

# The New Nation Takes Form

1789–1800

## Chapter Learning Objectives

1. What were sources of stability and change in the 1790s?
2. What economic changes affected America in the 1790s?
3. What was Alexander Hamilton's three-part economic program? What parts were adopted and what parts failed, and why did the program engender controversy?
4. How did foreign and domestic conflict, including fighting in the Ohio Valley, the Napoleonic Wars' influence on U.S. policy, and the Haitian Revolution, influence the course of the early Republic?
5. How did the Federalist and Republican parties develop, and in what ways did the 1796 election, the XYZ affair, and the Alien and Sedition Acts polarize the two?

## Annotated Chapter Outline

### I. The Search for Stability

#### A. Washington Inaugurates the Government

1. The election of George Washington in February 1789 was quick work, the tallying of the unanimous votes by the electoral college a mere formality.
2. Once in the presidency, Washington carefully calculated his moves, knowing that with every step he was

setting a precedent, while a misstep could be dangerous for the fragile new government.

3. Washington's genius in establishing the presidency lay in his capacity for implanting his own reputation for integrity into the office itself.
4. Washington chose talented and experienced men, regardless of their deep philosophical differences, to preside over the newly created departments of war, treasury, and state.
5. In addition, Washington picked Edmund Randolph for attorney general and designated John Jay for chief justice of the Supreme Court.
6. Washington liked and trusted all these men, and by 1793, in his second term, he was meeting regularly with them, thereby establishing the precedent of a presidential cabinet.

#### B. The Bill of Rights

1. An early order of business in the First Congress was the passage of a Bill of Rights.
2. James Madison pulled much of the wording of the rights directly from the language of various state constitutions with bills of rights.
3. In September 1789, Congress approved a set of twelve amendments and sent them to the states for approval; ten were eventually ratified.

4. The process of state ratification took two years, but there was no serious doubt about the outcome.
  5. Significantly, no one complained about the one striking omission in the Bill of Rights: the right to vote.
  6. Only much later was voting seen as a fundamental liberty requiring protection by constitutional amendment.
- C. The Republican Wife and Mother
1. The general exclusion of women from political activity did not mean they had no civic role or responsibility.
  2. By the 1790s, essayists promoted the idea that chaste, virtuous women could promote good morals more than any social institution could.
  3. Republican ideals also cast motherhood in a new light by stressing significant maternal influence on the future male citizenry.
  4. Although women's obligations as wives and mothers were now infused with political meaning, traditional gender roles remained unaltered.
- II. Hamilton's Economic Policies
- A. Agriculture, Transportation, and Banking
1. Dramatic increases in the international price of grain in the 1790s motivated American farmers to boost agricultural production for the export trade.
  2. Cotton production in the southern states also underwent a boom, spurred by market demand and the invention of the cotton gin.
  3. A surge of road building also helped propel the prosperous economy.
  4. By 1800, a dense network of dirt, gravel, or plank roadways connected cities and towns in southern New England and the Middle Atlantic states, while isolated roadways and old Indian trails fanned out to the west.
  5. A third development signaling economic resurgence was the growth of commercial banking.
- B. The Public Debt and Taxes
1. The upturn in the economy, plus the new taxation powers of the government, suggested that the government might soon be able to pay its debt, amounting to some \$52 million owed to foreign and domestic creditors.
  2. Alexander Hamilton argued in his *Report on Public Credit* that the debt should be funded — but not repaid immediately — at full value.
  3. There would still be a public debt, according to Hamilton's plan, but it would be secure, supported by citizens' confidence in the new government.
  4. A large part of the old debt had been bought up cheaply by speculators in the late 1780s, and Hamilton's report touched off more rapid purchasing by savvy investors.
  5. Hamilton augmented the debt with another \$25 million still owed by the state governments to individuals.
  6. Hamilton's plan called for the federal government to assume these state debts and add them to the federal debt, in effect consolidating federal power over the states.
  7. A national debt swollen to some \$77 million required extra taxation to meet the interest payments.
  8. Hamilton convinced Congress in 1791 to pass a 25 percent excise tax on whiskey, to be paid by the farmer when he brought his grain to the distillery (and passed on to individual whiskey consumers in the form of high prices).
  9. Congressman James Madison opposed the plan, proposing instead a complex scheme to pay both the original holders of the federal debt and the speculators, each at a fair fraction of the total.
  10. A compromise was eventually reached. The federal government assumed the state debts and, to placate the Virginians, the federal capital was located on the banks of the Potomac River, on the border shared by Virginia and Maryland.
- C. The First Bank of the United States and the *Report on Manufactures*
1. The second and third major elements of Hamilton's economic plan were his proposal for a national Bank of the United States and his program to encourage domestic manufacturing.
  2. Hamilton modeled his plan for the Bank of the United States on the Bank of England, a private corporation that worked primarily for the public good.
  3. Madison, concerned that the bank would give a handful of rich men undue influence over the economy, tried but failed to stop the plan in Congress.
  4. The one Hamiltonian plan that was not approved by Congress was his proposal to encourage the production of American-made goods.

