DVD LESSON PLAN: *FOUNDING BROTHERS*

Slightly adapted from the teacher's guide at
http://www.historychannel.com/foundingbrothers/class.html

Title: *Founding Brothers*

Content: Based on the Pulitzer Prize–winning book by Joseph Ellis, this engrossing series focuses on a handful of telling moments in the careers of the men who established the blueprint for America, exploring the disparate forces and fears that motivated them in their monumental task. From the aging Franklin's call for an end to slavery, to the sad circumstances surrounding Hamilton's fatal duel with Burr, *Founding Brothers* combines incisive commentary from leading scholars with extensive excerpts from primary sources (including writings, speeches, and correspondence) to paint a compelling portrait of how the American nation arose out of personal conflict and compromise.

Special Features of this DVD:
Interactive Menus
Scene Selection

Suggested Grade Level: Grades 8–12.

Time: This series comes on two DVDs, each of which contains two episodes. Each episode is broken into four "acts," which average about 15 minutes apiece. Total time for the entire series is approximately 200 minutes. Showing students a single "act" and then having them engage in discussion and related activities should take about one or two class periods.

Outcomes:
Students will:
-investigate the leadership styles and motives of several prominent figures in the early decades of the new nation
-understand the particular challenges of running the country during this era
-assess the nature of conflicts between the founding brothers, and how the outcomes to these conflicts shaped American history

Prior Knowledge Required: Students should have a solid knowledge of the prelude to and events of the American Revolution and the background of the Constitutional Convention.

Lesson Format/Strategies:

Hour One: "Leadership"

Act 1—Washington and Crisis

Discussion topics

1. In the intro to the program, author Joseph Ellis claims that "real political leadership can only emerge in a crisis." Do students believe this is true? Might presidents trying to become great leaders be tempted to create real or perceived crises? If presidents can enhance their reputation by how they handle a crisis, was Jefferson wrong when he said, "no man will bring out of that office the reputation that carries him into it"?

2. Ellis also says, "Eventually we will become a government of laws. But we have to first be a government of men." Do students agree? Didn't the constitution set up the laws to which the men were bounded?

3. Washington wanted to convey the power and authority necessary to lead the new nation while avoiding being compared to "the other George," the King of England. How did he try to maintain this balance through his actions and dress? Would students have acted differently? (TEACHER TIP: Washington chose not to shake hands with guests, but instead bowed majestically. He wore a black velvet suit and an ornamental sword at his inauguration and used a gold-trimmed saddle.)

Activities

1. The video recounts the tremendous self-doubts Washington had on his way to his first inauguration. In the words of Richard Brookhiser, Washington felt "like a man being led to his execution." Have students imagine that they are Washington and write journal entries explaining their doubts, both about themselves and the new nation.

2. The major issues Washington faced upon assuming the presidency included the war debts, British troops along the western frontier, and four million citizens spread out across 13 states seeking both guidance and autonomy. Working either individually or in teams, have students draw up a plan for handling these issues effectively. Would they handle them differently than Washington did?

Act 2—The Cabinet and Early Visions

Discussion topics

1. Describe the debate over what to call the president. What titles were suggested? Why did Adams get criticized for his suggestions? What would students have suggested and why? (TEACHER TIP: John Adams suggested that the president be referred to as "His Highness, the President of the United States of America, and Protector of the Rights of the Same.")

2. Jefferson, an early admirer of the French revolution, once said "The tree of liberty must be refreshed from time to time with the blood of patriots and tyrants. It is its natural manure." What did he mean by this? How might Jefferson's "tree of liberty" metaphor be extended? That is, what might be the "fruits" or "roots" of the tree? Jefferson also wrote

to James Madison in 1787 that "a little rebellion now and then is a good thing, and as necessary in the political world as storms in the physical." In this letter, Jefferson also expressed his belief that rebellions should not be punished so severely as to discourage them altogether. Do students agree with Jefferson?

Activities

1. Have students use the Web to research the Cabinet as it exists today and respond to the following questions: How the Cabinet today different from Washington's cabinet? What new cabinet-level agencies are there? Compare the heads of Washington's departments to those serving President Bush (you may want to direct students to the White House's page on the Cabinet at http://www.whitehouse.gov/government/cabinet.html).

2. Vice President Adams, prohibited from participating in Senate floor debates, called his position "the most insignificant office that ever the Invention of Man contrived or his Imagination conceived." Even though he cast more tiebreaking votes in the Senate than any future vice-president (at least 31), he complained, "My office is too great a restraint upon such a Son of Liberty" (Ellis, *Founding Brothers,* p. 166). Have there been any vice presidents who played significant roles while in office, as opposed to simply being the next president?

