

THOMAS JEFFERSON INSTITUTE
NATIONAL ENDOWMENTS FOR THE HUMANITIES
July/August 2008
CURRICULUM UNIT FOR AP UNITED STATES HISTORY:
THE EARLY REPUBLIC
BY
ANNA ARAGON GOOD
CHILDREN'S CREATIVE AND PERFORMING ARTS ACADEMY
SAN DIEGO, CALIFORNIA

A Five-Day Unit

This unit defines the Early Republic as lasting from the approval of the U.S. Constitution through Thomas Jefferson's second administration. With regard to that time period, it explores the following topics: politics, presidential precedents, development of early parties, constitutional development, American expansion, and the meaning of democracy and republicanism. The unit is not text-specific and, therefore, can be modified to accommodate any textbook.

Since the AP U.S. History Exam occurs in early May, those who teach the class are always the captives of time. For that reason, you should not spend more than five days on this unit, one of which should be used for student evaluation.

Some teachers may find expanding this unit to include the War of 1812, Manifest Destiny and the Mexican-American War works best for them. This approach is certainly valid, but teachers doing so should change the "big picture" statement/question to reflect the addition of new material. Primary-source documents should also be adjusted to accommodate the changes.

This unit is designed for 50-minute class periods; those using block scheduling should make appropriate adjustments.

Monday: Outline presented. Lecture begins.

Tuesday: Primary sources introduced. Lecture continues.

Wednesday: Discussion questions presented.

Thursday: Discussion continues. Question and answer.

Friday: Assessment. Test on Identifications and Essay.

EARLY REPUBLIC OUTLINE

- I. Review from previous unit
 - A. US Constitution
 - 1. Congressional formation
 - 2. Presidential elections
 - a. Electoral College
 - 3. Judicial formation
 - B. Economic conditions
 - 1. Sectionalism
 - a. Northern manufacturing and shipping
 - b. Southern agriculture
 - 2. Adam Smith's "Wealth of Nations, 1776"
- II. George Washington – First President
 - A. 1788 Election
 - 1. Unanimous vote
 - 2. Vice-President John Adams
 - B. First Administration – Time of precedents
 - 1. 1789 First tariff act
 - 2. 1789 First federal navigation act
 - 3. 1789 Formed executive departments
 - 4. 1789 Judiciary Act passed
 - 5. 1789 Bill of Rights enacted
 - 6. 1790 US Supreme Court selected
 - 7. 1790 Washington DC chosen as capitol
 - 8. 1791-Bank of the United States chartered
 - 9. 1792 Coinage authorized
 - 10. 1792 First veto (apportionment bill)
 - C. 1792 Election
 - 1. Unopposed
 - 2. Vice-President John Adams
 - 3. Political parties developing
 - a. Federalists – Hamilton & Adams
 - b. Republicans – Jefferson & Madison
 - D. Second Administration – “factionalism”
 - 1. 1793 neutrality proclamation issued
 - 2. 1794 Whiskey Rebellion
 - a. Federal tax on whiskey opposed
 - b. Executive action to suppress rebellion
 - 3. 1794 Jay's Treaty
 - a. Criticism by Republicans
- III. John Adams - Second President
 - A. Election of 1796
 - 1. Fragmentation of Washington's Cabinet

