

CHAPTER
6
Section 1

GUIDED READING *Washington Heads the New Government*

A. Fill out the chart below, taking notes about Washington’s two terms as president.

Government Organization	
1. What did the Judiciary Act of 1789 establish?	2. What departments did Washington create and whom did he appoint to head them?
↓	↓
Philosophies of Government	
3. How did Jefferson feel about political power and the common people?	4. How did Hamilton feel about political power and the common people?
5. Why did Jefferson and Madison oppose the national bank?	6. Why did Hamilton support the national bank?
↓	↓
Party Politics	
7. To which party did Jefferson belong?	8. To which party did Hamilton belong?
9. Why did Washington distrust the two-party system?	

B. On the back of this paper, briefly define each of the following:

- cabinet** **protective tariff** **excise tax** **Republicans**

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Section 2

GUIDED READING *Foreign Affairs*
Trouble the Nation

A. As you read about the U.S. government's first experiences with foreign affairs, take notes to answer questions about events appearing on the time line.

1793	Declaration of neutrality →	1. What were the reasons for issuing this declaration?
1794	Battle of Fallen Timbers →	2. What resulted from this U.S. victory?
	Jay's Treaty →	3. What did Britain and the United States agree to?
1795	Pinckney's Treaty →	4. What did Spain and the United States agree to?
1796	Adams elected president →	5. What problems did this election underscore?
	XYZ Affair →	6. What effect did the affair have on U.S.-French relations?
1798	Alien and Sedition Acts →	7. What measures were contained in these acts?
	Virginia and Kentucky Resolutions →	8. What did these resolutions declare?

B. On the back of this paper, identify or explain each of the following:

- Edmond Genêt Little Turtle John Jay sectionalism**

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Section 3

GUIDED READING *Jefferson Alters
the Nation's Course*

A. As you read about Jefferson's presidency, write answers to the questions below.

Key Trends in Jefferson's Administration
1. How did Jefferson simplify the federal government?
2. How did Jefferson's presidency help bring about Southern dominance in federal politics?
3. How did the Federalists lose power during the Jefferson administration?

Key Events in the Jefferson Administration
4. What was the long-term importance of the Supreme Court's decision in <i>Marbury v. Madison</i> ?
5. How did the Louisiana Purchase affect the United States and its government?
6. What were the important results of the Lewis and Clark expedition?

B. On the back of this paper, explain how each of the following are related:

Judiciary Act of 1801 midnight judges John Marshall judicial review

C. On the back of this paper, identify each of the following:

Aaron Burr Daniel Boone Sacajawea

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GUIDED READING *The War of 1812 Erupts*

Section 4

A. Write notes describing what each president did to deal with a stated problem. Then, write notes to explain why the president’s response succeeded, failed, or had mixed results in solving the problem.

1. President Thomas Jefferson

Problem	Response
War between Great Britain and France resulted in the seizure of American ships and, at times, in the impressment of Americans into the British navy.	
Reasons for the success or failure of Jefferson’s response:	

2. President James Madison

Problem	Response
Great Britain seized American ships and sailors and was thought to have encouraged Native American attacks on American settlers.	
Reasons for the success or failure of Madison’s response:	

B. On the back of this paper, explain or identify each of the following:

- | | | | |
|-----------------|-----------------------|------------------------|-------------------------------|
| blockade | embargo | war hawks | William Henry Harrison |
| Tecumseh | Andrew Jackson | Treaty of Ghent | armistice |

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Section 1

SKILLBUILDER PRACTICE *Contrasting*

Although Thomas Jefferson and Alexander Hamilton both made significant contributions to shaping the future of the United States, they were total opposites in many ways. After reading the passage below, fill out the chart. First, list five categories that you'd like to use in contrasting them. Two have been listed for you. Then, list differences between the two men for the categories. (See Skillbuilder Handbook, p. 1041.)

Thomas Jefferson Known as the author of the Declaration of Independence and third president of the United States, Thomas Jefferson was also a noted diplomat and thinker. He was born on his family's farm and led the life of a country boy.

When Jefferson was 14 years old, his father died, and the boy inherited the family farm. At the age of 16 he began attending the College of William and Mary in Williamsburg, Virginia. After college he studied law and began to practice law in 1767. He served in Virginia government and was chosen as a delegate to the Second Continental Congress. In 1776 he drafted the Declaration of Independence.

Instead of fighting in the Revolutionary War, Jefferson worked for social reform in Virginia. Following the war, he resumed his participation in the national government, eventually becoming president, with Aaron Burr as his vice-president.

After two terms as president, Jefferson retired from political life. He died quietly at his home on July 4, 1826.

Alexander Hamilton Born in the West Indies, Alexander Hamilton was the son of a Scottish merchant there. He spent some of his youth working for a trading company on the island of St. Croix, then traveled to North America and attended King's College, which later became Columbia University. He served as a captain during the Revolutionary War.

