

Biographies of the Nation

“Political Parties Emerge”

Lesson Topic: Many Americans distrusted the idea of political parties, the views of Thomas Jefferson and Alexander Hamilton helped develop the two party system.

Pre-Test: Have students’ quick write 3 minutes about the images that the term political parties bring to mind.

Curriculum Standard and Benchmarks:

Content Standard 1—Students access, synthesize, and evaluate information to communicate and apply social studies knowledge to real world situations.

1. Apply the steps of an inquiry process (i.e., identify question or problem, locate and evaluate potential resources, gather and synthesize information, create a new product, and evaluate product and process).
2. Assess the quality of information (e.g., primary or secondary sources, point of view and embedded values of the author).
3. Interpret and apply information to support conclusions and use group decision making strategies to solve problems in real world situations (e.g., school elections, community projects, conflict resolution, role playing scenarios).

Content Standard 2—Students analyze how people create and change structures of power, authority and governance to understand the operation of government and to demonstrate civic responsibility.

1. Describe the purpose of government and how the powers of government are acquired, maintained and used.
2. Identify and describe basic features of the political system in the United States and identify representative leaders from various levels (e.g., local, state, tribal, federal, branches of government).
3. Identify the significance of tribal sovereignty and Montana tribal governments’ relationship to local, state and federal governments.
4. Analyze and explain governmental mechanisms used to meet the needs of citizens, manage conflict, and establish order and security.
5. Identify and explain the basic principles of democracy (e.g., Bill of Rights, individual rights, common good, equal opportunity, equal protection of the laws, majority rule).
6. Explain conditions, actions and motivations that contribute to conflict and cooperation within and among groups and nations (e.g., discrimination, peer interaction, trade agreements).
7. Explain the need for laws and policies governing technology and explore solutions to problems that arise from technological advancement.

National Standards:

Era 3: Revolution and the New Nation (1754-1820's)

The American Revolution is of signal importance in the study of American history. First, it severed the colonial relationship with England and legally created the United States. Second, the revolutionary generation formulated the political philosophy and laid the institutional foundations for the system of government under which we live. Third, the Revolution was inspired by ideas concerning natural rights and political authority that were transatlantic in reach, and its successful completion affected people and governments over a large part of the globe for many generations. Lastly, it called into question long-established social and political relationships--between master and slave, man and woman, upper class and lower class, officeholder and constituent and even parent and child--and thus demarcated an agenda for reform that would preoccupy Americans down to the present day.

Standard 3: The institutions and practices of government created during the Revolution and how they were revised between 1787 and 1815 to create the foundation of the American political system based on the U.S. Constitution and the Bill of Rights.

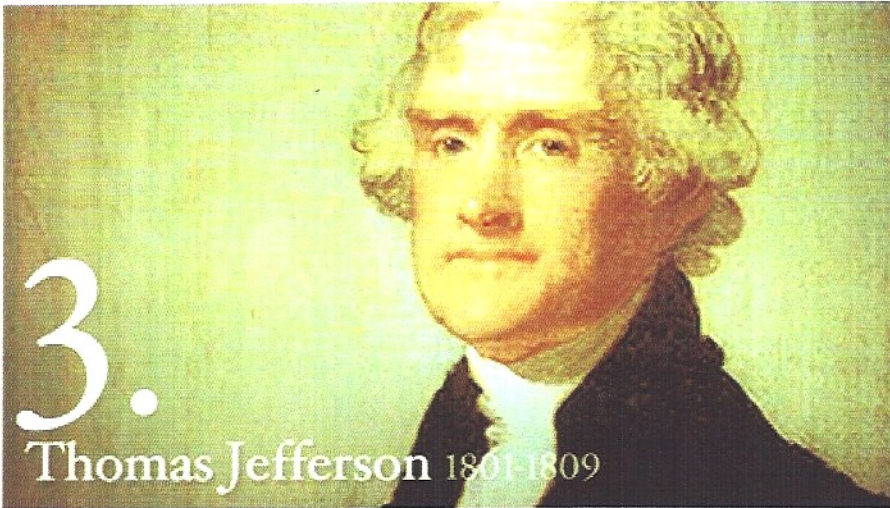
Standard 3D: The student understands the development of the first American party system.