2. Federalists vs. Republicans
3. Vice-President Thomas Jefferson
 - a. Republican
 - b. Estrangement from Adams
- B. Administration
 1. Expansion of navy
 - a. 1797 *USS United States*
1797 *USS Constitution*
 - b. 1798 Navy Department created
 2. 1798 Mississippi Territory created
 3. 1798 Alien & Sedition acts passed
 4. 1778 – 1800 Quasi War with France
 5. 1798 XYZ Affair
 - a. Political furor
- IV. French Revolution & Napoleonic Wars (1789 - 1815)
 - A. "Liberté, égalité, fraternité"
 1. Reign of Terror
 - B. Napoleonic Wars
 1. War between the French & Britain
 2. Effect on US shipping
 - a. Br. Impressments
 - b. Br & Fr attacks
- V. Thomas Jefferson – Third President
 - A. Election of 1800
 1. Factionalism
 - a. Federalist agenda & attacks
 - b. Republican agenda & response
 2. Election results & House of Representatives
 3. Vice-President Aaron Burr
 4. Republicanism
 - B. First Administration
 1. 1801 Tripoli declared war against the US
 2. Alien and Sedition acts allowed to lapse and tax on whiskey repealed
 3. 1802 US Military Academy authorized
 4. 1803 Marbury v. Madison
 - a. Supreme Court decision
 - b. Judicial review
 5. 1803 Louisiana Purchase
 - a. Napoleon and \$15 million
 - b. Constitutionality questioned
 6. Louis and Clark's expedition to the Pacific (1804 – 1806)
 - a. Northwest Passage
 - b. Journals on flora, fauna, geography
 - c. Contact with Native Americans
 7. 1804 Twelfth Amendment
 - C. Election of 1804

1. Vice-President George Clinton
2. Burr-Hamilton duel
- D. Second Administration
 1. 1805 Treaty of Peace with Tripoli
 2. 1807 Territory of Orleans established
 3. 1807 Trial of Aaron Burr
 - a. Precedent of executive privilege
 - b. Acquitted
 4. June 1807 *USS Chesapeake* fired upon by British
 5. Dec 22, 1807 Embargo Act
 - a. Effect on Northern manufacturers and Southern planters
 - b. Hartford Convention
 6. Jan 1, 1808 Slave trade outlawed
 7. Feb. 3, 1809 Illinois Territory established
 8. Mar. 1, 1809 Non-Intercourse Act
 - a. Effect on Britain and France
 - b. Effect on American economy

EARLY REPUBLIC PRIMARY SOURCES

The ability to analyze historical documents is crucial for success on the AP U.S. History Exam; therefore, the equivalent of one 50-minute period should be devoted to document analysis. The following documents are suggested for use in this unit, but there are many others that would work equally well. The choice of documents is one for individual teachers to make.

Students should become familiar with the APPARTS strategy for document analysis and use it when working with documents. Go to College Board/AP Central for more information in the use of primary source documents.

APPARTS

Author

Who created the source? What do you know about the author? What is the author's point of view?

Place and time

Where and when was the source produced? How might this affect the meaning of the source?

Prior knowledge

Beyond information about the author, and the context of the document's creation, what do you know that would help you further understand the primary source? For example, do you recognize any symbols and recall what they represent?

Audience

For whom was the source created and how might this affect the reliability of the

source?

Reason?

Why was this source produced and how might this affect the reliability of the source?

The main idea:

What point is the source trying to convey?

Significance

Why is this source important? Ask yourself, "So what?" in relation to the question asked.

Primary sources:

1. Washington's Farewell Address 1796:
<http://www.yale.edu/lawweb/avalon/washing.htm>
2. Adams's First State of the Union 1797:
<http://www.yale.edu/lawweb/avalon/presiden/inaug/adams.htm>
3. Jefferson's Inaugural Address 1800:
<http://www.yale.edu/lawweb/avalon/presiden/inaug/jefinau1.htm>
4. Jefferson's Eighth Annual Message to Congress
1808: <http://www.yale.edu/lawweb/avalon/presiden/sou/jeffmes8.htm>
5. Jefferson's "Notes on the State of Virginia" (Excerpts)
1781: <http://www.yale.edu/lawweb/avalon/jeffvir.htm>
6. Jefferson's Draft of the "Bill for Religious Freedom"
1777: http://www.religioustolerance.org/virg_bil.htm
7. Jefferson's letter "Fire Bell in the Night"
1820: <http://www.loc.gov/exhibits/jefferson/159.html>
8. John Adam's Diary entries regarding power of the Executive
branch. Written at times of international ferment &
economic challenges