- D. The Whiskey Rebellion
1. Hamilton's excise tax proved very unpopular with cash-short grain farmers in the western regions and whiskey drinkers everywhere.
  2. In 1791, farmers in the western parts of Pennsylvania, Virginia, Maryland, and the Carolinas and throughout Kentucky complained bitterly to Congress about the excise tax.
  3. Simple evasion of the law was the most common response; the tax proved hard to collect.
  4. In western Pennsylvania, the situation turned ugly when, in the spring of 1794, a stubborn tax collector filed charges against seventy-five farmers and distillers for tax evasion.
  5. At the end of July, seven thousand farmers planned a march – or perhaps an attack, some thought – on Pittsburgh to protest the hated tax.
  6. The state's governor refused to call out the militia, preferring to allow arrests and judicial authority to handle illegal acts.
  7. Washington nationalized the Pennsylvania militia and set out at the head of thirteen thousand soldiers.
  8. By the time the army arrived in September, the demonstrators had evaporated.
  9. The Whiskey Rebellion nonetheless presented an opportunity for the new federal government to flex its muscles and stand up to civil disorder.
- III. Conflicts West, East, and South
- A. To the West: The Indians
1. By the Treaty of Paris of 1783, England had given up all land east of Mississippi River to the United States – without consulting England's onetime allies, the Indian tribes who inhabited 25,000 square miles of that territory.
  2. A doubled American population created insistent pressure for western land.
  3. Meanwhile, the western half of Ohio, where white settlers did not yet dare to go, was subjected to military incursions by the U.S. army.
  4. Troops led by General Josiah Harmer suffered a humiliating defeat at the hands of Miami and Shawnee Indians.
  5. This defeat led to renewed efforts to clear Ohio for permanent American settlement.
  6. The fierce battles prompted Washington to double the American military presence in Ohio and appoint a new commander, General Anthony Wayne.
  7. Throughout 1794, Wayne's army engaged in skirmishes with Shawnee, Delaware, and Miami Indians.
  8. The decisive action came in August 1794 at the Battle of Fallen Timbers, which resulted in a major defeat for the Indians.
  9. In 1795, Indian and American representatives negotiated the Treaty of Greenville, in which Indians ceded most of Ohio to Americans.
  10. The treaty brought peace to the region, but it did not bring back a peaceful life to the Indians.
- B. Across the Atlantic: France and England
1. While Indian battles engaged the American military, the French Revolution captured the imagination of Americans sympathetic with overthrow of monarchy and privilege in the name of republicanism.
  2. But news of the beheading of King Louis XVI quickly dampened the uncritical enthusiasm for everything French.
  3. England and France fell to fighting in 1793 in the Napoleonic Wars, presenting difficult questions of foreign policy to the Washington administration.
  4. In May 1793, President Washington issued a Neutrality Proclamation with friendly assurances to both sides.
  5. The Neutrality Proclamation was in theory a fine idea, in view of Washington's goal of staying out of European wars.
  6. American ships continued to trade between the French West Indies and France, incurring the wrath of England.
  7. In response to the halting of American ships, the seizing of cargoes, and the impressments of sailors by British forces, Washington sent John Jay to England to negotiate commercial relations in the British West Indies, secure compensation for the seized cargoes, and stop the impressment of sailors.
  8. Jay returned from his diplomatic mission with a treaty no one could love.
  9. The Senate debated the treaty in secrecy, knowing how explosive its terms would be, and passed it by a vote of twenty to ten.
  10. The House barely voted for the funds necessary to implement the treaty.
- C. To the South: The Haitian Revolution
1. In addition to the Indian wars in Ohio and the European wars across the Atlantic, a third bloody conflict to the

south polarized and even terrorized many Americans in the 1790s.

