up, John Adams tried to be the nation's firefighter.

Key Terms

Answer the following questions in complete sentences that show your understanding of the key terms.

- Why did Federalists mistrust **aliens**?
- Why did newspaper editors accused of **sedition** tend to be Republicans?

- Why did Republicans want to **nullify** the Alien and Sedition acts?
- How can **states' rights** be used to oppose federal laws?

Writing

- Use Internet or library resources to research the life of John Adams. List the principal events in his life. Then, describe the personality traits he displayed as President of the United States. Write a thesis statement that could be used to introduce a biographical essay about Adams.

Section 4 Check Your Progress

- (a) France thought the United States should support it in its war with Britain and responded to U.S. neutrality by attacking American ships and refusing to deal with American diplomats.
(b) Adams compromised with the French instead of going to war.
- (a) to limit immigration and restrict free speech in response to a mistrust of immigrants during the French Revolution
(b) Republicans supported states' rights and opposed the Federalist-backed Alien and Sedition acts. This disagreement emphasized the differences between the parties.
- Possible answer: As a firefighter tries to put out a fire, Adams tried to end the nation's desire for war.
- 4-7. Students' sentences should reflect an understanding of the key terms. Students' statements will vary.

- Students' thesis statements should express a statement about John Adams's personality. Possible traits include firm, responsible, and diplomatic.

Answer

✓Checkpoint Republicans opposed the Alien and Sedition acts, but Republican-backed state legislatures could do nothing to overturn federal law.