In 1782, Alexander Hamilton began to practice law in New York and became a delegate to the Congress of the Confederation under the Articles of Confederation. He was appointed secretary of the treasury in 1789. In 1795, after increased Congressional opposition to his ideas, Hamilton resigned as treasury secretary, but he remained active in politics.

In the presidential election of 1800, Hamilton supported Thomas Jefferson because, although he distrusted Jefferson, he disliked Jefferson's opponent, Aaron Burr, even more. Jefferson won the election and Burr became vice-president. In 1804, Hamilton's public criticism of Burr resulted in a duel between the two men. On July 11, 1804, they fought. Hamilton was shot and died from his wound the next day.

Category	Jefferson	Hamilton
1. Place of birth		
2. Youth		
3.		
4.		
5.		

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Section 3

GEOGRAPHY APPLICATION: REGION *The Louisiana Purchase*

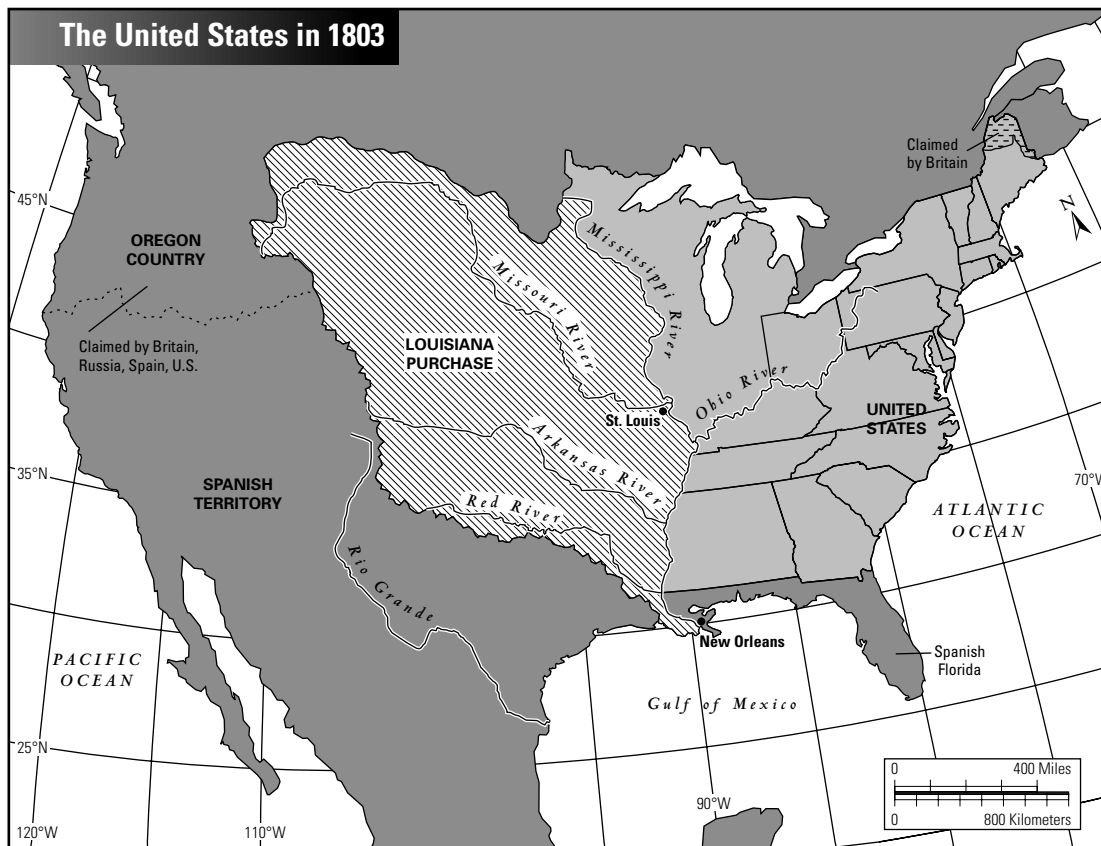
Directions: Read the paragraphs below and study the map carefully. Then answer the questions that follow.

In 1973 the social critic John Keats looked back to 1801, noting that at that time “the United States was politically fragile, virtually without an army or a navy, without a friend in the world.”

Indeed, President Thomas Jefferson was anxious. Foreign governments ruled the lands to the north, the entire Gulf of Mexico coastline, and the major western lands known as the Louisiana Territory. Also, in 1798, Spain had made things difficult for farmers by closing off the previously open Mississippi River to American boats carrying grain to New Orleans for export.

Then, in March of 1801, Jefferson heard a rumor that Spain had secretly given the Louisiana

Territory back to France, land that Spain had been given by France in 1762. Jefferson didn’t want Spain ceding the region to anyone but the United States, but Spain would admit nothing. Finally, in 1803, Jefferson, still unsure who owned what, directed his ambassador in France to offer to buy Florida and New Orleans and sent James Madison to France to help in negotiations. Much to the men’s surprise, the French suddenly proposed selling all of the Louisiana Territory to the United States, though the Florida territory was excluded, for it had remained Spanish territory. The men quickly took the offer and informed Jefferson of the unexpected bounty.