2. The Haitian Revolution was a complex event involving many participants, including the diverse local population and, eventually, three European countries.
3. The French Revolution of 1789 was the immediate catalyst for rebellion in this already tense society.
4. White Americans followed the revolution with fascinated horror through newspapers and refugees' accounts.
5. Many black American slaves also followed the revolution.
6. The Haitian Revolution provoked naked fear of race war in white southern Americans.

#### IV. Federalists and Republicans

##### A. The Election of 1796

1. Washington struggled to appear to be above party politics, and in his farewell address of September 1796, he stressed the need to maintain a "unity of government" reflecting a unified body politic.
2. The leading contenders for Washington's position, John Adams and Thomas Jefferson, in theory agreed with him, but around them raged a party contest split along pro-English versus pro-French lines.
3. Adams and Jefferson were not adept politicians in the modern sense, skilled in the arts of persuasion and intrigue.
4. The leading Federalists and Republicans informally caucused to choose candidates.
5. The Federalists picked Thomas Pinckney to run with Adams; the Republicans settled on Aaron Burr to pair with Jefferson.
6. Under the Constitution, each electoral college voter could cast two votes for any two candidates but only on one ballot; the top vote-getter became president, and the next highest assumed the vice presidency.
7. Adams was elected president and Jefferson came in second.
8. Adams's inaugural speech pledged neutrality in foreign affairs and respect for the French people, which made Republicans hopeful.

##### B. The XYZ Affair

1. Disagreements over foreign affairs lay at the heart of a rift that soon developed between Adams and Jefferson, and between Federalists and Republicans.
2. France objected to the Jay Treaty for the same reasons as did the Republicans: It made so many concessions to the British

that it made the United States a British satellite.

3. In retaliation, France abandoned the terms of its 1778 wartime alliance with the United States and allowed French privateers to detain American ships carrying British goods.
  4. To avenge these insults, Federalists started murmuring openly about war with France.
  5. Adams preferred negotiations and dispatched a three-man commission to France in the fall of 1797.
  6. The commission was eventually met by three unnamed French agents, X, Y, and Z, who suggested that a bribe plus a \$12 million loan to the French government would be the price of a peace treaty.
  7. Americans reacted to the XYZ affair with shock and anger, and in 1798, the United States entered into its first undeclared war with France.
  8. There was no home-front unification in this time of undeclared war, and antagonism only intensified between Federalists and Republicans.
  9. Republican newspapers heaped abuse on Adams; pro-French mobs roamed the capital city; and Adams, fearing for his personal safety, stocked weapons in his presidential quarters.
- ##### C. The Alien and Sedition Acts
1. Federalist leaders soon moved to muffle the opposition, and in 1798, Congress passed the Sedition Act, which mandated a heavy fine or jail sentence for anyone engaged in conspiracies or revolts or convicted of speaking or writing anything that defamed the president or Congress.
  2. Congress also passed two Alien Acts that, taken together, targeted aliens living in the United States.
  3. The main targets of the Sedition Acts were the Republican newspaper editors who were so abusive in their criticism of the Adams administration.
  4. Republicans strongly opposed the Alien and Sedition Acts on the grounds that they were in conflict with the Bill of Rights, but they did not have the votes to revoke the acts in Congress, nor could the federal judiciary, dominated by Federalist judges, be counted on to challenge them.
  5. Jefferson and Madison turned to the state legislatures to press their opposition; each man drafted a set of resolutions

condemning the acts and had the legislatures of Virginia and Kentucky present them to the federal government in late fall of 1798.

6. The resolutions made little dent in the Alien and Sedition Acts, but the idea of a state's right to nullify federal law did not disappear.
7. Amid the war hysteria and sedition fears in 1798, President Adams regained his balance.
8. The election of 1800 was openly organized along party lines; the self-designated national leaders of each group met to handpick their candidates for president and vice president.