9-12	Analyze multiple causation	Explain the principles and issues that prompted Thomas Jefferson to organize an opposition party.
5-12	Compare and contrast differing sets of ideas	Compare the leaders and social and economic composition of each party.
7-12	Compare and contrast differing sets of ideas	Compare the opposing views of the two parties on the main economic and foreign policy issues of the 1790's.

Essential Questions:

1. During the 1790's, two political parties were formed, what brought about this political development?
2. Recalling a recent election, how did the different campaigns affect community relationships?

Historical Background:



Thomas Jefferson

In the thick of party conflict in 1800, Thomas Jefferson wrote in a private letter, "I have sworn upon the altar of God eternal hostility against every form of tyranny over the mind of man."

This powerful advocate of liberty was born in 1743 in Albemarle County, Virginia, inheriting from his father, a planter and surveyor, some 5,000 acres of land, and from his mother, a Randolph, high social standing. He studied at the College of William and Mary, and then read law. In 1772 he married Martha Wayles Skelton, a widow, and took her to live in his partly constructed mountaintop home, Monticello.

Freckled and sandy-haired, rather tall and awkward, Jefferson was eloquent as a correspondent, but he was no public speaker. In the Virginia House of Burgesses and the Continental Congress, he contributed his pen rather than his voice to the patriot cause. As the "silent member" of the Congress, Jefferson, at 33, drafted the Declaration of Independence. In years following he labored to make its words a reality in Virginia. Most notably, he wrote a bill establishing religious freedom, enacted in 1786.

Jefferson succeeded Benjamin Franklin as minister to France in 1785. His sympathy for the French Revolution led him into conflict with Alexander Hamilton when Jefferson was Secretary of State in President Washington's Cabinet. He resigned in 1793.

Sharp political conflict developed, and two separate parties, the Federalists and the Democratic-Republicans, began to form. Jefferson gradually assumed leadership of the Republicans, who sympathized with the revolutionary cause in France. Attacking Federalist policies, he opposed a strong centralized Government and championed the rights of states.

As a reluctant candidate for President in 1796, Jefferson came within three votes of election. Through a flaw in the Constitution, he became Vice President, although an opponent of President Adams. In 1800 the defect caused a more serious problem. Republican electors, attempting to name both a President and a Vice President from their own party, cast a tie vote between Jefferson and Aaron Burr. The House of Representatives settled the tie. Hamilton, disliking both Jefferson and Burr, nevertheless urged Jefferson's election.

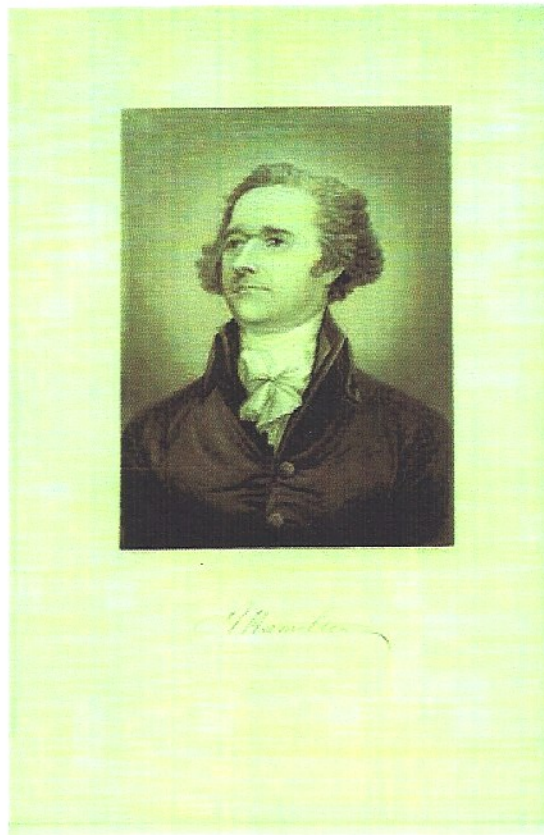
When Jefferson assumed the Presidency, the crisis in France had passed. He slashed Army and Navy expenditures, cut the budget, eliminated the tax on whiskey so unpopular in the West, yet reduced the national debt by a third. He also sent a naval squadron to fight the Barbary pirates, who were harassing American commerce in the Mediterranean. Further, although the Constitution made no provision for the acquisition of new land, Jefferson suppressed his qualms over constitutionality when he had the opportunity to acquire the Louisiana Territory from Napoleon in 1803.