Act 3—The Debt and D. C.

Discussion topics

1. When Jefferson met Hamilton outside of Washington's office at a time when the assumption of debt plan was in peril, Hamilton looked "rumpled, depressed, overcome, and stricken," according to Joseph Ellis. Hamilton threatened to resign if his financial plan collapsed. Have the class discuss what this meeting meant to Jefferson.

2. What do students think went on at the dinner party attended by Jefferson, Madison, and Hamilton where the "candle light bargain" was struck? Since no official account of the evening exists, how do we know what happened?

3. At the Beginning of Act 3, images of Hamilton and Franklin appear on the screen at the same time. Ask students what these two men have in common that has much "currency," so to speak? (TEACHER TIP: Hamilton and Franklin are the only two men represented on U.S. paper money who were not presidents, on the $10 and $100 bills respectively.)

Activites

1. Working either individually or in teams, have students imagine that Alexander Hamilton has hired them to write a script for a television commercial promoting the consolidation of all debts under the federal government. Students should make the commercial similar to the personal debt consolidation commercials which offer an "800"

number to call. They should also stress the various advantages to their assumption plan and craft their commercials so that leading citizens of the time would be encouraged to invest in the bank and root for the success of the federal government.

2. Working either individually or in teams, have students choose one of the following scenes and write a fuller dialogue of how different historical conversations might have gone. They should then act them out for the full class.

a. Jefferson's meeting with Hamilton outside of Washington's office. Remind students of the great differences in the two men's personalities and philosophies: Hamilton was aggressive, bold, straightforward, and arrogant, while Jefferson was reserved, subtle, indirect, and calculatingly humble.
b. Dinner party of Jefferson, Madison, and Hamilton that wrought "the candle light bargain." Encourage students to use their imaginations but stay true to the personalities and philosophies of the men involved.

3. Have students look at a map of the United States as it was in 1790 (one can be found at http://www.us-census.org/states/map.htm) and identify the location of the following: New York City, Philadelphia, Boston, the Potomac River, British Forts, the West Indies, the Appalachian Mountains, the Mississippi River. What were the advantages and disadvantages of the Potomac site? What other sites were proposed? What were the strengths and weaknesses of these proposed sites? Ask students to imagine that they could place the nation's capital anywhere, and write letters to the Congress arguing why their suggestions should be adopted.

Act 4—Slavery

Discussion topics

1. In the early days of Congress, on February 11, 1790, a Quaker delegation to Congress called for the abolition of the slave trade. Soon after, the Pennsylvania Abolition Society called for general emancipation, and Benjamin Franklin, ashamed for participation in slavery in the past, signed this petition. How did these abolitionist efforts affect the Southern defense of slavery?

2. Three weeks before Franklin died, he published a short parody in which Muslims of North Africa justify enslaving Christians with the same arguments slaveholders had used to defend the enslavement of Africans. The North Africans, in Franklin's parody, give many familiar reasons for rejecting abolition: "who is to indemnify their Masters for the Loss? Will the State do it? Is our Treasury sufficient...? And if we set our Slaves free, what is to be done with them...? Our people will not pollute themselves by intermarrying with them...[The slaves are]...better off with us, rather than remain in Europe where they would only cut each others' throats in religious wars." Do students think the parallel was legitimate? Was the parody effective? (Ellis, *Founding Brothers,* p. 111)

3. Have students search the Constitution of the United States for all clauses regarding slavery. What is the meaning of these sections? For example, where is the "three-fifths clause" regarding slaves and congressional representation? Where is the clause outlawing prohibition of slave trade prior to 1808? (TEACHER TIP: The three-fifths clause is in Article One, Section 9, Clause 3; the importation clause is in Article One, Section 9)

Activities

1. In justifying why the issue of slavery was put aside in order to reach a compromise on the Constitution, James Madison said, "Great as the evil is, a dismemberment of the Union would be worse." Have students assume the perspective of a literate slave and write letters to James Madison commenting on this justification. How might Madison have been wrong?

2. Contrary to popular opinion, slavery does exist in the world today. Have students conduct online research and give oral reports on examples of modern-day slavery. (You may want to have them begin at http://www.antislavery.org/ or the United Nations Web site on slavery at http://www.unhchr.ch/html/menu2/isslav.htm.

Hour Two: "Government"

Act 5—Federal vs. State Power

Discussion topics

1. Hamilton argued, "A new government, constructed on free principles, is always weak, and must stand in need of the props of a firm and good administration." Jefferson demurred, claiming "That government is best which governs the least." Which perspective do students think was best for the nation at the time of its birth? Which perspective do they think is best for guiding today's government?