## Lecture Strategies

### LECTURE 1

#### The Development of a New Government

Use this brief lecture to demonstrate to students the ways in which Washington, his cabinet, and the First Congress set the tone for the direction of the new Republic. Discuss Washington's creation of a cabinet and its implications. Ask students to consider why the first four cabinet posts were deemed important to the new nation. Discuss, too, the precedents established by Washington in office and the ways in which Americans still respect them. Next, turn to the creation of the Bill of Rights. Remind students that seven states had ratified the Constitution on the condition that guarantees of individual liberties and limitations to federal power be incorporated into the document. Have students read through the amendments, included in the textbook's appendix, and then ask them what kinds of abuses of power these men imagined and what their concerns can tell us about late-eighteenth-century America. What does the omission of a constitutionally protected guarantee of the right to vote say about American society at that time? Emphasize the first five words of the First Amendment, and have students discuss what branch of government some Americans feared most. Remind students that during the 1760s and 1770s Americans feared the tyranny of the executive branch. Have them consider what might have engendered this shift in thinking. Finally, ask students to consider the sources of rights. Do we have these rights only because they are enumerated? Conclude this lecture by outlining the creation of the ideal of the republican wife and mother. Note the ways in which this concept politicized women's

domestic duties and how it might have encouraged or forestalled demands for woman's rights heard in France and England in the 1790s.

### LECTURE 2

#### Politics and Economic Change at the End of the Eighteenth Century

Use this lecture to demonstrate that Alexander Hamilton established a forward-looking economic political agenda in the last decade of the eighteenth century. His preference for appropriate deference to the elite in accordance with traditional notions of hierarchy, however, caused him to be suspected of aristocratic pretensions and of seeking to establish if not an American aristocracy then at least an oligarchic political elite. Thus, his agenda immediately sparked suspicions not only among his enemies, the former Antifederalists, but also among his former allies who had supported ratification of the Constitution. Explore Hamilton's wide-ranging economic program: (1) the funding of the national debt with assumption of outstanding state debts, (2) chartering a central bank (the Bank of the United States), and (3) encouraging American industrial independence. Address the myth that politics and economics operate in separate realms and the myth that a continually expanding industrial base was desired by all. Start by discussing the process of choosing a location for the national capital — from the *Historical Question* feature "How Did Washington, D.C., Become the Federal Capital?" (pp. 298–299) — to show how politics and economics are intricately intertwined, and then get into the details of Hamilton's economic plans. Conclude with discussions of the opposition to Hamilton's seemingly modern economic agenda. Pay particular attention to the argument about the unconstitutionality of the Bank of the United States. The Constitution was less than five years old at a point when Hamilton claimed nearly unlimited expansionary powers under the "necessary and proper clause." Certainly, it sparked controversy then, and it will elicit a response from your students today. Also pay attention to Hamilton's plan to fund the public debt. Ask students why his plan angered large segments of the American population, and have them evaluate his opponents' strategy to defeat the plan.

### LECTURE 3

#### European Conflict and the Coalescing of American Political Parties

This lecture ties together international and domestic politics to show the creation of the two-party system in the United States. Pay particular attention

to the American and British reactions to the French Revolution. First, discuss the misconception that the Founders built the two-party system into American politics from the beginning and that it has always been seen as a positive form of institutionalized conflict. Remind your students of Washington's farewell address to highlight his philosophical opposition to political parties. Then, show how the French Revolution divided American opinion and how the war between France and England created a diplomatic crisis for the United States that eventually led to the Quasi War with France. Be sure to tie in the Jay Treaty and the XYZ affair. With war fever rampant, the Federalist-controlled Congress passed the Alien and Sedition Acts, which were aimed at the domestic enemies of the Adams administration rather than at the country's foreign adversary. Explain the details of these acts and whom they affected. Discuss the questions posed at the end of the *Documenting the American Promise* feature "The Crisis of 1798: Sedition" (pp. 312–314). Finally, conclude with Jefferson and Madison's introduction of the concept of nullification in the Kentucky and Virginia Resolutions. Not only had external affairs divided Americans into separate camps, but one camp now planned to ignore the First Amendment rights of its opponents, and the other looked for remedies for its oppression outside the Constitution. Use the development of responses to constitutional issues to frame the rest of the political discussions leading up to the Civil War. The Virginia and Kentucky Resolutions were only the first salvo in the war over how to resolve problems for which the Constitution provides no framework.

