Differentiated Instruction

**Oral History** After students have read the section, ask them to work in pairs to write an interview with George Washington in which they ask him about the main ideas in the section and he responds. Have the students present their interviews to the class, with one student asking questions as the interviewer and the other student responding as George Washington.

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**Section Focus Question**

How did President Washington set the course for the new nation?

Before you begin the lesson for the day, write the Section Focus Question on the board. (Lesson focus: George Washington oversaw the creation of new federal departments and asked Alexander Hamilton to tackle the nation’s debt problem.)

**Prepare to Read**

**Build Background Knowledge**

In this section, students will read about the challenges facing the new United States. Have students preview the headings and the visuals. Ask: Why did the American people need a strong first President? Use the Think-Write-Pair-Share strategy (TE, p. T25) to elicit responses. (Students may suggest that the new nation needed an organized government and faced many challenges.)

**Set a Purpose**

- Form students into pairs or groups of four. Distribute the Reading Readiness Guide. Ask students to fill in the first two columns of the chart.
- Use the Numbered Heads strategy (TE, p. T24) to call on students to share one piece of information they already know and one piece of information they want to know. The students will return to these worksheets later.

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**Washington Takes Office**

The Sacred Fire of Liberty

“The preservation of the sacred fire of liberty and the destiny of the republican model of government are...staked on the experiment entrusted to the hands of the American people.”

—George Washington, First Inaugural Address, 1789

Advisers to President Washington (far right) included (from left) Henry Knox, Thomas Jefferson, Edmund Randolph, and Alexander Hamilton.

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**Objectives**

- Discuss how the new government was organized during Washington’s presidency.
- Explain why the new nation faced an economic crisis.
- Identify the three parts of Hamilton’s financial plan.
- Describe how Washington responded to the Whiskey Rebellion.

**Reading Skill**

Identify Similes Similes use the signal words like or as to connect two items being compared. The comparison helps the reader to imagine the description more fully. For example, “the gunfire echoed like thunder” creates a mental image of the sound of a battle. Look for similes as you read this section.

**Key Terms**

inauguration precedent speculator unconstitutional tariff

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**Why It Matters** In 1789, the American people had a new Constitution. They also had a new Congress and their first President. The United States was one fourth of its size today. All thirteen states were in the East. The nation’s western border followed the Mississippi River. In the North, the Great Lakes formed much of the border separating the United States from British-controlled Canada. In the South, the United States bordered on Spanish-controlled Florida and Louisiana.

**Section Focus Question:** How did President Washington set the course for the new nation?

**The First President**

In April of 1789, George Washington traveled from Virginia to the nation’s capital, New York City, to begin his term as the first President of the United States. Washington’s journey along bumpy roads took eight days. Large crowds lined the streets. As one newspaper reported, Americans greatly admired the tall, stately war hero:

“Many persons in the crowd were heard to say they should now die contented—nothing being wanted to complete their happiness. . . but the sight of the savior of his country.”

—Gazette of the United States, April 1789
Washington’s inauguration—a ceremony in which the President takes the oath of office—was held on April 30, 1789. Despite all he had achieved, Washington was anxious. The country was divided on many issues. Washington understood how much the new nation depended on him. His actions would set a precedent—an example to be followed by others in the future.

The Executive Branch The Constitution of the United States provided only a general outline for organizing the government. When the President took office, the entire federal government was made up of little more than 75 post offices, a few clerks, and a tiny army of 672 soldiers.

The first job of the President and the Congress, therefore, was to put a working government in place. First, Congress passed laws to set up three departments for the executive branch: Treasury, State, and War. Each department was to be headed by a secretary nominated by the President. The President would also appoint an attorney general to advise him on legal matters.

Washington appointed four well-known men to take the new posts. He chose Alexander Hamilton to be secretary of the treasury. Hamilton was considered one of the country’s outstanding leaders and an expert on economic affairs. Thomas Jefferson, the author of the Declaration of Independence, became secretary of state. His task was to manage relations with foreign countries. Henry Knox, a former general, was Washington’s choice for secretary of war. Edmund Randolph, who had played an important role at the Constitutional Convention, became attorney general.

Washington soon began meeting regularly with these leaders as a group. Over time, this group became known as the Cabinet.

Vocabulary Builder

Use the information below to teach students this section’s high-use words.

<table>
<thead>
<tr>
<th>High-Use Word</th>
<th>Definition and Sample Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>invest, p. 284</td>
<td>v. to purchase something with the hope that its value will grow. Wealthy Americans invested in land, believing that they could sell it later for a profit.</td>
</tr>
<tr>
<td>impose, p. 285</td>
<td>v. to place a burden on something or someone. Manufacturers wanted the government to impose a high tax on imports.</td>
</tr>
</tbody>
</table>
Differentiated Instruction

Less Proficient Readers

Study Aid To help less proficient readers understand the impact of Washington’s presidency, make a two-column chart on the board. In the first column, write down three of the challenges Washington faced at the beginning of his presidency: organizing the government, war debt, the Whiskey Rebellion. Use the Numbered Heads strategy (TE, p. T24) to call on students to fill in the second column of the chart with information from the text about the ways Washington responded to the challenges.
Hamilton’s Financial Plan

The person responsible for developing a plan to solve the country’s financial crisis was Alexander Hamilton, the secretary of the treasury.

Hamilton’s program had three parts: (1) The U.S. government would fully assume, or agree to pay, all federal and state debts. (2) The U.S. government would charter a national bank for depositing government funds. (3) The government would impose a high tax on goods imported into the country.

Paying the Debt Hamilton knew that paying the debt would be a huge burden on the U.S. government. However, he wanted to prove to people here and abroad that the United States would honor its debts in full. Then, people would be willing to invest again in the future.