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Interpreting Text and Visuals

1. What were the approximate latitude and longitude measurements of the United States before the Louisiana Purchase? _____
After the Louisiana Purchase? _____

2. What country controlled territory to the north of the U.S. boundary? _____
To the south and west? _____

3. What seaport did the United States gain through the Louisiana Purchase? _____

4. By what proportion did the size of the United States increase as a result of the purchase? _____

5. After the purchase, what formed our eastern and western boundaries? _____

6. Control of which natural feature was the most important geographical advantage of the purchase? _____

7. U.S. possession of the Louisiana lands gave what four other major rivers permanent access to New Orleans and export-shipping facilities? _____

8. In addition to the advantage of increasing the nation's size, what risks do you think acquiring all this land presented? _____

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PRIMARY SOURCE Presidential Campaign Song

This campaign song, sung to the tune of a traditional Irish jig, was written for the presidential election of 1800. For many American voters, Republican candidate Thomas Jefferson—the subject of this song—symbolized freedom from a tyrannical government. What campaign issues do these song lyrics reflect?

Jefferson and Liberty

The gloomy night before us flies,
The reign of terror now is o'er;
Its gags, inquisitors, and spies,
Its herds of harpies are no more!

Chorus

Rejoice! Columbia's sons, rejoice!
To tyrants never bend the knee;
But join with heart and soul and voice,
For Jefferson and Liberty.

His country's glory, hope, and stay,
In virtue and in talents tried,
Now rises to assume the sway,
O'er freedom's temple to preside.

No lordling here, with gorging jaws,
Shall wring from industry the food;
Nor fiery bigot's holy laws
Lay waste our fields and streets in blood.

Here strangers, from a thousand shores,
Compelled by tyranny to roam,
Shall find, amidst abundant stores,
A nobler and a happier home.

Here art shall lift her laureled head,
Wealth, industry, and peace divine;
And where dark, pathless forests spread,
Rich fields and lofty cities shine.

From Europe's wants and woes remote,
A friendly waste of waves between,
Here plenty cheers the humblest cot,
And smiles on every village green.

Let foes to freedom dread the name;
But should they touch the sacred tree,
Twice fifty thousand swords would flame
For Jefferson and Liberty.

from William McCarty, ed., Songs, Odes, and Other Poems on National Subjects, (Philadelphia, 1842), 172–175.

Activity Options

1. What do these song lyrics express about the future of the United States under Jefferson's leadership? Discuss the question with a small group of classmates. Then write a short newspaper editorial analyzing the song and endorsing or condemning Jefferson's candidacy.
2. In a small group of classmates, create a poster with some political slogans for Thomas Jefferson's campaign. Draw on the ideas expressed in these song lyrics as well as on your knowledge of the issues in the 1800 presidential election. Display your creation.
3. Compose a tune for this campaign song and either sing it aloud or play it on a musical instrument for your classmates.

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PRIMARY SOURCE *from* **The Journals of
Lewis and Clark**

During their expedition to the West, Meriwether Lewis and William Clark kept detailed journals. Published in 1814, the journals chronicle the progress of the expedition and provide a unique glimpse at life in the West in the early 1800s. As you read this excerpt, think about the kinds of information gathered by the expedition.

Monday, April 1st, 1805. This morning there was a thunder storm, accompanied with large hail, to which succeeded rain for about half an hour. We availed ourselves of this interval to get all the boats in the water. At four o'clock P.M. it began to rain a second time, and continued till twelve at night. With the exception of a few drops at two or three different times, this is the first rain we have had since the 15th of October last.

Tuesday. The wind was high last night and this morning from N. W. and the weather continued cloudy. The Mandans killed yesterday twenty-one elk, about fifteen miles below, but they were so poor as to be scarcely fit for use.

Wednesday. The weather is pleasant, though there was a white frost and some ice on the edge of the water. We were all engaged in packing up our baggage and merchandise.

Thursday. The day is clear and pleasant, though the wind is high from N. W. We now packed up in different boxes a variety of articles for the president, which we shall send in the barge. They consisted of a stuffed male and female antelope with their skeletons, a weasel, three squirrels from the Rocky mountains, the skeleton of the prairie wolf, those of the white and gray hare, a male and female blaireau, or burrowing dog of the prairie, with a skeleton of the female, two burrowing squirrels, a white weasel, and the skin of the louservia, the horns of the mountain ram, or big-horn, a pair of large elk horns, the horns and tail of the black-tailed deer, and a variety of skins, such as those of the red fox, white hare, martin, yellow bear obtained from the Sioux; also, a number of articles of Indian dress, among which was a buffalo robe, representing a battle fought about eight years since between the Sioux and Ricaras against the Mandans and Minnetarees, in which the combatants are represented on horseback.

