



# Introduction

## How to Use This Manual

*From Sea to Shining Sea* has been written using a pedagogy that differs markedly from that assumed by most modern textbooks. The conviction underlying this book is that history is, first and foremost, a story—an enjoyable story, a story filled with drama. We have written this book, therefore, as if we were writing a story or a series of stories. Our hope is that students, approaching history as a story, will learn to love history and will, thus, retain more historical knowledge than is normally the case with the more customary text style.

The difficulty is that stories often contain more information than what one would require most younger students to retain. To insist that students retain every detail, every date, would be to undermine a chief purpose of the book – to make the reading history a matter of joy. We want students to approach history in a leisurely fashion, to read as they would read a storybook. Of course, one hopes that students will leave each chapter with more than the required knowledge, but this is best left to capabilities of each student. Those historical facts every student should know are listed in the section, “What Students Should Know.” Beyond these facts, teachers should merely see that their students retain the chief outlines of the stories they will study in the book.

## How to Use *From Sea to Shining Sea* in the Classroom

We propose that the chief occupation of classroom sessions on the book be spent calling on students to recite, in their own words, what they remember from their assigned reading in the book. The teacher may call on different students to retell parts of the stories they have read or to tell what they know about the various characters they have encountered in their reading. This will help students to solidify what they have learned and give them the opportunity to practice their language skills. The teacher may, then, patiently correct any false impressions the students have or any inaccuracies in their presentations. Such exercises should be seen as merely educational exercises without the threat of grading.

The teacher should help students grasp the major themes of each chapter. To help with this, we have provided in the teacher’s manual a “Chapter Goals” section, which details the major themes of each chapter. Each chapter in the book, as well, contains a “Chapter Activities” section to help students better solidify their knowledge of the time period each chapter covers.

We also recommend that teachers use the timeline provided in the teacher’s manual as a reference to help students make their own timelines for each chapter. After students have completed their own timelines, the teacher can show students the timeline we have provided so that they can see how the various events in the book relate to one another in time. For instance, students may find it interesting to see that, while the English colonists were fighting for their independence, Fray Junípero Serra was founding missions in California.

## ***From Sea to Shining Sea* and Common Core Standards**

The unique pedagogical style of *From Sea to Shining Sea* makes it a very effective tool to help teachers help students master the goals of the Common Core Standards Initiative in English language arts and social studies. In particular, the Initiative calls on history/social studies teachers to use “their content area expertise to help students meet the particular challenges of reading, writing, speaking, listening, and language.” *From Sea to Shining Sea* is especially suited to these challenges.

In its literary and story approach to the narration of history, *From Sea to Shining Sea* helps students exercise themselves in the interpretation of narrative texts that rely more on description, literary coloring, analogy, and particular example than on a simple listing of facts. Students achieve the subtlety of mind necessary to understanding and interpreting complex texts and ideas. The wealth of detail used in the story mode of exposition gives students

the opportunity to sift central ideas from more incidental facts.

Moreover, since *From Sea to Shining Sea* does not rely solely on story, it gives students the experience of other literary styles that figure in the varied disciplines of knowledge. The text offers exercises that stimulate the critical sense in students. The short answer and essay form sought in student responses helps students develop the ability to express ideas in a complete and coherent fashion. Further, the story mode inspires a student’s interest in the text. This interest, in turn, encourages the student to comprehend writing that may be somewhat more challenging than what he or she may be used to.

The Common Core Standards Initiative says its recommendations “are not meant to replace content standards . . . but rather to supplement them.” The Common Core Standards, thus, have not dictated the *subject matter* of, or the events covered in, *From Sea to Shining Sea*. It is a text, however, well suited to the spirit and goals of the standards.

## **Teacher's Manual Contents**

### **Scope and Sequence**

Provides a general outline of the text and the contents of each chapter.

### **Chapter Goals**

Develops the major themes for each chapter.

### **What Students Should Know**

Presents the minimal knowledge of persons, places, events, and dates students should retain. We have provided, for the teacher's convenience, a brief review for each important fact.

### **Some Key Terms at a Glance**

Puts in one place the various historical terms, persons, events, and vocabulary, with their definitions, highlighted in each chapter.