During Jefferson's second term, he was increasingly preoccupied with keeping the Nation from involvement in the Napoleonic wars, though both England and France interfered with the neutral rights of American merchantmen. Jefferson's attempted solution, an embargo upon American shipping, worked badly and was unpopular.

Jefferson retired to Monticello to ponder such projects as his grand designs for the University of Virginia. A French nobleman observed that he had placed his house and his mind "on an elevated situation, from which he might contemplate the universe."

He died on July 4, 1826.

Alexander Hamilton



ALEXANDER HAMILTON was born a British subject on the island of Nevis in the West Indies on January 11, 1755. His father was James Hamilton, a Scottish merchant of St. Christopher. Hamilton's mother was Rachael Fawcette Levine, of French Huguenot descent. When Rachael was very young, she had married a Danish proprietor of St. Croix named John Michael Levine. Ms. Levine left her husband and was later divorced from him on June 25, 1759. Under the Danish law which had granted her divorce, she was forbidden from remarrying. Thus, Hamilton's birth was illegitimate.

Business failures resulted the bankruptcy of his father and with the death of his mother, Alexander entered the counting house of Nicholas Cruger and David Beekman, serving as a clerk and apprentice at the age of twelve. By the age of fifteen, Alexander was left in charge of the business. Opportunities for regular schooling were very limited. With the aid of funds advanced by friends, Hamilton studied at a grammar school in Elizabethtown, New Jersey. In 1774, he graduated and entered King's College (now Columbia University) in New York City and obtained a bachelor's of arts degree in just one year.

The War of Independence had began and at a mass meeting held in the fields in New York City on July 6, 1774, Hamilton made a sensational speech attacking British policies. Hamilton's military aspirations flowered with a series of early accomplishments. On March 14, 1776, he was

commissioned captain of a company of artillery set up by the New York Provisional Congress. Hamilton's company participated at the Battle of Long Island in August of 1776. At White Plains, in October of 1776, his battery guarded Chatterton's Hill and protected the withdrawal of William Smallwood's militia. On January 3, 1777, Hamilton's military reputation won the interest of General Nathaniel Greene. General Greene introduced the young Captain to General Washington with a recommendation for advancement. Washington made Hamilton his aide-de-camp and personal secretary with the rank of Lieutenant Colonel. He served four years as Washington's personal secretary and confidential aide. Longing for active military service, he resigned from Washington's staff after a dispute with the general, but remained in the army. At the Battle of Monmouth (June 28, 1778), Hamilton again proved his bravery and leadership and he also won laurels at Yorktown (Sept. – Oct. 1781), where he led the American column in a final assault in the British works.

Hamilton married Elizabeth, the daughter of General Philip Schuyler on December 14, 1780. The Schuylers were one of the most distinguished families in New York. This connection placed Hamilton in the center of New York society. In 1782, he was admitted to legal practice in New York and became an assistant to Robert Morris who was then superintendent of finance.

Hamilton was elected a member of the Continental Congress in 1782. He at once became a leading proponent of a stronger national government than what had been provided for by the Articles of Confederation. As a New York delegate to the Constitutional Convention of 1787, he advocated a national government that would have virtually abolished the states and even called for a president for life to provide energetic leadership. Hamilton left the convention at the end of June, but he did approve the Constitution subsequently drafted by his colleagues as preferable to the Articles of Confederation, although it was not as strong as he wished. Hamilton used his talents to secure the adoption of the Constitution and published a letter in the Constitution's defense. This letter was published in the New York Independent Journal on Oct. 2, 1787

Hamilton was one of three authors of *The Federalist*. This work remains a classic commentary on American constitutional law and the principals of government. Its inception and approximately three-quarters of the work are attributable to Hamilton (the rest belonging to John Jay and James Madison). Hamilton also won the New York ratification convention vote for the Constitution against great odds in July 17-July 26, 1788.