It has of late years excited much discussion to ascertain the period when the art of painting was first discovered: how hopeless all researches of this kind are, is evident from the foregoing fact. It is indebted for its origin to one of the strongest passions of the human heart; a wish to preserve the features of a departed friend, or the memory of some glorious exploit: this inherits equally the bosoms of all men either civilized or savage. Such sketches, rude and imperfect as they are, delineate the predominant character of the savage nations. If they are peaceable and inoffensive, the drawings usually consist of local scenery, and their favourite diversions. If the band are rude and ferocious, we observe tomahawks, scalping-knives, bows, arrows, and all the engines of destruction.

Also sent were a Mandan bow and quiver of arrows; also some Ricara tobacco-seed and an ear of Mandan corn; to these were added a box of plants, another of insects, and three cases containing a burrowing squirrel, a prairie hen, and four magpies, all alive.

Friday. Fair and pleasant, but the wind high from the northwest: we were visited by a number of Mandans, and are occupied in loading our boats in order to proceed on our journey.

from Nicholas Biddle, ed., *The Journals of the Expedition under the Command of Capts. Lewis and Clark*, Volume One (New York: The Heritage Press, 1962), 109–110.

Discussion Questions

1. Name three items gathered by the Lewis and Clark expedition that were sent to President Jefferson.
2. Why do you think members of the Lewis and Clark expedition gathered these particular items?
3. The Lewis and Clark expedition was considered a tremendous success. Based on your reading of this journal excerpt, why do you think this was so?

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PRIMARY SOURCE **Botanical Drawings**

Botanist Frederick Pursh (1774–1820) was born in Germany and came to the United States in 1799. He created these drawings from two new specimens brought back by members of the Lewis and Clark expedition. Notice that the new plants were named after the famous explorers.

Mimulus Lewisii



The Library of the New York Botanical Garden, Bronx, New York.

Clarkia Pulchella



Research Options

1. Using a print or on-line encyclopedia, a science textbook, or a wildflower guidebook, find out more about plants that grow in the West. Using Pursh's drawings as models, work with classmates to create an illustrated guidebook to flora of the West.
2. The members of the Lewis and Clark expedition collected specimens of plants and animals that were native to the West in the early 1800s. Identify and list at least three plant and animal species native to the western United States that are today endangered.

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PRIMARY SOURCE **Dolley Madison's
Letter to Her Sister**

In August 1814, the British marched into Washington and burned public buildings, including the Capitol and the White House. Before she was forced to flee from the White House, First Lady Dolley Madison wrote to her sister. As you read her letter, notice what the First Lady rescues in the wake of the British invasion.

Dear Sister—My husband left me yesterday morning to join General Winder. He inquired anxiously whether I had courage or firmness to remain in the President's house until his return on the morrow, or succeeding day, and on my assurance that I had no fear but for him, and the success of our army, he left, beseeching me to take care of myself, and of the Cabinet papers, public and private. I have since received two dispatches from him, written with a pencil. The last is alarming, because he desires I should be ready at a moment's warning to enter my carriage, and leave the city; that the enemy seemed stronger than had at first been reported, and it might happen that they would reach the city with the intention of destroying it. I am accordingly ready; I have pressed as many Cabinet papers into trunks as to fill one carriage; our private property must be sacrificed, as it is impossible to procure wagons for its transportation. I am determined not to go myself until I see Mr. Madison safe, so that he can accompany me, as I hear of much hostility towards him. Disaffection stalks around us. My friends and acquaintances are all gone, even Colonel C. with his hundred, who were stationed as a guard in this inclosure. French John [a faithful servant], with his usual activity and resolution, offers to spike the cannon at the gate, and lay a train of powder, which would blow up the British, should they enter the house. To the last proposition I positively object, without being able to make him understand why all advantages in war may not be taken.

Wednesday Morning, twelve o'clock. Since sunrise I have been turning my spy-glass in every direction, and watching with unwearied anxiety, hoping to discover the approach of my dear husband and his friends; but, alas! I can descry only groups of military, wandering in all directions, as if there was a lack of arms, or of spirit to fight for their own fireside.

Three o'clock. Will you believe it, my sister? we have had a battle, or skirmish, near Bladensburg, and here I am still, within sound of the cannon! Mr. Madison comes not. May God protect us! Two messengers covered with dust come to bid me fly; but here I mean to wait for him. . . . At this late hour a wagon has been procured, and I have had it filled with plate and the most valuable portable articles belonging to the house. Whether it will reach its destination, the Bank of Maryland, or fall into the hands of British soldiery, events must determine. Our kind friend, Mr. Carroll, has come to hasten my departure, and in a very bad humor with me, because I insist on waiting until the large picture of General Washington is secured, and it requires to be unscrewed from the wall. This process was found too tedious for these perilous moments; I have ordered the frame to be broken, and the canvas taken out. It is done! and the precious portrait placed in the hands of two gentlemen of New York, for safe keeping. And now, dear sister, I must leave this house, or the retreating army will make me a prisoner in it by filling up the road I am directed to take. When I shall again write to you, or where I shall be tomorrow, I cannot tell!