### **Chapter Checkpoint**

Provides, for the teacher's convenience, the answers for each question presented in the "Chapter Checkpoint" section at the end of each chapter.

### **Chapter Activities**

Gives suggestions for doing each activity, where necessary, plus explanations and reference material, where applicable.

### **Chapter Quizzes and Tests**

Suggests quizzes for different sections of each chapter, as well as a chapter test. Since our approach in *From Sea to Shining Sea* is literary, our quizzes and tests ask mostly short answer or short essay questions. We think it is important that even young students begin to develop the ability to express their thoughts in complete, though simple, sentences.

### **Resources for Further Reading**

This section gives suggestions for further student reading on each period covered in the text.



**Chapter 10** The Early Days of a  
New Nation

## Scope and Sequence

---

### **Under President Washington**

- what political parties are and how we got them
- the first political parties – Federalists and Republicans
- Daniel Boone
- Indian wars in the West
- Washington’s farewell speech
- death of Washington

### **Under President Adams**

- controversies between Federalists and Republicans
- Alien and Sedition Acts
- election of 1800
- the building of Washington, D.C.
- Jefferson’s inaugural address
- the first political parties

## Chapter Goals

This chapter introduces the subject of politics, as we understand it today. The teacher should help the student distinguish between the nature of politics and practical politics, in the sense of elections and election campaigns. Students should understand that politics is not necessarily a negative of thing; in fact, it is a good and necessary thing. Without politics men could not live together in society.

The chapter also deals with the first political struggles in the United States — between Federalists and Republicans. These struggles, though sometimes ugly, dealt with important questions about the very character of the United States. From the beginning, Americans had very different ideas about how the country should develop. Yet, underlying these differences, was an agreement that the new nation should have the character of a republic and that it should be ruled by laws, not by personalities. Monarchies tended to be more like families, with the king as the father making the rules for his subjects. Finally, Americans saw the Constitution, not themselves or any one man or group of men, as the final authority for the federal union. It is important that students understand this point.

Yet, it is important for students to begin to understand that, in the early history of the United States, many, if not most, Americans thought of their states as their countries. Their allegiance went first to their states, only second to the federal union. Alexander Hamilton, George Washington, and other Federalists wanted something very different, but Jefferson, James Madison, and other Republicans were content with a strong sense of state loyalty. The teacher might want to ask students whether the United States, today, are more like what Federalists wanted or what the Republicans wanted. Do the students think of themselves first as Californians, Mississippians, Texans, Virginians, etc., or as Americans? Is their first allegiance to their state or to the United States?

## What Students Should Know

### 1. What politics is.

Politics is the art by which people live together in society; the art by which rulers make laws for people to live by in society.

### 2. What political parties are.

People have differing ideas about what is good for society and about what laws should be made for society. When groups of people have very different ideas about these sorts of things, they often form groups which spread their ideas about what's good for society and run candidates in elections. These groups are what we call political parties.

### 3. What were our country's first two political parties. What they stood for. Who their leaders were.

Our country's first two political parties were the Republican and Federalist parties.

The Federalists favored a strong central government, which would have strong armed forces. They wanted the United States to become a great manufacturing nation. They also thought the government should favor the rich. One of their chief leaders was Alexander Hamilton.

The Republicans favored strong state governments and wanted a weak federal government. They opposed having strong armed forces, which they thought could be used to oppress the states and the people. They favored small farmers, and they thought government should favor the owners of small property. Their leader was Thomas Jefferson.

### 4. Who "Mad Anthony" Wayne was. Why his victory over the Indians at Fallen Timbers was important.

Wayne was an American general adept at wilderness warfare. He was called "mad" because he was brave and not concerned for his own

safety. In the early years of the Republic, the presence of the British in American territory and the Indians who were allies to the British made it difficult for Americans to settle west of the Appalachians. The United States army seemed unable to protect the settlers. Wayne's victory at Fallen Timbers, and the treaty with the Indians that followed it, showed that the United States army could defend settlers in the West.

**5. What President Washington counseled in his farewell address.**

- Washington warned his countrymen against forming factions and parties because they could destroy the independence and liberty of America.
- Americans, he said, should be more proud of being Americans than of being Virginians, New Englanders, New Yorkers, or the citizens of any other region.
- He warned against changing the Constitution unless the people clearly wanted change.
- He praised religion because it made men good citizens.