2. In the debate over how much power to give the central government, James Madison switched sides. In the 1780s Madison argued for a strong central government and sided with Hamilton and the Federalists against the Antifederalists. By the 1790s Madison was arguing against a strong federal government and supporting Jeffersonian Republicans against Hamilton, Washington, Adams, and the Federalists. Was Madison inconsistent? How did his switch to an antifederalist position relate to the tremendous change in federal power from the revolution to Washington's second administration?

3. Examine the words of Patrick Henry at the Virginia constitutional ratifying convention: "What right had they to say, 'We the people'? My political curiosity, exclusive of my anxious solicitude for the public welfare, leads me to ask—Who authorized them to speak the language of 'We, the people,' instead of 'We the states'? States are the characteristics and the soul of a confederation." Do students agree with Henry? Do they see merit in other historical arguments for states' rights? Link this discussion to the first activity below.

Activities

1. Have students create timelines that mark moments in U. S. History where states rights arguments came powerfully to national debate and offer brief descriptions of these historical events and arguments. Make sure students include the following: 1798—the Virginia and Kentucky Resolutions; 1832—the Nullification crisis; 1860—the advent of the Civil War; 1950-1970—the Southern resistance to the civil rights movement.

2. Examine the Preamble to the Constitution with students, then divide class into two groups. Ask one group to analyze the preamble from a Federalist perspective, and the other from a Republican perspective. What aspects of the preamble does each group emphasize? How do their interpretations differ?

Act 6—Mudslinging and the Political Press

Discussion topics

1. In the video, historian Joanne Freeman explains that "Since politics is about reputation and character in this period, when you plunge into the newspaper and attack someone's reputation and character, that is an extremely savage act." Are things different today?

2. What is the goal of the news industry: truth or profit? Have things changed since 1800?

Activities

1. Divide the class into two groups for a 2-4 day activity. Have one group represent the pro-Federalist *Gazette of the United States,* and choose someone to play the role of editor John Fenno. Have the other group represent the pro-Republican *National Gazette* and choose someone to play the role of editor Philip Freneau. Have each newspaper team create a front page of a special issue of their newspaper covering the major issues of the administrations of Washington, Adams, and Jefferson. The papers should be complete with name plate, headlines, and drawings. Coordinated by the editors, each student should write one article about an important issue. Follow up with an informal debate. After the front pages have been created, have the teams read each other's accounts and debate the veracity of their stories.

2. Have student search the Web for sites or newsgroups that focus on politics, both the major networks and publications, and the alternative press. They should create annotated lists of what they find. Have assert whether they can tell what political bias or perspective seems to come from each source. Students can use sites such as the *Wall Street Journal* (http://online.wsj.com/public/us), the *New York Times* (http://www.nytimes.com/), the *National Review* (http://www.nationalreview.com/), the *New Republic* (http://www.thenewrepublic.com/), the *Christian Science Monitor* (http://www.csmonitor.com/), or the BBC (http://www.bbc.co.uk/).

Act 7—Foreign Policy

Discussion topics

1. Have the class read the following excerpt from Washington's 1793 Neutrality Proclamation and discuss its full meaning. Do students think it was good or bad policy? "Whereas it appears that a state of war exists between Austria, Prussia, Sardinia, Great Britain, and the United Netherlands, of the one part, and France on the other; and the duty and interest of the United States require, that they should with sincerity and good faith adopt and pursue a conduct friendly and impartial toward the belligerant [sic] Powers; ...[a]nd I do hereby also make known, that whatsoever of the citizens of the United States shall render himself liable to punishment or forfeiture under the law of nations, by committing, aiding, or abetting hostilities against any of the said Powers, or by carrying to any of them those articles which are deemed contraband by the modern usage of nations, will not receive the protection of the United States, against such punishment or forfeiture..."

2. The Jay Treaty gave the following concessions in favor of American interests: the British promised to evacuate forts on U. S. soil and consented to pay damages for seizures of U. S. ships. As concessions to the British, Americans agreed to pay pre-revolutionary debts owed to British merchants, gave the British an upper hand in trade policy, and accepted British silence on future seizures of U. S. ships and British arming of Native Americans on the U. S. frontier. Why did Republicans explode in rage at discovery of the terms of the treaty?

Activities

1. Have students examine a map of the world in 1794 and identify the locations of the United States, the French and the British, and their colonies. What do they think the global situation at that time tells them about the future of American foreign policy? From what they see on the map, and from what they know of global politics and military strength, have students debate whether Jay's treaty was a good one for the United States.