Dolley.

*from Lucia Cutts, ed., *Memoirs and Letters of Dolley Madison* (New York, 1886).*

Discussion Questions

1. What items did Dolley Madison rescue from the White House before the British invaded Washington?
2. Why do you think the First Lady decided to save the items that she did?
3. In your opinion, did Dolley Madison act foolishly or heroically in deciding to remain at the White House despite the threat of imminent invasion by the British? Support your opinion with facts and reasons.

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LITERATURE SELECTION *from Burr*
by Gore Vidal

This novel paints a vivid portrait of Colonel Aaron Burr—a patriot who fought in the American Revolution and served as vice-president of the United States, and yet a man who was later arrested for treason on President Thomas Jefferson's orders. In this excerpt, journalist Charles Schuyler narrates what happens when he and Burr return to the site of Burr's deadly duel with Alexander Hamilton. As you read, think about Burr's reactions to this pivotal event in his life.

Today the Colonel was in a most curious and excited mood. "If it amuses you, Charlie, we shall go to the Heights of Weehawk and I shall act out for you the duel of the century, when the infamous Burr slew the noble Hamilton, from behind a thistle—obviously a disparaging allusion to my small stature. Yet Hamilton was less than an inch taller than I though now he looms a giant of legend, with a statue to his divinity in the Merchants' Exchange, his temple. While for me no statue, no laurel, only thistle!"

I was delighted and somewhat embarrassed. Burr almost never speaks of the duel; and most people are much too nervous of the subject ever to bring it up in his presence even though it is the one thing everyone in the world knows about Aaron Burr, and the one thing it is impossible not to think of upon first meeting him.

"He killed General Hamilton," my mother whispered to me when the elegant little old man first came into our Greenwich Village tavern, after his return from Europe. "Take a good look at him. He was a famous man once."

As I grew older, I realized that my family admired Burr more than not and that my mother was pleased when he took a fancy to me, gave me books to read, encouraged me to attend Columbia College and take up the law. But my first glimpse of him at a table close to the pump-room fire was of the devil himself, and I half-expected him to leave not by way of the door but up the chimney with the flames.

We walked to Middle Pier at the end of Duane Street. "I've ordered my young boatman to stand by."

The Colonel's eyes were bright at the prospect of such an unusual adventure—into past time

rather than into that airy potential future time where he is most at home.

"It was a hot day like this—thirty years and one month ago. Yet I remember being most unseasonably cold. In fact, I ordered a fire the night of the tenth, and slept in my clothes on a sofa in the study. Slept very well, I might add. A detail to be added to your *heroic* portrait of me." An amused glance in my direction. "Around dawn, John Swartwout came to wake me up. I was then joined by Van Ness and Matt Davis. We embarked from Richmond Hill."

The tall young boatman was waiting for us at the deserted slip. The sun was fierce. We were the only people on the wharf: the whole town has gone away for August.

We got into the boat, and the young man began to row with slow regular strokes up-river to the high green Jersey shore opposite.

"On just such a morning . . ." He hummed to himself softly. Then: "My affairs were in order. I had set out six blue boxes, containing enough material for my biography, if anyone was minded to write such a thing. Those boxes now rest at the bottom of the sea." He was blithe even at this allusion to the beloved daughter: trailed his finger in the river; squinted at the sun. "What, I wonder, do the fishes

make of my history?"

I tried to imagine him thirty years ago, with glossy dark hair, an unlined face, a steady hand—the Vice-President on an errand of honour. But I could not associate this tiny old man with that figure of legend.

"Love-letters to me were all discreetly filed, with instructions to be burned, to be returned to

My first glimpse of him at a table close to the pump-room fire was of the devil himself, and I half-expected him to leave not by way of the door but up the chimney with the flames.

owners, to be read at my grave—whatever was fitting. My principal emotion that morning was relief. Everything was arranged. Everything was well-finished.”

“Did you think you might be killed?”

The Colonel shook his head. “When I woke up on the sofa, saw dawn, I knew that I would live to see the sun set, that Hamilton would not.” A sudden frown as he turned out of the bright sun; the face went into shadow. “You see, Hamilton *deserved* to die and at my hands.”

I then asked the question I have wanted to ask since yesterday but Burr only shook his head. “I have no intention of repeating, ever, what it was that Hamilton said of me.”

In silence, we watched the steamboat from Albany make its way down the centre channel of the river. On the decks women in bright summer finery twirl parasols; over the water their voices echo the gulls that follow in the ship’s wake, waiting for food.

Apparently the Weehawk Heights “look just the same now as they did did then.” The Colonel skipped easily onto the rocky shore. While I helped our sailor drag his boat onto the beach, the Colonel walked briskly up a narrow footpath to a wooded ledge.