**6. Why did Thomas Jefferson and the Republicans favor the French Revolution?**

Jefferson and the Republicans favored the French Revolution because they thought it was a fight for freedom against tyrants. They thought it was like the American Revolution.

**7. Why did President John Adams and the Federalists oppose the French Revolution?**

Adams thought that freedom could be maintained only if it was protected by a constitution. The Federalists, in general, thought the government had to be under the control of old and established families and the wealthy. They opposed the French Revolution because they thought it was too radical and was under the control of the poor and lower classes.

**8. What the Alien and Sedition Acts were. How Thomas Jefferson responded to these acts.**

The Alien Acts were laws directed against foreigners in the United States. The Sedition Act made it a crime to write or speak in an insulting way of the government in public.

Vice President Jefferson opposed these acts, signed by President Adams. Jefferson wrote the Kentucky Resolves, which said that the Sedition Act was against the first amendment of the Constitution. He also said that because the federal government was acting unconstitutionally by passing the Sedition Act, the states had the right to refuse to enforce it. Jefferson said the states had just as much right as the federal government to decide whether laws were constitutional or not.

**9. Who won the presidential and congressional election of 1800. Why this was important.**

Thomas Jefferson, the Republican candidate, beat John Adams in the election of 1800. The Republicans took control of both houses of Congress. This was significant, for the Federalists would never again control the presidency or the congress.

## Chapter Checkpoint

**1. What does the Constitution of the United States say about political parties?**

The Constitution neither establishes nor forbids political parties. It is silent on the subject.

**2. What were the first two political parties? What ideas did each party believe in?**

The first two political parties were the Republicans and the Federalists.

- Republicans...
  - favored strong state governments;
  - wanted a weak federal government;
  - opposed having strong armed forces;
  - favored small farmers and the poor.

- Federalists...
    - avored a strong central government, having strong armed forces;
    - wanted the United States to become a great manufacturing nation;
    - also thought the government should favor the rich.
3. **Why did the Federalists disapprove of the French Revolution?**  
 The Federalists disapproved of the French Revolution because it gave total power to the common people and led to great injustices. They thought a nation was only truly free when

its government was controlled by men from old and wealthy families.

[This question could form the basis for a fruitful class discussion on the character of true freedom. The Federalists thought true freedom existed only where there were laws to restrict freedom. This, at first, sounds contradictory, for often we tend to equate freedom with the license to do what one wishes, when one wishes, and how one wishes. If this were the character of freedom, then laws would be opposed to freedom. But, if we follow St. Paul, that the man who sins is a slave to sin, then doing what one wishes—if what one wishes

## Some Key Terms at a Glance

**political party:** a group that shares similar ideas about what is best for society. Political parties spread their ideas and elect candidates who will form laws that agree with their ideas.

**cabinet:** the group of people who advise the president

**politics:** the art by which people live together in society

**Republicans:** the political party founded by Thomas Jefferson; Republicans opposed a strong federal government, favored strong state government, and preferred farming over manufacturing.

**Federalists:** the political party founded by Alexander Hamilton; Federalists favored a strong federal government, a strong defense, and manufacturing.

**Appalachian Mountains:** a low range of mountains stretching from Maine to Georgia, that divides the coastal plan of the eastern United States from the middle of the country

**Upper Canada:** modern-day Ontario

**Fort Wayne:** fort built by Mad Anthony Wayne and a modern day city in northeastern Indiana

**treaty:** an agreement made with a foreign country or group of countries. In the United States, the Senate ratifies treaties and they become the law of the land.

**Father of His Country:** a complimentary nickname given to our first president, George Washington

**alien:** a foreigner who lives within the boundaries of a country

**sedition:** an act or acts that seriously undermine a government's authority

**White House:** the presidential mansion in Washington, D.C.

**Pierre-Charles L'Enfant:** the architect who designed the city of Washington, D.C.

to do is bad for him—could result in a loss of freedom. If we understand that what everyone really wants is to be happy, and that one can only be happy if he does what is good for himself, then we can see that restrictions are a part of freedom; they help keep us from doing what is bad for us and so help us to attain what we want: true happiness. True freedom consists in the ability to achieve our true desires.