## Anticipating Student Reactions: Common Misconceptions and Difficult Topics

### 1. *Americans Have Always Believed in a Two-Party System*

Americans of the 1790s believed that factions (parties) were a sign of disease in the body politic and that only one group — a group imbued with public virtue — could make laws for the country, laws that would promote the harmony of interests of all segments of society. They did not imagine that institutionalized conflict, such as that of the United States with its two-party system, would result in good government. They could see it resulting only in civil war, as one group sought to benefit itself at the expense of another. The development of the Federalist and the Democratic-Republican parties toward the end of the eighteenth century seemed to validate this belief as

the Federalists created the Alien and Sedition Acts — laws we would clearly define as both partisan and unconstitutional — to reduce the power of their opponents. The Democratic-Republicans responded with the Virginia and Kentucky Resolutions, which put forth the position that the states could nullify an unconstitutional law passed by Congress. Certainly, nobody foresaw this turn of events during the ratification of the Constitution. Such measures by each side represented a view of the other party as evil, corrosive, and self-serving. Ask your students to discuss what today's hard-core partisans think of their opponents. People today continue to debate the merits of a two-party system. Some now think institutionalized conflict is the same as institutionalized "gridlock." (Here, you might want to discuss the election of 2000, in which American voters seemed unable to choose between Democratic Party candidate Albert Gore and Republican Party candidate George W. Bush.) Explain that the two-party system is "good" for the country as long as it works but that it has no constitutional or philosophical reason for continuation. You might end by comparing America's modern two-party system with other nations' multiparty systems, identifying strengths and weaknesses of each.

### 2. *Americans Have Always Viewed Increasing Industry Positively*

Many students might not understand that in the 1790s Americans were quite ambivalent about industrialization. The experience of England seemed to show that industrialization increased misery and poverty or at least centralized these conditions, as people were forced off their ancestral lands and, with no other place to go, entered factories. Thomas Jefferson called for America to remain an agricultural land and to resist encroaching industry. With agriculture came landownership, which gave citizens the necessary independence from outside influence to allow them to make the best political decisions for the country. But Alexander Hamilton had a competing vision of independence — one of national economic independence rather than personal economic independence. Only the legislative agenda of industrializers such as Hamilton and the social forces that kept people from achieving personal independence resulted in America's achievement of a manufacturing economy. Ask your students which they would have preferred to be in the last decade of the eighteenth century — farmers or factory workers. Most will answer farmers, since farming was the best means of personal independence. Then, ask which occupation was best for the country. Point out that the answer "manufacturing" makes sense only in the context of later developments. Nobody knew what the future would hold.

### 3. *Politics Has Little or No Effect on the Economy*

Students are imbued with present-day cynicism about the ability of government to make any real changes in their lives. They do not realize that much of the world around them works the way it does because legislation shapes the way institutions work. Clearly, the 1790s demonstrate that governmental action is a tangible force for economic change. Hamilton proposed three economic programs that altered both the political landscape and the economic order of the new country. Although only two of his programs (funding of the national debt and chartering a central bank) received congressional approval at the time, the third (tariff protection of American industries) would eventually be adopted as well and cause just as much controversy. By creating these institutions, the Congress of the 1790s affected the economy of both the nineteenth and the twentieth centuries. Americans today still care about these three issues, and decisions about them have just as much impact as they did in the 1790s. To drive home this point, ask your students to comment on how the United States is changing into a postindustrial society. Are the causes of change strictly economic? Are the economic sources influenced by legislation? What are the options? Tie this discussion back to the 1790s, and show how great economic transitions require a great deal of legal restructuring of economic institutions.

## In-Class Activities

### Using Film and Television in the Classroom

When discussing gender roles during the early national period, consider screening the PBS documentary *A Midwife's Tale*, which is based on Laurel Thatcher Ulrich's Pulitzer Prize-winning account of Martha Ballard, a midwife in Maine during the decades following the American Revolution. In addition to chronicling Ballard's life as a midwife and her struggles against poverty, disease, and domestic abuse, the documentary interweaves footage of historian Ulrich piecing together the fragmentary evidence of Ballard's world.

When discussing the Haitian Revolution, consider showing part three of the PBS series *Africans in America*, "Brotherly Love," which documents the event's influence in the United States.

### Class Discussion Starters

Ask your students to consider the trajectory of American development had Hamilton's economic

program been rejected. What if Americans had held to Jefferson's ideal of the virtuous, independent yeoman farmer? What problems could the country have avoided? What problems would it have likely encountered? Again, remind students that the fact that Americans followed Hamilton's vision does not suggest that Americans had no choice in the matter. Their course was not predetermined.