2. Place a world map on a bulletin board. For a period of one month, have students collect foreign policy newspaper headlines and first paragraphs from the corresponding articles. As they are collected, staple them around the map and run thread or yarn from each article to a tack placed on the map location that is the main focus of the story. Change the stories every month and use the display to spark discussion.

Act 8—Washington's Farewell

Discussion topics

1. In crushing the Whiskey Rebellion of 1794, Washington denied the rebels' claim that they were acting against tyranny just like the patriots had against the British. The president pointed out that the rebels had representation in Congress. Nevertheless,

Washington pardoned three men condemned of treason and sentenced to death. In what way can this be considered a display of political skill?

2. Distribute copies of the student handout containing excerpts from Washington's Farewell Address (you can see the whole text of the Farewell Address at: http://usgovinfo.about.com/library/blgwfarewell.htm) and have students answer the following questions:

a. In the first excerpt, Washington urges the United States to stay free of entangling alliances of Europe and to look west for her future. Do you agree with the reasoning in the passage provided? Do you think the United States should be more or less neutral in international affairs today?
b. In the second excerpt, the president urges Americans to unify as a nation. Do you agree with the reasoning in this passage?

3. Have students examine the portrait of Washington shown at the beginning of Act 7 and respond to the following questions:
a. What is your impression of the portrayal of Washington?
b. What do you see in his eyes and expression?
c. Have you noticed similarities with the faces of other presidents after 4 years in office?

Activities

1. Jefferson's attempts to taint Washington with rumors of senility and incompetence backfired when a letter from Jefferson to Mazzei was published exposing Jefferson's betrayal. Show students the following political cartoon on the Library of Congress Web site: http://www.loc.gov/exhibits/jefferson/images/vc136.jpg. Ask the class what the cartoon tells us about Jefferson at this time. Whose perspective is represented by the artist?

2. Have students examine the Washington Monument and research its meaning and history (you may want to have them visit http://www.photovault.com/Link/Cities/Ocean/nWashingtonDC/Places/WashingtonMonument.html), then answer the following questions: Why was this design chosen? Do you think it reflects Washington's role in American history? What alternative monument might you suggest and why? (TEACHER TIP: The monument was meant to represent unity, and independence, themes obvious in the Farewell Address.)

Hour Three: "Parties"

Act 1—First Party System: Adams vs. Jefferson

Discussion topics

1. Although Washington detested the idea of entrenched political parties, the two-party system became the backbone of American politics. Examine the chart provided on the

student handout that depicts the party structure throughout U. S. History. Why do the political parties change regarding their position on the role of the federal government? (TEACHER TIP: The pro-business party supports a strong federal government in order to create an industrial nation, but switches to a laissez-faire philosophy once the federal government begins to act as the defender of the common man and unions.)

2. In what ways were John Adams and Thomas Jefferson similar? In what ways were they different? Why did different political parties form around their leadership?

3. How did the attitudes of Adams and Jefferson about running for office in 1796 differ from those of politicians today? Which approach do you think is better? (TEACHER TIP: Jefferson and Adams did not want to admit that they were "running for office." In their minds, anyone who wanted power was not fit to have power. Those who accepted office out of a sense of duty, rather than out of a quest for power, were worthy of the public trust. As a result, politicians of the 1790s wanted to seem above the fray of campaigning. Adams saw politics as a "silly, wicked game.")

4. Look at maps of the United States from 1790–1810 (try the maps at http://www.us-census.org/states/map.htm), noting the new states and western growth. How might that have foreshadowed a swing of political power from the Federalists to the Republicans?

5. What does the Twelfth Amendment say, and when was it passed? Why did it need to get passed? Do students think the amendment was a good idea?

Activities

1. Working individually or in teams, have students create two bumper stickers with text and image that they feel best captures the opposing visions for America represented by the Federalists and Republicans. The bumper stickers can focus on the overall vision, or a single part of the plan. For example, a Federalist perspective might be "Hamilton's Plan: Bank On It!," while one from a Republican point of view might say "Friends don't let friends assume debt!" Have fun with it. Have the class vote on the top three for each side and post them on your classroom door for a week.

2. Divide the class into Federalists and Republicans and have each side defend why their perspective is best for the nation in 1796. Consider dividing each team into five focus groups, each of which should investigate one of the following: 1) social philosophy (class relationships and the question of who should lead the nation); 2) constitutional philosophy; 3) domestic policy; 4) economic beliefs and policies; and, 5) foreign policy. Have a focus group for the Federalists argue in favor of their social policy. Then have the Republicans argue for their social philosophy. Then move on to the next topic, constitutional philosophy, and so on. Have each team conclude with a closing statement summing up their approach.