Many southerners opposed the plan to repay state debts. Several southern states had paid off their wartime debts on their own. Southerners thought other states should do the same.

Congress debated the plan for six months in 1790. Then, an agreement was reached. Southerners would support Hamilton’s plan to have the federal government repay the wartime debt. In return, the government would build its new capital city in the South. The capital would rise along the banks of the Potomac River, between Virginia and Maryland.

A National Bank The second part of Hamilton’s plan called for the creation of a privately owned bank of the United States. It would provide a safe place to deposit government funds. The bank would be able to issue paper money that would serve as a national currency.

The debate over the bank of the United States went beyond the bank itself and focused on the powers the government had under the Constitution. Opponents of the bank, such as Thomas Jefferson, insisted that the law establishing the bank was unconstitutional—contrary to what is permitted by the Constitution.

Jefferson argued that nowhere in the Constitution was there a provision allowing Congress to set up a national bank. Jefferson’s view, that the Constitution permits only what it specifically says, is called a “strict” interpretation of the Constitution. Hamilton argued for a “loose” interpretation. He pointed out that Article 1, Section 8 of the Constitution gave Congress the power to make all laws “necessary and proper” for fulfilling its duties. This suggested that there were things not directly permitted by the Constitution that Congress could do.

History Background

Misconceptions about George Washington Students may have heard many stories about George Washington, but not all of them are true. A famous myth is the story that he cut down his father’s cherry tree and later admitted his act with the famous line “I cannot tell a lie.” This tale was invented by a parson named Mason Locke Weems in a biography of Washington. The story emphasized Washington’s honesty and contributed greatly to his popularity.

Another myth: He threw a silver dollar across the Potomac River. The river is over a mile wide! This tale, illustrating his strength, enhanced his heroic image. Both stories contributed to our national culture.

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Answer

He was born in the West Indies and under the Constitution, the president must be born in the United States.
The Whiskey Rebellion

**Instruction**

- Read The Whiskey Rebellion with students. Remind students to keep the Section Focus Question in mind.
- Ask: How did George Washington react to the Whiskey Rebellion? (He led an army of 13,000 men to stop the rebellion.) Why do you think Washington used an armed force rather than negotiating with the farmers? (He wanted to establish the government’s policy that rebellion would not be tolerated.)

**Independent Practice**

Have students complete the study guide for this section.

- Interactive Reading and Notetaking Study Guide, Chapter 8, Section 1 (Adapted Version also available.)

**Monitor Progress**

- As students fill in the Notetaking Study Guide, circulate to make sure that they understand the importance of the Whiskey Rebellion. Provide assistance as needed.
- Tell students to fill in the last column of the Reading Readiness Guide. Ask them to consider whether what they learned was what they had expected to learn.

**Answers**

**Detect Points of View** Farmers thought taxing whiskey was unfair. George Washington thought the rebellion threatened the authority of the government and the rights of the people.

**Checkpoint** Congress debated the plan at first, but eventually passed all except the tariff on imports into law.

**Differentiated Instruction**

**IL** English Language Learners

**Reviewing Vocabulary** Check students’ understanding of the words burden and would-be. Have them rewrite the following sentences in their own words. When students have finished, ask them to share their sentences with the class.

- The farmers felt that paying the tax was a burden.
- The would-be tax collector did not succeed in collecting taxes. (Students’ sentences will vary. Possible sentences: The farmers felt oppressed by the tax; The farmers refused to pay any tax to the person who tried to collect.)
The Whiskey Rebellion

In 1791, Congress imposed a tax on all whiskey made and sold in the United States. Hamilton hoped this tax would raise funds for the Treasury. Instead, it led to a revolt that tested the strength of the new government.

Many backcountry farmers made extra money by turning the corn they grew into whiskey. Therefore, they bitterly resented the new whiskey tax. Farmers compared it to the hated taxes that Britain had imposed on the colonies before the Revolution. Many farmers organized protests and refused to pay the tax.

In 1794, officials in western Pennsylvania tried to collect the tax. Farmers rebelled, burning down the home of a tax collector. Soon, a large, angry mob was marching through Pittsburgh like a gathering storm. The violent protest became known as the Whiskey Rebellion.

Washington responded quickly to this challenge to federal authority. He sent the militia to Pennsylvania. When the rebels heard that 13,000 troops were marching against them, they quickly scattered. Washington later pardoned the leaders of the rebellion.

The Whiskey Rebellion tested the will of the new government. Washington’s forceful response showed Americans that armed rebellion was not acceptable in a republic.

Checkpoint What was the cause of the Whiskey Rebellion?

Looking Back and Ahead George Washington set a firm course for the federal government, while Alexander Hamilton began to attack the debt problem. In the next section, you will read how the nation’s first political parties developed.

Assess and Reteach

Assess Progress

Have students complete Check Your Progress. Administer the Section Quiz.

Teaching Resources, Section Quiz, p. 28

To further assess student understanding, use the Progress Monitoring Transparency.

Progress Monitoring Transparencies, Chapter 8, Section 1

Reteach

If students need more instruction, have them read this section in the Interactive Reading and Notetaking Study Guide.

Interactive Reading and Notetaking Study Guide, Chapter 8, Section 1 (Adapted Version also available.)

Extend

Have students conduct research to find out more about Alexander Hamilton. Ask students to write a short biography of Hamilton. Tell students to focus on a particular period of his life, such as his early career, his Federalist leadership, or his conflicts with Burr. Have students present their biographies to the class.

Progress Monitoring Online

Students may check their comprehension of this section by completing the Progress Monitoring Online graphic organizer and self-quiz.

Answers

Reading Skill A mob is compared to a gathering storm.

Checkpoint A tax on whiskey was opposed by farmers—especially those in western Pennsylvania, who used corn to make whiskey.