During Washington's presidency, Hamilton became the first secretary of the Treasury. Holding this office from September 11, 1789 to January 31, 1795, he proved himself a brilliant administrator in organizing the Treasury. In 1790 Hamilton submitted to Congress a report on the public credit that provided for the funding of national and foreign debts of the United States, as well as for federal assumption of the states' revolutionary debts. After some controversy, the proposals were adopted, as were his subsequent reports calling for the establishment of a national bank. He is chiefly responsible for establishing the credit of the United States, both at home and abroad. In foreign affairs his role was almost as influential. He persuaded Washington to adopt a policy of neutrality after the outbreak of war in Europe in 1793, and in 1794 he wrote the instructions for the diplomatic mission to London that resulted in the Anglo-American agreement known as Jay's Treaty. Hamilton also became the esteemed leader of one of the two great political parties of the time.

After the death of George Washington, the leadership of the Federalist Party became divided between John Adams and Hamilton. John Adams had the prestige from his varied and great career and from his great strength with the people. Conversely, Hamilton controlled practically all of the leaders of lesser rank and the greater part of the most distinguished men in the country.

Hamilton, by himself, was not a leader for the population. After Adams became President, Hamilton constantly advised the members of the cabinet and endeavored to control Adams's policy. On the eve of the presidential election of 1800, Hamilton wrote a bitter personal attack on the president that contained confidential cabinet information. Although this pamphlet was intended for private circulation, the document was secured and published by Aaron Burr, Hamilton's political and legal rival. Based on his opinion of Burr, Hamilton deemed it his patriotic duty to thwart Burr's ambitions. Burr forced a quarrel and subsequently challenged Hamilton to a duel. The duel was fought at Weehawken on the New Jersey shore of the Hudson River opposite New York City. At forty-nine, Hamilton was shot, fell mortally wounded, and died the following day, July 12, 1804. It is unanimously reported that Hamilton himself did not intend to fire, his pistol going off involuntarily as he fell. Hamilton was apparently opposed to dueling following the fatal shooting of his son Philip in a duel in 1801. Further, Hamilton told the minister who attended him as he laid dying, "I have no ill-will against Col. Burr. I met him with a fixed resolution to do him no harm. I forgive all that happened." His death was very generally deplored as a national calamity.

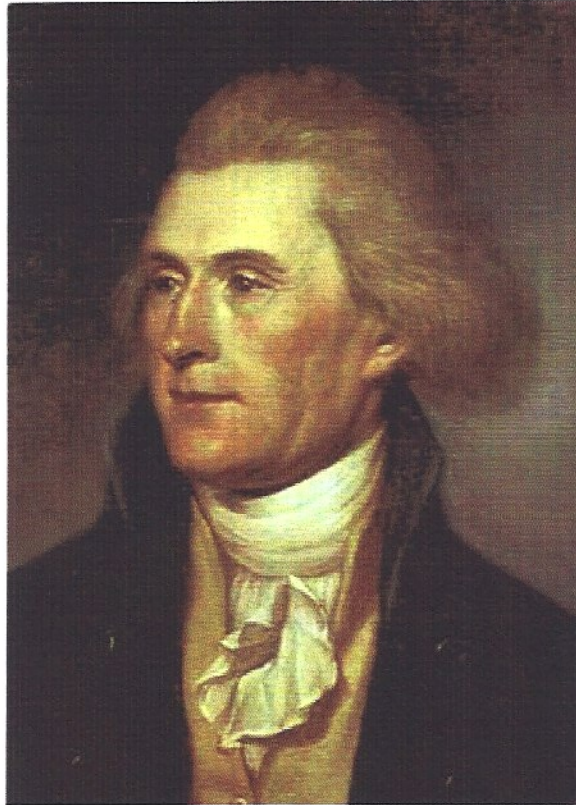
Apart from his contributions to *The Federalist* and his reorganization of the United States financial system in the 1790's Hamilton is best remembered for his consistent emphasis on the need for a strong central government. His advocacy of the doctrine of "implied powers" to advance a broad interpretation of the Constitution has been invoked frequently to justify the extension of federal authority and has greatly influence a number of Supreme Court decisions.

Alexander Hamilton, first Secretary of the Treasury, founding father, and leader of the Constitutional Convention!