3. Divide the class into two groups representing the Federalists and Republicans. Have each group create a campaign brochure promoting their policy and candidate.

4. Write the following list of characteristics of government on the board. Have students come up and place an "F" in front of characteristics which best represent the Federalist philosophy of Hamilton, and a "R" in front of characteristics which best represent the Republican philosophy of Jefferson.

_____ a central bank
_____ agriculture
_____ admired France
_____ high tariffs
_____ elite aristocrats from New York and New England
_____ the noble "common man"
_____ mercantilism
_____ admired England
_____ lower taxes
_____ small federal government
_____ feudal aristocracy
_____liberty

Act 2—Character and Scandal

Discussion topics

1. In commenting on the presidency, Jefferson said that "[n]o man will bring out of that office the reputation which carries him in." Do students agree? Which presidents left office with a better reputation than when they entered? Which left office with a worse reputation?

2. In the video Abigail Adams, while very impressed with Jefferson for much of her life, did say, "Oh, I have read his heart in his wicked eyes. The very devil is in them. They are lasciviousness itself." She also said that, "His mind is now poisoned with passion, prejudice, and faction." (Ellis, *Founding Brothers,* p. 171) Why did she feel this way? How do students judge Jefferson's character? (See Ellis, *Founding Brothers,* p. 210)

3. After his relationship with Maria Reynolds and the blackmail scheme of James Reynolds became public, Hamilton confessed, "My real crime is an amorous connection...I must have been a clumsy knave to risk my character in such bad hands and in so huckstering way...I have paid pretty severely for the folly and can never recollect it without disgust and self-condemnation." Hamilton argued that this "indelicate amour" should not ruin his political career. Ask students to consider the quotations cited above, and discuss whether private life and "personal indiscretions" should affect our judgements of public officials.

Activities

1. Have students research the character of John Adams and describe his personality. What were his character strengths and weaknesses?

2. Have students research the words used by President Clinton to explain his relationship with Monica Lewinsky. Do students see a parallel with Hamilton's situation? Ask them to explain why or why not.

3. Working individually of in teams, have students create a cover, or an entire issue, of a tabloid of all the scandals of the founding brothers. Tell them to make it in the style of today's tabloids, but make sure to mention all "scandals" whether based on fact or opinion, including Adam's monarchical leanings, Hamilton's Reynolds affair, Jefferson and Sally Hemings, and the Hamilton-Burr duel.

Act 3—Accusations of Tyranny: Alien and Sedition Acts

Discussion topics

1. In the conflict between France and Britain in the late 1790s, why did different political factions in the United States support different sides? Why were the Federalists pro-British? Why were the Republicans pro-French?

2. Have the class examine the following selections from the 1798 Alien and Sedition Acts. Next, discuss how they might rewrite them to make them more reasonable in the eyes of Republicans and civil libertarians:
"...if any persons shall unlawfully combine or conspire together, with intent to oppose any measure or measures of the government of the United States...or to impede the operation of any law of the United States, or to intimidate or prevent any person holding a place or office in or under the government of the United States, ...(or to) counsel, advise or attempt to procure any insurrection, riot, unlawful assembly, or combination, whether such conspiracy, threatening, counsel, advice, or attempt shall have the proposed effect or not, he or they shall be deemed guilty of a high misdemeanor....if any person shall write, print, utter or publish...any false, scandalous and malicious writing or writings against the government of the United States, or either house of the Congress of the United States, or the President of the United States, with intent to defame...or to excite against them...the hatred of the good people of the United States, or to stir up sedition within the United States, or to excite any unlawful combinations therein, for opposing or resisting any law of the United States...or to aid, encourage or abet any hostile designs of any foreign nation against United States, their people or government, then such person, being thereof convicted before any court of the United States having jurisdiction thereof, shall be punished by a fine not exceeding two thousand dollars, and by imprisonment not exceeding two years."

3. Given the "quasi-war" with France and rumors about spies, Hamilton requested a 50,000-man army for the revolutionary era's version of homeland defense. Adams, wary of creating tyranny, authorized only a 15,000-man army. Was there a real danger in the creation of a standing army? Does our present military force pose a danger today? Explain.

4. Compare the actions taken by President Adams to protect the United States from foreign dangers with the actions taken by President Bush in response to threats of terrorism after September 11, 2001. In both cases some sacrifice of freedom and civil liberties was justified in the name of security. Do students support the actions taken by both Presidents? Are Adams's and Bush's situations similar? If not, what are the key differences? Do these differences make one president's actions more acceptable than the others? Link the discussion to the collage activity that follows.