“Ideal for its purpose,” Burr said when I joined him.

The ledge is about six feet wide and perhaps thirty or forty feet long with a steep cliff above and below it. At either end a green tangle of brush partly screens the view of the river.

The Colonel indicates the spires of New York City visible through the green foliage. “That is the last sight many a gentleman saw.”

I notice that he is whispering; he notices, too, and laughs. “From habit. When duellists came here they were always very quiet for fear they’d wake an old man who lived in a hut near by. He was called the Captain and he hated duelling. If he heard you, he would rush onto the scene and thrust himself between the duellists and refuse to budge. Often to everyone’s great relief.”

Burr crosses to the marble obelisk at the centre of the ledge. “I have not seen this before.” The monument is dedicated to the memory of Alexander Hamilton. Parts have been chipped away

while the rest is scribbled over with lovers’ names. The Colonel makes no comment.

Then he crosses slowly to a large cedar tree, pushing aside weeds, kicking pebbles from his path. At the base of the tree he stops and takes off his black jacket. He stares down at the river. I grow uneasy; cannot think why. I tell myself that there are no ghosts.

When Burr finally speaks his voice is matter-of-fact. “Just before seven o’clock Hamilton and his second Pendleton and the good Dr. Hosack—Hamilton was always fearful for his health—arrive. Just down there.” Burr points. I look, half-expecting to see the dead disembark. But there is only river below us.

“Pendleton carries an umbrella. So does Van Ness. Which looks most peculiar on a summer morning but the umbrellas are to disguise our features. We are now about to break the law.”

Burr leaves his post at the cedar tree, walks to the end of the ledge. “Now General Hamilton arrives, with his second.”

For an instant I almost see the rust-coloured hair of Hamilton,

shining in summer sun. I have the sense of being trapped in someone else’s dream, caught in a constant circular unceasing present. It is a horrible sensation.

Burr bows. “Good morning, General. Mr. Pendleton, good morning.” Burr turns and walks toward me. “Billy.” I swear he now thinks me Van Ness. “You and Pendleton draw lots to see who has choice of position, and who will give the word to fire.”

With blind eyes, the Colonel indicates for me to cross to the upper end of the ledge.

“Your principal has won both choices, Mr. Pendleton.” A pause. “He wants to stand *there*?” A slight note of surprise in Burr’s voice.

I realize suddenly that I am now standing where Hamilton stood. The sun is in my eyes; through green leaves water reflects brightness.

Burr has now taken up his position ten full paces opposite me. I think I am going to faint. Burr has the best position, facing the heights. I know that I am going to die. I want to scream, but dare not.

“I am ready.” The Colonel seems to hold in his hand a heavy pistol. “What?” He looks at me, lowers the pistol. “You require your glasses? Of course,

For an instant I almost see the rust-coloured hair of Hamilton, shining in summer sun. I have the sense of being trapped in someone else’s dream.

General. I shall wait.”

“Is General Hamilton satisfied?” Burr then asks. “Good, I am ready, too.”

I stand transfixed with terror as Burr takes aim, and shouts “Present!”

And I am killed.

Burr starts toward me, arms out-stretched. I feel my legs give way; feel the sting, the burning of the bullet in my belly; feel myself begin to die. Just in time Burr stops. He becomes his usual self, and so do I.

“Hamilton fired first. I fired an instant later. Hamilton’s bullet broke a branch from this tree.” Burr indicated the tall cedar. “My bullet pierced his liver and spine. He drew himself up on his toes. Like this.” Burr rose like a dancer. “Then fell to a half-sitting position. Pendleton propped him up. ‘I am a dead man,’ Hamilton said. I started toward him but Van Ness stopped me. Dr. Hosack was coming. So we left.

“But . . . but I would’ve stayed and gone to you had it not been for what I saw in your face.” Again the blind look in Burr’s eyes. Again he sees me as Hamilton. And again I start to die, the bullet burns.

“I saw terror in your face, terror at the evil you had done me. And that is why I could not come to you or give you any comfort. Why I could do nothing but what I did. Aim to kill, and kill.”

He sat down at the edge of the monument. Rubbed his eyes. The vision—or whatever this lunacy was—passed. In a quiet voice, he continued, “As usual with me, the world saw fit to believe in a different story. The night before our meeting Hamilton wrote a letter to posterity; it was on the order of a penitent monk’s last confession. He would reserve his first fire, he declared, and perhaps his second because, *morally*, he disapproved of duelling. Then of course he fired first. As for his

disapproval of duelling, he had issued at least three challenges that I know of. But Hamilton realized better than anyone that the world—our American world at least—loves a canting hypocrite.”

Burr got to his feet. Started toward the path. I followed dumbly.

“Hamilton lived for a day and a half. He was in character to the very last. He told Bishop Moore that he felt no ill-will toward me. That he had met me with a fixed resolution to do me no harm. What a contemptible thing to say!”