This truth can be illustrated to the young by a homely example. If parents, for instance, put no restriction on their children's consumption of candy, then the children could indulge their passion for candy until they began to feel quite sick. What the children want to do is feel pleasure, and so they gorge themselves with candy, which brings them immediate pleasure; but, in the end, because of their sick stomachs, they lose the feeling of pleasure. They, thus, lose freedom through their intemperance, since they lose the true object of their desire. The children, then, end up losing the very thing they were seeking because they had no rules to govern them. If their parents had governed their candy eating, they would have had the pleasure of eating candy, plus the pleasure that comes with feeling well.

Rules and laws also keep one person, in seeking pleasure, from hurting someone else and depriving him of happiness. Rules and laws thus help safeguard everyone in his search for true happiness and his possession of freedom.]

**4. What did the Constitution say about a national bank?**

The Constitution said nothing specific about a national bank. It neither allowed the federal government to establish a bank, nor did it forbid it to do so.

**5. When did Daniel Boone make his first journey to the Kentucky wilderness? When did he settle Kentucky?**

Boone made his first journey to the Kentucky wilderness in 1769. He finally settled Kentucky in 1775.

**6. Where did the founding fathers decide to build a federal city? What Maryland town was it near?**

The founding fathers decided to build the federal city on the eastern banks of the Potomac, near Georgetown, Maryland.

**7. How did the Alien and Sedition Acts change the law? Why did the Republicans dislike them?**

The Sedition Act, in particular, made it a crime to speak or write against the government in an insulting way. The Alien Act made new laws governing foreigners in the United States. The Republicans disliked the Sedition Act because, they said, it violated the First Amendment of the Constitution, which guaranteed freedom of speech.

**8. Who was elected president in 1800? How did he dress at his inauguration? Why did he dress this way?**

Thomas Jefferson was elected president in 1800. At his inauguration, Jefferson dressed in simple but dignified clothes to make the point that, even though he was president, he was a citizen, just like any other American.

## Chapter Activities

**1. Dueling was not uncommon in the 18th and early 19th centuries. Research why men fought duels. When did dueling go out of fashion? What do you think the Catholic Church teaches about dueling?**

Students can learn what the Catholic Church teaches about dueling indirectly from from *Catechism of the Catholic Church*, numbers 2259–2283. If dueling were permissible, it



could only fall under the category of “legitimate defense.” However, since a duel is a planned fight, it cannot reasonably be considered a defense against an unjust aggressor. After all, either side in the duel could avoid having to defend himself simply by refusing to fight the duel. A duel falls more properly under the category of “intentional homicide,” which the Catechism says is forbidden by the Fifth Commandment. Duels arise from a desire for revenge, which the Catechism forbids. A duel also violates the duty one has not to expose himself to unnecessary danger. More advanced students or the teacher may discover that the Church has specifically condemned dueling in *Pastoralis Officii*, “On the Morality of Dueling,” an apostolic letter issued by Pope Leo XIII on September 12, 1891: [http://www.newadvent.org/library/docs\\_le13po.htm](http://www.newadvent.org/library/docs_le13po.htm)

2. Research the culture and history of one of the following Indian nations: the Miami, Shawnee, Chippewa, Potawatomi, Sauk, and Iroquois. What happened to these tribes after the Battle of Fallen Timbers in 1794?

## Chapter 10: Sample Quiz I

(Pages 207–217)

Please answer the following in complete sentences.

1. What is politics?
2. What things do political parties do?
3. What was the name of the political party that favored a strong central government, having strong armed forces, and wanted the United States to become a great manufacturing nation? Who was the leader of this party?
4. What was the name of the political party that favored strong state governments, a weak federal government, and opposed having strong armed forces? Who was the leader of this party?
5. What was the name of the general who defeated the Indians at Fallen Timbers?
6. President Washington gave advice to his countrymen in his farewell address. Tell one thing he said.

### Answer Key to Sample Quiz I

Students' answers should approximate the following.