Activities

1. Jefferson called the anti-French hysteria of the late 1800s "the Terrorism of the day." (Ellis, *Founding Brothers,* p. 229) Ironically, it was precisely terrorism that President Adams tried to avoid with his Alien and Sedition Acts. Have students create collages with actual phrases about foreign threats and government actions to defend the nation. Have phrases from the 1790s on one half, and phrases from today on the other. Use this activity to stimulate the preceding discussion topic.

2. The Jay Treaty heightened hostility between supporters and detractors of French influence. France and its supporters claimed that the Jay treaty violated the Franco-American Treaty of 1788. Have the class research what these two treaties said and why one may have violated the other.

3. Divide the class up into two sides for a debate over the following, "Resolved: President Adam's use of the Alien and Sedition Acts was not only necessary to the security of the United States, but justified by the powers given to the federal government by the Constitution." In addition to other sources, students should use the Alien and Sedition Acts to support the resolution, and the Kentucky and Virginia resolutions to attack it.

Act 4—Elections and the Electoral College

Discussion topics

1. Muckraker James T. Callender's criticism of John Adams was extreme: "This federal gem...is not only a repulsive pendant, a gross hypocrite, and an unprincipled oppressor, but...in private life, one of the most egregious fools upon the continent." Why did Callender write this? Do students agree with his assessment?

2. Why do students think Hamilton write the following about fellow Federalist John Adams, a leader of his own party: "He is a man of an imagination sublimated and eccentric; propitious steady perseverance neither to the regular display of sound judgement, nor in a systematic plan of conduct..."?

3. Aaron Burr, a mysterious figure in American history, is portrayed in the video as different from most of the other founding brothers. Hamilton, who hated Burr and called him "bankrupt beyond redemption," was driven to support the Republican Jefferson in

the election of 1800. Why did Hamilton dislike Burr? What made Burr different from the other founders? Are there politicians like Burr today?

4. Adams left the capital the morning of the inauguration. Do students think that he should have remained to be at Jefferson's side when the new president was sworn in? Why or why not? How do succeeding presidents interact today?

Activities

1. The presidential elections of 1800, 1824, and 1876 could not be resolved without the intervention of the House of Representatives. Have students research these three elections and explain why Congress needed to get involved. Did the situations represent a breakdown in the American democratic process, or a sign of its success? How were the resolutions perceived in history? Were they fair?

2. Photocopy a map of the states in 1800 and color the states won by the Jefferson, Burr, and Adams in different colors. Do the same with the Electoral College system in the last presidential election.

3. Hold a mock mini-election of 1800. Have students represent the candidates Adams, Jefferson, and Burr. Have pairs of students represent the states, each with their number of electors. Offer 2-3 days time in which the candidates can research their positions, and the states can research the issues and their interests as a state. After speeches and informal lobbying, have each state vote for a candidate, add up the Electoral College votes, and determine the winner. Use this opportunity to teach about how the Electoral College works. Your students can see the break down of electoral votes for each candidate at http://www.archives.gov/federal_register/electoral_college/votes_index.html.

Hour Four: "Posterity"

Act 5—Jefferson and Unity

Discussion topics

1. Have students read the second and third paragraphs of Thomas Jefferson's First Inaugural Address. How does Jefferson try to go beyond party politics? What does he say that would ease the minds of the Federalists? What themes does he emphasize to create unity? (Jefferson's address can be found at: www.yale.edu/lawweb/avalon/presiden/inaug/jefinau1.htm.)

2. In trying to be a man of the people, Jefferson created a less aristocratic image of the presidency. What specific changes did he make to alter the image of the presidency? Is the image of the presidency today more elitist or more down-to-earth than it was in 1800? (TEACHER TIP: Jefferson rode on horseback rather than taking coaches; he often answered the door himself; hosted informal dinner parties rather than large public receptions; he had the State of the Union Address published and read rather than

delivered in person; and he even chose round tables rather than rectangular ones to represent the egalitarian nature of his dinner parties.)

Activities

1. Either individually or in teams, have students create a movie poster for a new feature film: "All Federalists, All Republicans!" They should research what Jefferson did when he took over the presidency that reflected Republican values, and what he borrowed from his Federalist predecessors. Posters should highlight the main themes that suggested national unity, and mention the main actors, director, and producers. (Teacher tip: Republican values—downsize the federal government, the army, and the navy, halve the Federal budget, ease naturalization laws, end the excise tax, reduce the budget; Federalist values—maintain federal responsibility for debt, accept the Bank of the United States, keep the tariff, increase executive power through precedent of the Louisiana Purchase.)

2. Have students write speeches that parallel Jefferson's inaugural address, but deal with divisions in your school. For example, if there is division or tension between two classes, students can write on the theme "We are all Juniors, we are all Seniors." Speeches should provide reasons why unity should override differences in this case. Remind students to look closely at Jefferson's reasoning in order to make parallel arguments.