Burr started down the path. I staggered after him. At the river’s edge he paused and looked across the slow water toward the flowery rise of Staten Island. “I had forgot how lovely this place was, if I had ever noticed.”

We got into the boat. “You know, I made Hamilton a giant by killing him. If he had lived, he would have continued his decline. He would have been quite forgotten by now. Like me.” This was said without emotion. “While that might have been *my* monument up there, all scribbled over.”

“Hamilton fired first. I fired an instant later. Hamilton’s bullet broke a branch from this tree.” Burr indicated the tall cedar. “My bullet pierced his liver and spine.”

been *my* monument up there, all scribbled over.”

Research Options

1. Use print and on-line resources to research Aaron Burr’s political and personal life. Then write a brief biographical sketch about him. After you finish your research, discuss with your classmates whether the information given in this excerpt is historically accurate.
2. This excerpt focuses on one event in Burr’s life—his duel with Alexander Hamilton. Why were the two men such bitter rivals? Research the causes and effects of the duel. Then discuss with classmates ways that Burr and Hamilton might have resolved their problems without resorting to violence.

CHAPTER
6

AMERICAN LIVES **Alexander Hamilton**
Brilliant, Rash Federalist

Section 1

“There is something noble and magnificent in the perspective of a great Federal Republic, closely linked in the pursuit of a common interest, tranquil and prosperous at home, respectable abroad; but there is something proportionately diminutive and contemptible in the prospect of a number of petty states, with the appearance only of union.”—Alexander Hamilton, letter to the New York Packet (1782)

Alexander Hamilton (1755–1804) had a quick and complex mind. He was able to grasp the problems facing the new nation and develop plans to solve them. But quickness sometimes led him to rashness. He made many enemies, one of whom brought his career to an early end.

Hamilton’s early life, in the West Indies, was difficult. By the time he was 11, his father had abandoned him and mother had died, leaving him without parents. He began working as a clerk, and his writing ability and the generosity of others took him to New York for an education.

Hamilton arrived in 1772 and soon wrote in favor of colonists’ rights. He then found himself in the army, where his ability to write and to speak French convinced Washington to name him personal secretary. He worked closely with Washington for most of the war.

Throughout this period, Hamilton formed his political ideas. He preferred a representative democracy but felt that the Confederation Congress was a poor government because it lacked an executive and judiciary and was unable to force states to obey its laws. “Every day proves the inefficacy [failure] of the present confederation,” he once complained. He joined the call for a convention to debate revisions to the Articles of Confederation.

Hamilton’s role at the Constitutional Convention was minor. Although he was a staunch Federalist, the other delegates from New York were not, and he was always outvoted. He played a key role in winning New York’s approval of the Constitution, though. Hamilton wrote almost two-thirds of the *Federalist Papers* outlining the benefits of the new government and led the debate for ratification in the New York convention. He was persuasive: as the meeting opened, Federalists were outnumbered more than two to one, but in the end New York ratified.

George Washington named him as first secretary of the treasury in September 1789, and Hamilton plunged himself into his work. By January, he presented the new Congress with his plan for the nation’s war debt. Within little more than a year, he had written plans to tax alcohol, establish a national bank, and create a national mint. He finished this flurry of activity with his report on manufactures, which urged adoption of tariffs to promote American industry.

As Hamilton pushed his aggressive plans, he increasingly came into conflict with Thomas Jefferson and James Madison. In January 1795, he resigned from the Cabinet to pursue private law practice, though he was still acknowledged the leader of the Federalists. He feuded with Federalist president John Adams, becoming angry when Adams made peace with France. Perhaps his most bitter enemy, though, was Aaron Burr. When the 1800 election ended with Jefferson and Burr tied, Hamilton urged his supporters to back Jefferson. Hamilton and Burr clashed again four years later. The New England states—upset at Jefferson’s administration—threatened to secede from the Union, and New York teetered in the balance. Hamilton wished above all to preserve the Union. Burr—who favored secession—ran for governor of New York. Hamilton labored hard for his opponent, who won. Burr, enraged that Hamilton had called him “dangerous,” challenged him to a duel. Hamilton fired into the air, but Burr shot at Hamilton, killing him.

Questions

1. In the opening quote, what contrast does Hamilton make? Is the comparison effective?
2. How did Hamilton’s abilities help him succeed?
3. Many critics of Hamilton called him overly ambitious. Were his actions motivated by ambition or by principle? Give examples.

CHAPTER
6

AMERICAN LIVES

Tecumseh

Native American Nationalist

Section 4

“The only way to stop this evil is for all the red men to unite in claiming a common and equal right in the land, as it was at first, and should be now—for it never was divided, but belongs to all.”—Tecumseh, to William Henry Harrison (1810)

Tecumseh was a bold leader with great vision and compassionate. But his dream of creating a Native American nation collapsed in a mistake his brother made and in British weakness.