1. Politics is the art by which people live together in society, the art by which rulers make laws by which people live in society.
2. Political parties...
  - spread their ideas about what's good for society
  - run candidates in elections.
3. This party was the Federalist party. Its leader was Alexander Hamilton.
4. This party was the Republican party. Its leader was Thomas Jefferson.
5. The name of the general who defeated the Indians at Fallen Timbers was “Mad” Anthony Wayne.
6. Possible answers:
  - Washington warned his countrymen against forming factions and parties because they could destroy the independence and liberty of America.
  - Americans, he said, should be more proud of being Americans than of being Virginians, New Englanders, New Yorkers, or the citizens of any other region.
  - He warned against changing the Constitution unless the people clearly want change.

- He praised religion because it made men good citizens.

## Chapter 10: Sample Quiz II

(Pages 218–224)

Please answer the following in complete sentences.

1. Who was the second president of the United States?
2. What was the name of the act that made it a crime to speak in an insulting way about the United States government?
3. What document said that states have as much right as the federal government to declare federal laws unconstitutional? Who wrote this document?
4. Why was the election of 1800 important? In this election, Jefferson and the Republicans took control of the presidency and both houses of Congress.

### Answer key to Sample Quiz II

Students' answers should approximate the following.

1. The second president of the United States was John Adams.
2. The name of the act that made it illegal to criticize the government in an insulting way was the Sedition Act.
3. The document that stated that states have as much right as the federal government to declare federal laws unconstitutional was the Kentucky Resolves. It was written by Thomas Jefferson.
4. The election of 1800 was important because, after it, the Federalists never again controlled the federal government.

## Chapter 10: Sample Test

Please answer the following in complete sentences.

1. What is politics?
2. Why do people form political parties?
3. List two things the Federalist party stood for.
4. List two things the Republican party stood for.
5. Tell two things Washington said in his farewell address.
6. What were the laws that were directed against foreigners and which made it illegal to speak about the government in an insulting way?
7. What did the Kentucky Resolves say?
8. Match the term in column one with the definition in column two. (Each term could have more than one matching definition.)
 

<ol style="list-style-type: none"> <li>a) Alexander Hamilton</li> <li>b) John Adams</li> <li>c) Thomas Jefferson</li> <li>d) George Washington</li> <li>e) Anthony Wayne</li> </ol>	<ol style="list-style-type: none"> <li>A. the head of the Republican party</li> <li>B. the first president of the United States</li> <li>C. hero of the Battle of Fallen Timbers</li> <li>D. the second president of the United States</li> <li>E. third president of the United States</li> <li>F. The “Father of His Country”</li> <li>G. He was president when Congress passed the Alien and Sedition Acts.</li> <li>H. The author of the Kentucky Resolves</li> <li>I. Head of the Federalist party</li> <li>J. He was called “Mad” because of his great courage.</li> </ol>
---	--

## Answer Key to Sample Test

*Students' answers should approximate the following.*

1. Politics is the art by which people live together in society, the art by which rulers make laws for people to live by in society.
2. People have differing ideas about what is good for society and about what laws should be made for society. When groups of people have very different ideas about these sorts of things, they often form political parties.
3. The Federalists stood for ... (possible answers)
  - a strong central government
  - having a strong armed force
  - a nation based on manufacturing
  - the favoring of the rich and well-born by the government.
4. The Republicans ... (possible answers)
  - Favored strong state governments
  - opposed having strong armed forces
  - favored small farmers
  - favored the holder of small property over the rich.
5. In his farewell address, Washington ... (possible answers)
  - warned his countrymen against forming factions and parties because they could destroy the independence and liberty of America
  - said Americans should be more proud of being Americans than of being Virginians, New Englanders, New Yorkers, or the citizens of any other region
  - warned against changing the Constitution unless the people clearly wanted change
  - praised religion because it made men good citizens.
6. These laws were the Alien and Sedition Acts.
7. The Kentucky Resolves said that the Sedition Act was against the first amendment of the

Constitution. They also said the states had the right to refuse to enforce the Resolves and that states had just as much right as the federal government to decide whether laws were constitutional or not.

8. Answers:

- a) I
- b) D, G
- c) A, E, H
- d) B, F
- e) C, J

## Resources for Further Student Reading

*Early American Trades*

Dover

*Everyday Dress of the American Colonial Period*

Dover

*Thomas Jefferson: A Picture Book Biography*

Giblin, James Cross

*Daniel Boone*

Daugherty, James