Act 6—Property and Propriety: Louisiana and Sally Hemings

Discussion topics

1. There has been much debate about whether or not Jefferson fathered children with his slaves, in particular Sally Hemings. DNA testing indicates that he did. Given the fact that thousands of slave children were the result of sex between a master father and a slave mother, why is this specific example so important to Americans? What does it say about Jefferson's leadership, morality, and political philosophy? What does it say about America's relation to history and heroes?

2. Read the following excerpt from the Virginia Slave codes of the seventeenth century: "Whereas some doubts have arisen whether children got by any Englishman upon a Negro woman should be slave or free, be it enacted and declared...that all children born in this country shall be held bond or free only according to the condition of the mother..." How might this have affected the development of habits and customs that made Jefferson's relationship with Hemings more likely? How do we make sense of the fact that Jefferson listed his slaves, including Sally and her children, alongside his list of farm animals?

3. Have the class debate the following question: Is it possible for love to grow between a master and a slave?

4. Have the class study a map of United States at the time of the Louisiana Purchase from France. (Try the 1800 map of the U.S. at http://www.us-census.org/states/map.htm.) Why

was the Louisiana Purchase so important to the United States? Joseph Ellis says it was "probably the greatest executive decision in American history." Do students agree? Have the class compare this decision with Lincoln's decision to resupply Fort Sumter or to free the slaves, Wilson decision to enter WWI, Truman's decision to use the atomic bomb, and Nixon's decision to resign. Debate this issue: What makes a presidential decision "great"?

Activities

1. Map Work and Brainstorming
Have students look at a map of the journey of Lewis and Clark into the Louisiana Territory, then pretend that they were president at the time and write out instructions to Lewis and Clark. They should then read Jefferson's actual instructions to Lewis at the following Web site: http://www.monticello.org/jefferson/lewisandclark/instructions.html. How do your instructions compare to Jefferson's? What do Jefferson's tell you about the goals and perspectives of the president?

2. Make Two Sides to the Same Coin
In the video Gordon Wood states that "Jefferson is a bundle of contradictions..." Have students follow these directions:

a. Cut out a circle approximately 10" in diameter and create a replica of the Jefferson nickel.
b. Write or paste on words or phrases that show the two sides of Jefferson. For example, on one side you might write "defender of liberty" and on the other "slaveholder," or on one side you might write "common man" and on the other "aristocrat." Add as many contradictions as you can.

3. Compare Interpretations!
Tell students to compare how the question of Sally Hemings' relationship with Jefferson is handled by different Web sites. They should read over the entries from the official Monticello site, (specifically http://www.monticello.org/plantation/lives/sallyhemings.html and http://www.monticello.org/plantation/hemingscontro/hemings-jefferson_contro.html), and compare that to the Woodson family Web site, created by African Americans who claim they are descendants of Jefferson (http://www.woodson.org/history.asp).

Act 7—Hamilton and "Honor"—the Duel

Discussion topics

1. Historian Carol Berken suggested that the reason Hamilton and Burr hated each other so much is that they were so alike. Do students think this is true? In what ways does Berken see the two as similar?

2. How are we to judge the duel between Hamilton, the "little lion of federalism," and Aaron Burr in 1804? Does such an event do justice to the concept of "honor"? What is "honor"?

3. Have the class debate the following topic: In what ways might history have been different had Hamilton killed Burr?

4. Do students think Burr meant to kill Hamilton? What evidence does the video offer to help us decide?

Activities

1. Have the class research the tradition of dueling and the "code duello." Where did it originate? Was dueling in America just an extension of the vicious personal politics of the age? After all, some believe that Hamilton's innuendoes had denied Burr both the presidency in 1800 and the governorship of New York. How does dueling support or contrast with the values of Revolutionary-era America? What other duels involved famous Americans? An excellent source for research is http://www.isidore-of-seville.com/dueling/2.html.

2. The overwhelming historical judgement on the Hamilton-Burr duel is that Burr murdered Hamilton in cold blood. A wax figure portrayal of the duel had the following poem engraved below it: "O Burr, O Burr, what has thou done? Thou has shooted dead great Hamilton. You hid behind a bunch of thistle, and shooted him dead with a great hoss pistol." Ask students to write similar poems either blaming Hamilton for his own death or praising Burr for killing him. They should then try writing one that proudly extols the honor of the duel, or one from a pacifist perspective that condemns such "wanton violence." (Ellis, *Founding Brothers,* pp. 26-27)

Act 8—Adams and Jefferson together again: Posterity

Discussion topics

1. Compare the relative success Adams and Jefferson each had in trying to stay out of war. Jefferson's ill-fated Embargo Act of 1807 used economic coercion to avoid war but crippled the economy. In what ways was Jefferson's situation similar to, or different from, Adams? Did Jefferson manage to avoid war? Was his action worth it?

