

Chapter 9 ASSESSMENT

TERMS & NAMES

Briefly explain the significance of each of the following.

1. inaugurate
2. cabinet
3. tariff
4. Battle of Fallen Timbers
5. Whiskey Rebellion
6. neutral
7. foreign policy
8. political party
9. Alien and Sedition Acts
10. states' rights

REVIEW QUESTIONS

Washington's Presidency (pages 277–281)

1. What questions about the judiciary were left open by the Constitution? How were they answered?
2. What financial problems did the new nation face?
3. How did Hamilton and Jefferson interpret the Constitution differently?

Challenges to the New Government (pages 282–286)

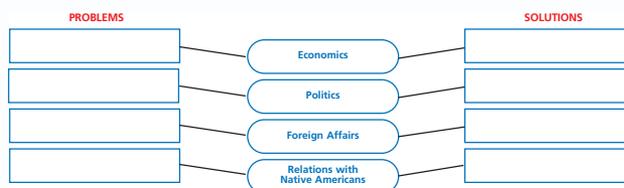
4. What did Washington do to secure the West?
5. What were the major arguments regarding taxation under the new government?
6. Why did Washington favor neutrality in the conflict between France and Britain?
7. What problems did the Jay and Pinckney treaties address?

The Federalists in Charge (pages 287–291)

8. Why did Washington oppose political parties?
9. What was the XYZ Affair?
10. Why did Federalists pass the Alien and Sedition Acts? How did Republicans respond?

CRITICAL THINKING

1. USING YOUR NOTES



Using your completed chart, answer the questions.

- a. What were the problems that characterized the Federalist era?
- b. What do the solutions to these problems reveal about the characteristics of the era?

2. ANALYZING LEADERSHIP

How did Washington's efforts to serve as a symbol of national unity help the new nation?

3. APPLYING CITIZENSHIP SKILLS

How might the farmers in the Whiskey Rebellion have expressed their disapproval of the whiskey tax while staying within the law?

4. THEME: DEMOCRATIC IDEALS

Did the formation of political parties make the nation more or less democratic?

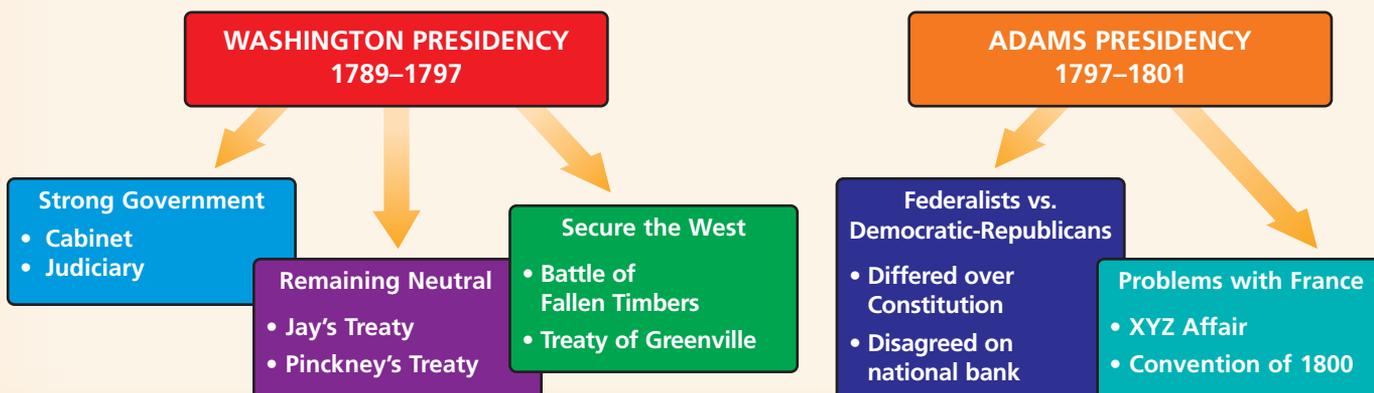
Interact *with* History

How did the challenges of setting up a government that you discussed before you read the chapter compare with the actual challenges you read about?

VISUAL

SUMMARY

The First Presidents



HISTORY SKILLS

1. INTERPRETING CHARTS

The following chart shows the money problems of the new nation between 1789 and 1791. The numbers have been rounded off. Study the chart and then answer the questions.

Financial Problems, 1789–1791

DEBTS	EXPENSES	INCOME
\$77,230,000 = total public debt	\$4,270,000 budget to run government	\$4,400,000 from duties or taxes imposed on imported and exported goods
		

Source: *Historical Statistics of the United States*

- What was the government's total income in these years?
- How much money did the government owe in these same years?
- How might the government try to raise more money?

2. INTERPRETING PRIMARY SOURCES

In a letter to her sister, John Adams's wife, Abigail, had the following to say about President Washington. Read the quotation and answer the questions.

He is polite with dignity, affable without familiarity, distant without haughtiness, . . . modest, wise, and good.

Abigail Adams, letter of January 5, 1790

- What qualities seemed to set Washington apart from other political leaders?
- Is Mrs. Adams's overall impression of Washington positive or negative? Explain your answer.
- What qualities or characteristics did the people of Washington's time seem to expect in a leader?

ALTERNATIVE ASSESSMENT

1. INTERDISCIPLINARY ACTIVITY: World History

Writing a Letter Imagine that you are a U.S. citizen during the French Revolution. Write a letter to the secretary of state recommending a policy you think the U.S. government should follow. Be sure to use standard grammar, spelling, sentence structure, and punctuation in your letter.

2. COOPERATIVE LEARNING ACTIVITY

Holding a Debate The controversy over the Alien and Sedition Acts deeply divided Federalists and Democratic-Republicans. Were the acts constitutional or an abuse of basic rights? Should criticism of the government be allowed in a time of near war?

Working in three groups, do research on the Alien and Sedition Acts and the positions taken by both political parties on these acts. Then have Federalist and Democratic-Republican groups pick representatives to debate the questions posed above, while the remaining group acts as audience and judge for the debate.

3. TECHNOLOGY ACTIVITY

Creating a Television Commercial People of the eighteenth century had different expectations of their political leaders than do people today. The quotation from Abigail Adams on this page is an example of the different perspective people held in Washington's time. Using the library or the Internet, find pictures of, and quotations about, political leaders of the time.

For more about the first presidents . . .



Create a 30-second television commercial that advertises an American history theme park, using the suggestions below.

- Try to find quotations that suggest the most important qualities of leaders such as Washington, Adams, Hamilton, and Jefferson.
- Try to find more than one image of each leader; find images that suggest different qualities in the person.
- Use quotations from and images of leaders as part of your commercial for a theme park.
- Show your commercial to the class.

4. HISTORY PORTFOLIO

 Review your section and chapter assessment activities. Select one that you think is your best work. Then use comments made by your teacher or classmates to improve your work and add it to your portfolio.

Additional Test Practice,
pp. S1–S33