Background Information Reading

Thomas Jefferson



Personal Background

Jefferson was born in Virginia to a wealthy and respected family. One of ten children, he was gifted with many talents. As a boy, he learned to ride, hunt, sing, dance, and play the violin. Later, he carried a violin with him in all his travels.

With land inherited from his father, Jefferson set himself up as a Virginia tobacco planter. Once he was established as a planter, Jefferson entered Virginia politics. As a politician, he lacked the ability to make stirring speeches. Instead, Jefferson spoke eloquently with his pen. His words in the Declaration of Independence and other writings are still read and admired today.

View of Human Nature

Jefferson's view of **human nature** was much more hopeful than Hamilton's. He

assumed that **informed** citizens could make good decisions for themselves and their country. "I have so much confidence in the good sense of men." Jefferson wrote when revolution broke out in France, "that I am never afraid of the issue where reason is left free to **exert** her force."

Jefferson had great faith in the goodness and wisdom of people who worked the soil - farmers and planters like himself. "State a problem to a **ploughman** and a professor," he said, and "the former will decide it often better than the latter."

human nature - human behavior that does not change over time

informed - having enough knowledge to understand something

exert - to make a strenuous physical or mental effort

ploughman - farmer

Best Form of Government

Democratic-Republicans had no patience with the Federalists' view that only the "best people" should rule. To Democratic-Republicans, this view came close to monarchy, or rule by a king.

Democratic-Republicans believed that the best government was the one that governed the least. A small government with limited powers was most likely to leave the people alone to enjoy the blessings of liberty. To keep the national government small, they insisted on a strict construction, or interpretation, of the Constitution. The Constitution, they insisted, meant exactly what it said, no more and no less. Any addition to the powers listed there, was unconstitutional (**against the law**) and dangerous.

Ideal Economy

Like most Americans in the 1790's, Jefferson was a country man. He believed that the nation's future lay not with Federalist bankers and merchants, but with plain, Democratic-Republican farm folk. "Those who labor in the earth," he wrote, "are the chosen people of God, if ever He had a chosen people."

Democratic-Republicans favored an economy based on agriculture. They opposed any measures designed to encourage the growth of business and manufacturing. (**manufacturing** - to make something into a product using raw materials)

Background Information Reading

Alexander Hamilton



Personal Background

Hamilton was born in the West Indies and raised on the Caribbean island of St. Croix. When Hamilton was 13, a devastating hurricane struck the island. Hamilton wrote a vivid description of the storm that impressed all who read it. A few St. Croix leaders arranged to send the talented teenager to New York, where he could get the education he deserved.

With no money or family connections to help him rise in the world, he made his way on ability, ambition, and charm. George Washington spotted Hamilton's talents early in the Revolutionary War. Washington made the young man his aide-de-camp or personal assistant. Near the end of the war, Hamilton improved his fortunes by marrying Elizabeth Schuyler. His new wife came from one of New York's richest and most powerful families. With her family's political backing, Hamilton was elected to represent New York in Congress after the war. Later, he served as a **delegate** from New York to the Constitutional Convention. (**delegate - somebody chosen to represent their state**)

View of Human Nature - (human nature - human behavior that does not change over time)

Hamilton's view of human nature was shaped by his wartime experiences. All too often, he had seen people put their own interests and personal profit above patriotism and the needs of the country.

Most Federalists shared Hamilton's view that people were basically selfish and out for themselves. For this reason, they distrusted any system of government that gave too much power to "the mob," or the common people. Such a system, said Hamilton, could only lead to "error, confusion, and instability."

Best Form of Government

Federalists believed that the country should be ruled by "best people" - educated, wealthy, public-spirited men like themselves. Such people had the time, education, and background to run the country wisely. "Those who own the country," said Federalist John Jay bluntly, "ought to govern it."

Federalists favored a strong national government, they believed in **loose construction**, a broad or flexible interpretation of the Constitution. They hoped to use the new government's powers under the Constitution to unite the quarreling states and keep order among the people. In their view, the rights of the states were not nearly as important as national power and unity.

Ideal Economy

Hamilton's dream of national greatness depended on the United States developing a strong economy. In 1790, the nation's economy was still based mainly on agriculture. Hamilton wanted to expand the economy and increase the nation's wealth by using the power of the federal government to promote business, manufacturing, and trade.