2. Thanks to Benjamin Rush, in 1812 Adams and Jefferson began a flourishing correspondence of 158 letters over next 14 years. What do students think the two men were trying to say to each other and to posterity?

3. In 1826, in preparation for the 50th anniversary of the signing of Declaration of Independence, celebration organizers asked both Adams and Jefferson to share some words with the public. Have the class compare what each man said. What do students think both men have said had they been asked in their afterlife to do the same on the 100th and 200th anniversaries in 1876 and 1976? (TEACHER TIP—Some of Jefferson's words were as follows: "May it be to the world, what I believe it will be,...the signal of arousing men to burst the chains under which monkish ignorance and superstition had

persuaded them to bind themselves, and to assume the blessings and security of self-government.... All eyes are opened or opening to the rights of man. The general spread of the light of science has already laid open to every view the palpable truth, that the mass of mankind has not been born with saddles on their backs, nor a favored few, booted and spurred, ready to ride them legitimately, by the grace of God. These are grounds of hope for others; for ourselves, let the annual return of this day forever refresh our recollections of these rights, and an undiminished devotion to them." Adams was more succinct: "I will give you INDEPENDENCE FOREVER." When asked to explain, he said, "Not a word." (Ellis, *Founding Brothers,* pp. 246-247)

Activities

1. John Adams regretted the fact that unlike Jefferson, "Mausoleums, statues monuments will never be erected to me..." (Ellis, *Founding Brothers,* p. 220). Ask students to help the man known as the "Atlas of the Revolution" sleep better in his grave by designing monuments for the national mall appropriate to John Adams' character and historical contributions.

2. Have students study the Jefferson Memorial then suggest what changes they might make so that the monument better represents the complexity of the man and questions regarding Jefferson's character. For pictures of the Jefferson Memorial, see http://www.photovault.com/Link/Cities/Ocean_WashingtonDC/JeffersonMemorial.html.

STUDENT HANDOUT

Excerpts from Washington's Farewell Address

Excerpt 1
"... [N]othing is more essential, than that permanent, inveterate antipathies against particular Nations, and passionate attachments for others, should be excluded; and that, in place of them, just and amicable feelings towards all should be cultivated. The Nation, which indulges towards another an habitual hatred, or an habitual fondness, is in some degree a slave. It is a slave to its animosity or to its affection, either of which is sufficient to lead it astray from its duty and its interest... The great rule of conduct for us, in regard to foreign nations, is, in extending our commercial relations, to have with them as little political connexion as possible. So far as we have already formed engagements, let them be fulfilled with perfect good faith. Here let us stop....Why forego the advantages of so peculiar a situation? Why quit our own to stand upon foreign ground? Why, by interweaving our destiny with that of any part of Europe, entangle our peace and prosperity in the toils of European ambition, rivalship, interest, humor, or caprice? It is our true policy to steer clear of permanent alliances with any portion of the foreign world; so far, I mean, as we are now at liberty to do it; for let me not be understood as capable of patronizing infidelity to existing engagements. I hold the maxim no less applicable to public than to private affairs, that honesty is always the best policy. I repeat it, therefore, let those engagements be observed in their genuine sense. But, in my opinion, it is unnecessary and would be unwise to extend them."

Excerpt 2
"The unity of Government, which constitutes you one people, is also now dear to you. It is justly so; for it is a main pillar in the edifice of your real independence, the support of your tranquillity at home, your peace abroad; of your safety; of your prosperity; of that very Liberty, which you so highly prize. ...you should properly estimate the immense value of your national Union to your collective and individual happiness; that you should cherish a cordial, habitual, and immovable attachment to it; accustoming yourselves to think and speak of it as of the Palladium of your political safety and prosperity; watching for its preservation with jealous anxiety; discountenancing whatever may suggest even a suspicion, that it can in any event be abandoned; and indignantly frowning upon the first dawning of every attempt to alienate any portion of our country from the rest, or to enfeeble the sacred ties which now link together the various parts. ...The name of american, which belongs to you, in your national capacity, must always exalt the just pride of Patriotism, more than any appellation derived from local discriminations. With slight shades of difference, you have the same religion, manners, habits, and political principles. You have in a common cause fought and triumphed together; the Independence and Liberty you possess are the work of joint counsels, and joint efforts, of common dangers, sufferings, and successes."