Tecumseh (c. 1768–1813) was born near modern Springfield, Ohio, to a Shawnee chief. When he was less than ten, his father failed to return home one day. Tecumseh found him dying, shot by whites for no reason. The event caused lifelong anger toward whites. When he was about 15, though, he was outraged to see some Shawnee burn a white settler at the stake. He thereafter treated his enemies humanely, and on occasion his force of will prevented atrocities.

He became a skilled fighter, fighting bravely at the Battle of Fallen Timbers. When various chiefs ceded much of Ohio, Tecumseh refused to sign the treaty. In the uneasy peace that followed, Tecumseh befriended a white woman, Rebecca Galloway. Learning to read English from her, he studied ancient and European history.

As whites continued to enter the Northwest, many tribes became weakened by disease and alcohol. One of those afflicted by drinking was Tecumseh’s brother, but in 1805, he suddenly stopped drinking, changed his name to Tenskwatawa—“The Prophet”—and began to preach. He and Tecumseh gathered followers.

From a base in Indiana, Tecumseh traveled from New York to Iowa to Florida to rally Native Americans to his cause: uniting all Native American tribes into one nation powerful enough to resist the advances of white settlers. He spoke eloquently. An American general said, “I have heard many great orators, but I never saw one with the vocal powers of Tecumseh.”

In August 1810, Tecumseh and The Prophet met with General William Henry Harrison, governor of Indiana Territory. Harrison wanted to buy more land. Tecumseh spoke of the folly of selling land and of the past mistreatment of the Native Americans. Next day, he demonstrated his point.

He sat on a log bench and invited Harrison to join him. As they talked, he moved along the bench, pushing Harrison until he fell off. When the general protested, Tecumseh replied that this was how the Native Americans were treated.

Tecumseh left the meeting to go south for more support. He warned The Prophet to avoid combat—the alliance was not yet ready. Harrison, meanwhile, was determined to attack the camp at Tippecanoe now that Tecumseh was absent. The Prophet yielded to the demands of some warriors and launched a surprise attack. Though losses were about even on the two sides, the Native Americans abandoned their village. Harrison burned it to the ground and declared a great victory. Tecumseh was angry when he returned.

Tecumseh sought the help of the British. He fought valiantly in various battles in the War of 1812, joining in the capture of Fort Detroit. When the Americans won the Battle of Lake Erie, the British decided to abandon Detroit. Tecumseh felt betrayed. He compared the British to “the fat animal, that carries its tail upon its back, but when affrighted, he drops it between his legs and runs off.” He forced the British to take a stand at the Battle of the Thames in 1813, organizing both Indian and British troops in defense. The British lines broke at the American attack, but Tecumseh’s Native Americans held and fought fiercely until overwhelming numbers defeated them and Tecumseh was killed.

Questions

1. How might Tecumseh have benefitted from studying European history?
2. Was Tecumseh’s plan a good idea for Native Americans?
3. After Tippecanoe, Tecumseh said, “Had I been at home, there would have been no blood shed at that time.” Could he have prevented the battle? Explain.

CHAPTER
6
Project

LIVING HISTORY *A Television News Broadcast*

GATHERING INFORMATION As you read Section 3 of this chapter and the primary sources about the Lewis and Clark expedition, use a chart like the one below to take notes. (Ask your teacher to give you copies of the primary sources.) Supplement the information in your textbook with information from an encyclopedia article or one of the many books on the subject. You may want to draw or trace the images from your sources or to photocopy them.

Information for your script	Possible images to use

PREPARING YOUR BROADCAST Here's a list of things you might include in your broadcast about this unprecedented adventure:

- Write an introduction that will grab your viewers' attention.
- Describe the route of the expedition and some interesting or exciting highlights of the journey.
- Use the strong, colorful language that news broadcasters are known for.
- Use images to support your description. A map is an essential image in a news broadcast.
- Explain what the expedition accomplished.
- Conclude by stating the long-range significance of the Lewis and Clark expedition to the country.

PRESENTING YOUR BROADCAST Keep these things in mind when you present:

- ✓ Rehearse your broadcast several times to develop confidence in your delivery.
- ✓ Maintain eye contact with your audience.
- ✓ Look at your notes periodically, but don't read them directly.
- ✓ Speak clearly and understandably but at a pace that expresses the excitement of what you are reporting.



LIVING HISTORY *Standards for Evaluating a
Television News Broadcast*

CONTENT	Exceptional	Acceptable	Poor
1. Includes an introduction that gets the viewers' attention			
2. Presents a colorful description of the expedition			
3. Includes images that support the description			
4. Concludes with a statement of the expedition's accomplishments and long-range significance			
INDIVIDUAL PERFORMANCE			
5. Shows coherent organization of materials and information			
6. Demonstrates sound judgment in the choice of images and information			
7. Shows confidence and clarity in presentation			

Comments _____

Overall rating _____