<http://www.masshist.org/exhibitions/aea2.cfm>

EARLY REPUBLIC

DISCUSSION TOPICS

1. Washington's precedents and their long-term effect on US.
 - a. Style (Title, manner of address, clothing)
 - b. Judicial appointments
 - c. Cabinet
 - d. Partisanship
 - e. The shaping of the national government

2. Washington's warning regarding factions

3. US National Bank
 - a. Strict constructionist vs. loose constructionist
 - b. Hamilton (Federalist) vs. Jefferson (Republican)
Hamilton's view of America vs. Jeffersonianism
 - c. Growing power of the national government

3. Adams: Security or freedom? Relevance to today
 - a. Alien & Sedition Acts and Patriot Acts 2001

4. Jefferson: Product of his time. Achievements because of circumstances?

- a. Election of 1800. Another “revolution?”
 - b. Louisiana Purchase: Legal? Jeffersonian vision of America
 - c. Expansion and Native American resistance
 - d. States rights and dismantling of Federalist programs (& not)
5. Theme of “Needs of the Community vs. Rights of the Individual
- a. Safety
 - b. Vision of America
 - c. The West
 - d. Slavery in America and Jefferson
 - “All men are created equal”
 - e. Republican virtue
 - f. Republican motherhood
 - g. Republican education
 - h. Beginning of the Second Great Awakening

EARLY REPUBLIC

ASSESSMENT

The Early Republic is a favorite of the AP U.S. History Development Committee, so teachers may want to evaluate student progress through a Free-Response Question (FRQ) or a Document-Based Question (DBQ) that focuses on this topic. I have provided two examples from the College Board/AP central site. The 2002 FRQ is an option but the College Board does not provide the Scoring Guidelines. The 2004 FRQ Form B does have this most helpful information.

2002 FRQ:

Analyze the contribution of two of the following in helping establish a stable government after the adoption of the Constitution.

John Adams

Thomas Jefferson

George Washington

2004 FRQ:

To what extent was the election of 1800 aptly named “The Revolution of 1800?” Respond with reference to two of the following.

Economics

Foreign policy

Judiciary

Politics

These questions could be used as an individual exercise in class, a take-home activity, or an essay; or, they could become the topic for a class debate. If you decide to use one of these FRQ as a written exercise, you will want to use a rubric. The specific scoring guidelines for the 2004 FRQ can be found on the College Board site at:

http://www.collegeboard.com/prod_downloads/ap/students/ushistory/ap04_sg_b_ushistory.pdf

If you wish to develop a DBQ there are several options. Your students can provide the documents as a practice tool to better understand the use and choice of primary sources in developing questions of this type. Another choice is to research on-line or with AP US practice books to find a DBQ with documents already formed and chosen. A rubric to assess DBQ's is found on the College Board site and is provided below.

Rubric

- 8-9
 - Contains a well-developed thesis that addresses all aspects of the question
 - Effectively uses a substantial number of documents
 - Supports thesis with substantial and relevant outside information
 - Presents detailed and sophisticated analysis of all aspects of the question
 - Is clearly organized and well-written
 - Few mechanical or factual errors

- 5-7
 - Contains a thesis that addresses some aspects of the question
 - Uses some documents effectively
 - Supports thesis with some outside information
 - Has some analysis of some aspects of the questions
 - Has adequate organization and writing
 - May contain some factual errors that do not seriously detract from the essay

- 2-4
 - Contains a limited, confused, and/or poorly developed thesis
 - Takes descriptive rather than analytical approach to the question
 - Quotes or briefly cites some documents
 - Contains little outside information, or information that is generally inaccurate or irrelevant
 - Has major organizational problems
 - May contain major factual errors

- 0-1
 - Confused and/or poorly developed introductory paragraph; no thesis or a thesis that does not address the question
 - Exhibits inadequate or inaccurate understanding of the question
 - Contains little or no understanding of the documents or ignores them completely
 - Is so poorly written or organized, that it inhibits understanding
 - Contains numerous mechanical and factual errors -- both major and minor