In 1790, Hamilton presented Congress with a plan to pay off all war debts as quickly as possible. If the debts were not promptly paid, he warned, the government would lose respect both at home and abroad.

Hamilton's plan for repaying the debts was opposed by many Americans, especially in the South. Most southern states had already paid their war debts. They saw little reason to help states in the North pay off what they still owed.

Differences between First Political Parties

Federalists	Democratic-Republicans
Leader: Alexander Hamilton	Leader: Thomas Jefferson
Favored:	Favored:
<ul style="list-style-type: none">• Rule by the wealthy class• Strong federal government• Emphasis on manufacturing• Loose interpretation of the Constitution	<ul style="list-style-type: none">• Rule by the people• Strong state governments• Emphasis on agriculture• Strict interpretation of the Constitution

Federalist Papers, No. 10 & No. 51 (1787-1788)

First Document Image

The *Federalist no. 10*, as it appeared in the *New York Daily Advertiser*, November 22, 1787.

FEDERALIST

The FEDERALIST, No. 90

In the Month of July, 1788

By the Author of the FEDERALIST

For the Month of July, 1788

For the Month of July, 1788

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(Images courtesy of the Library of Congress.)

Founder: Thomas Jefferson

Appearance:

Rambled when he talked
Mind jumped from topic to topic
Worn clothes
Gave impression of carelessness
Poetic
Creative
First American architect of his generation-Monticello

Position after Constitution:

Secretary of State

Philosophies:

- Spread power
- Feared tyranny
- Championed liberty
- Held hope for human spirit
- Believed with education, humans could be trusted
- Supported agriculture

American Vision:

- Farming community
- Mild laws
- Equal opportunity
- Asylum for oppressors
- Preserve simplicity and equality

Founder: Alexander Hamilton

Appearance:

Well-dressed
Orderly
Organized mind
Neat
Intense
Energetic
Popular with women

Position after Constitution:

Secretary of Treasury

Philosophies:

- Concentrate power with elite few
- Feared anarchy
- Championed order
- Held humans as inherently flawed
- Believed humans make poor choices
- Supported shipping and manufacture

American Vision:

- Success founded on commerce and wealth
- Strict laws
- Society of rich and poor based on English model
- Make America a new Europe
- Advance into new technological age

Guided Discovery Activity:

Students will read and discuss "American Nation" Prentice Hall, Chapter 9, Section 3. Students will research the biographies of Thomas Jefferson and Alexander Hamilton using netbooks. Write statements on note cards to use in their PowerPoint. In partners, students will create a power point that records the two opposing views of Jefferson and Hamilton. Each student will then create their strongest possible argument defending the view of Jefferson or Hamilton.

Student Assessment Plan:

1. Writing assessment based on each student's response to an independent activity:
 - a. Write what Political Parties mean to you. Recall a recent election, how did the different campaigns relate to Jefferson or Hamilton.
 - b. Between Jefferson and Hamilton, whom would you support for office and why.
 - c. Draft an editorial that might have appeared in 1796 in the "Gazette of the United States" about either Political Party.
2. Students will demonstrate that they successfully mastered the material if they score a 4 or 3 on the writing rubric below.

Score	Writing Benchmarks
4	Response was above expectations and gave more than one example with several details for each example. Possible writing benchmarks: Jefferson's View: <ol style="list-style-type: none">1. Believed farming should be the backbone of the nation2. Wanted to keep federal government small3. Supported a strict interpretation of the Constitution4. Opposed national bank5. In foreign policy, favored France Hamilton's View: <ol style="list-style-type: none">1. Admired British economy; favored manufacturing, trade, cities2. Believed federal government should have greater power than state governments3. Preferred a loose interpretation of the Constitution4. Supported national bank5. In foreign policy, wanted close ties with Britain
3	Response was adequate and gave more than one benchmark with some details OR gave one benchmark with several details.
2	Response was limited and gave more than benchmark, but details were limited OR gave one benchmark with some details.
1	Answer was limited and only gave one benchmark with little, no, or few details.
0	Little OR no attempt to answer question OR didn't address question

3. Students that score 0, 1, or 2 will have the material re-presented in small group strategy.

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Federalist No. 1

Federalist No. 35

Federalist No. 70

Ralph Ketcham (Editor), *The Anti-Federalist Papers and the Constitutional Convention Debates* (New York: Mentor Books, 1996)