### Historical Debates

Have your students debate the relative merits and drawbacks of the Federalist-sponsored Alien and Sedition Acts. Students should grasp immediately that the Sedition Act infringes on the constitutionally guaranteed liberties of free speech and the Alien Act oversteps the powers of Congress enumerated in the Constitution. Ask your students, however, if Congress has the "right" to subvert the Constitution during times of crisis. Students may find Adams's strategy to quash his political opposition a bit too blatant to endorse the two acts. Remind students of their original position when discussing Lincoln's suspension of habeas corpus during the Civil War, the passage of the Sedition Act in World War I, and the internment of Japanese Americans during World War II. How far, according to your students, can the federal government "bend" the Constitution in order to "protect" the republican form of government?

### Reading Primary Sources

Have students review the *Documenting the American Promise* feature "The Crisis of 1798: Sedition" (pp. 312–314), and then ask them if the Sedition Act violated the Tenth Amendment. Students may be poised to discuss the ways in which it abrogated First Amendment guarantees; they may not pick up on James Madison's concern, outlined in the Virginia Resolutions, that it violated the Tenth Amendment. Ask students whether James Madison is a champion of freedom of speech or of states' rights. Then, ask students if the motivation of the author matters.

## Additional Resources for Chapter 9

### For Instructors

#### Transparencies

The following maps and images from chapter 9 are available as full-color acetates:

- Map 9.1 Travel Times from New York City in 1800
- Map 9.2 Western Expansion and Indian Land Cessions to 1810
- *Plan for Washington, D.C., on a Handkerchief*
- *Portrait of Little Turtle by Gilbert Stuart*

### Instructor's Resource CD-ROM

The following maps and images from chapter 9, as well as a chapter outline, are available on disc in both *PowerPoint* and *jpeg* formats:

- Map 9.1 Travel Times from New York City in 1800
- Map 9.2 Western Expansion and Indian Land Cessions to 1810
- *Washington Stands outside of Time*
- *Liverpool Souvenir Pitcher, 1789*
- *1790 Census Page*
- *Plan for Washington, D.C., on a Handkerchief*
- *Cartoon of Mathew Lyon Fight in Congress*

Additional relevant images are available on disc in *jpeg* format only:

- *Congress Hall, Philadelphia, 1800*
- *Judith Sargent (Murray), Age Nineteen*
- *Voting Box*

### Using the Bedford Series with *The American Promise*

Available online at [bedfordstmartins.com/usingseries](http://bedfordstmartins.com/usingseries), this guide offers practical suggestions for incorporating volumes from the Bedford Series in History and Culture and the Historians at Work Series into the U.S. history survey. Relevant titles for chapter 9 include:

- *What Did the Constitution Mean to Early Americans?*, by Edward Countryman
- *Creating an American Culture, 1775–1800: A Brief History with Documents*, by Eve Kornfeld
- *Judith Sargent Murray: A Brief Biography with Documents*, by Sheila L. Skemp

- *Welfare Reform in the Early Republic: A Brief History with Documents*, by Seth Rockman
- *Jefferson vs. Hamilton: Confrontations That Shaped a Nation*, by Noble E. Cunningham Jr.

## For Students

### Reading the American Past

The following documents are available in chapter 9 of the companion reader by Michael P. Johnson, Johns Hopkins University:

1. Why Free Government Has Always Failed: William Manning, *The Key of Liberty*, 1798
2. Education for Young Women: Molly Wallace and Priscilla Mason, *Valedictory Addresses at the Young Ladies Academy of Philadelphia*, 1792, 1793
3. Mary Dewees Moves West to Kentucky: *Journal*, 1788–1789
4. Alexander Hamilton on the Economy: *Report on the Subject of Manufactures*, 1791
5. President George Washington's Parting Advice to the Nation: *Farewell Address to the People of the United States*, 1796

### Online Study Guide at [bedfordstmartins.com/roark](http://bedfordstmartins.com/roark)

The Online Study Guide helps students synthesize the material from the textbook as well as practice the skills historians use to make sense of the past. The following Map, Visual, and Document activities are available for chapter 9:

#### Map Activity

- Map 9.1 Travel Times from New York City in 1800
- Map 9.2 Western Expansion and Indian Land Cessions to 1810

#### Visual Activity

- *Cartoon of Matthew Lyon Fight in Congress*

#### Reading Historical Documents Activity

- The Crisis of 1798: Sedition