National Archives (NARA)

<<http://www.archives.gov/>>

<http://www.ourdocuments.gov/doc_large_image.php?doc=10;>

Federalist No. 10

Federalist No. 51

<<http://search.archives.gov/query.html?qt=Thomas+Jefferson&col=1arch&col=social&qc=1arch&qc=social>>

<<http://search.archives.gov/query.html?qt=Alexander+Hamilton&col=1arch&col=social&qc=1arch&qc=social>>

Smithsonian (see Encyclopedia Smithsonian)

<<http://www.si.edu/>>

1796 - 1804

Emerge

Parties

Political

Political Parties Emerge

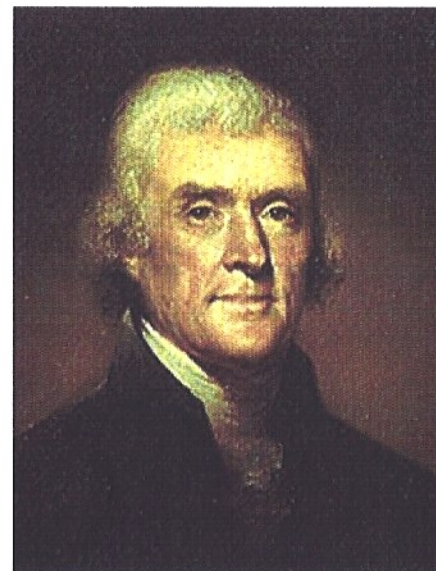
- A Distrust of Political Parties:
 - Before Washington left office in 1797, two rival political parties emerged to compete for power.
 - Americans had reason to distrust political parties.
 - Factions: opposing , groups within parties.
 - In Britain, members of factions often plotted to win government favors and bribes.
 - Many were interested in personal gain rather than public good.

Factions within the Cabinet

- Hamilton vs. Jefferson
 - Two different looks, backgrounds, and personality in regards to politics.



verses



Differing Views

Hamilton

Jefferson

Differences between First Political Parties

Federalists	Democratic-Republicans
Leader: Alexander Hamilton	Leader: Thomas Jefferson
Favored: <ul style="list-style-type: none">• Rule by the wealthy class• Strong federal government• Emphasis on manufacturing• Loose interpretation of the Constitution	Favored: <ul style="list-style-type: none">• Rule by the people• Strong state governments• Emphasis on agriculture• Strict interpretation of the Constitution

Development of Political Parties

- Jefferson and James Madison decided to organize supporters of their views.
 - 1791- went to NY to meet with leading NY politicians, Governor George Clinton and Aaron Burr.
- Soon leaders in other states were organizing support either Hamilton or Jefferson.

Republicans vs Federalists

- Jefferson supporters called themselves **Democratic Republicans**.
 - This group was made up of many small farmers, artisans, and some wealthy planters.
 - Although people called his party Republicans, his party today would be known as the Democratic Party.
- Hamilton's supporters called themselves **Federalists**.
 - Wanted a strong federal government.
 - This group was made up of merchants and manufacturers in cities like Boston and NY.

Election of 1796

- Political Parties played a large role in the election of George Washington's successor.
 - Republicans backed:
 - Thomas Jefferson- President
 - Aaron Burr- Vice President
 - Federalists backed:
 - John Adams- President
 - Thomas Pinckney- Vice President

Unintended Outcome

- Under the Constitution the person with the most electoral votes became President and the person with the next highest became Vice President.
 - 1797:
 - Adams took office as President.
 - Jefferson won second and became Vice President.
- Having the President and Vice President from opposing parties further increase political tension.

Compare and Contrast

- Step 1: Using Word create a table comparing Alexander Hamilton and Thomas Jefferson political views.
- Step 2: Search internet to find a picture of each man and insert it into your document.
- Step 3: Include physical characteristics and their political views on each category.
- Save to Z drive.

Independent Activities

- Write what Political Parties mean to you. Recall a recent election, how did the different campaigns relate to Jefferson or Hamilton.
- Between Jefferson and Hamilton, whom would you support for office and why.
- Draft an editorial that might have appeared in 1796 in the “Gazette of the United States” about either Political Party.