

CRITICAL DECISIONS IN UNITED STATES HISTORY

PRESIDENT THOMAS JEFFERSON

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PRESIDENTIAL DECISION-MAKING: GAME AND STUDY GUIDE OVERVIEW

This PRESIDENTIAL DECISION-MAKING: GAME AND STUDY GUIDE confronts students with a series of issues on which United States Presidents made critical decisions during their administrations. The GAME option rewards student teams which match the historical decision made by the President. The STUDY GUIDE option uses the same decisions as study questions to lead a student through his investigation of this period of U.S. History. It also includes SUPPLEMENTARY MATERIALS that have a variety of uses.

STUDY GUIDE OPTION: Using the materials as a class or home work assignment.

Using the assigned textbook, the student will research the events and issues confronting one of our Presidents. Since the DECISIONS are printed in chronological order, the assignment pulls a student through the assigned reading. Some DECISIONS may require additional research. Students submit their answers to the DECISIONS to the teacher.

GAME OBJECTIVES

By participating in this simulation game, students will:

1. Apply their knowledge of United States History by making DECISIONS based on issues which faced the President.
2. Understand and apply the necessity of compromise in the formation of public policy in democracy.
3. Develop and apply techniques necessary to effective decision-making in a group setting.
4. Acquire historical facts and concepts in a non traditional class activity.

INSTRUCTIONS

1. Read the GAME SUMMARY. As you read, inspect each game item as it is mentioned.
2. Read the HOW TO PLAY section. Play out a few DECISIONS to familiarize yourself with the game procedures.
3. Duplicate the following game materials (minimum of one copy for each team):
 - a. BIOGRAPHICAL SKETCH
 - b. SCORE SHEET
 - c. DECISIONS (questions) - need one per student if it is being used with the STUDY GUIDE option.
4. Duplicate SUPPLEMENTARY MATERIALS according the uses planned by the teacher.
5. Sections of the class textbook dealing with this period of U.S. History may be assigned for student reading. This will serve as an introduction to the issues and events upon which the game is based. Alternately, playing the game first can serve as an introduction to the assigned reading.

GAME SUMMARY (see HOW TO PLAY Section for details).

1. Divide the class into teams. Students read the BIOGRAPHICAL SKETCH and DECISION #1.
2. Based on the facts presented, their acquired knowledge, and their own judgment, students reach a DECISION for their team.
3. These DECISIONS are then evaluated by the teacher using the TEACHER

CONFIDENTIAL SHEET.

4. A team making a correct DECISION is rewarded with VICTORY POINTS which are recorded on the SCORESHEET. There is no penalty for incorrect responses. The students may now discuss the DECISION they have made. The game ends with the final DECISION.

HOW TO PLAY

A. ORGANIZATION

1. Divide the class into teams. The number of teams will vary according to the needs of the particular class. Assign each team a name or a number.
2. Distribute the following game materials to each team:
 - a) one SCORESHEET
 - b) one (or more) BIOGRAPHICAL SKETCH
 - c) one (or more) DECISION #1
3. Write each team name (or number) on the chalkboard.
4. Students write their team name on the SCORESHEET.
5. Students read the BIOGRAPHICAL SKETCH to gain an historical perspective on the career and character of the President.

B. DECISION #1

1. Students read the introductory paragraph to DECISION #1
2. Within their teams, students discuss and make DECISION #1.
3. They record their DECISION by writing the appropriate letter on the SCORESHEET under the category "TEAM ANSWER".
4. The SCORESHEETS are collected by the teacher.
5. The teacher records each team's DECISION on the chalkboard. Referring to the TEACHER CONFIDENTIAL SHEET, the teacher awards 5 VICTORY POINTS to each team which made a correct DECISION. These VICTORY POINTS are also recorded by each team on the SCORESHEET in the columns labeled "VICTORY POINTS" and "TOTAL POINTS."

C. SUBSEQUENT DECISIONS

1. Follow steps "B 1" through "B 5" above in making DECISIONS #2 through the final DECISION.
2. The TOTAL POINTS column of the SCORESHEET is used to maintain a running grand total of the VICTORY POINTS accumulated by each team during the game. The teacher also keeps a record of TOTAL POINTS on the chalkboard.
3. The team with the highest number of TOTAL POINTS after the completion of the final DECISION is the winner.

D. SCORING EXAMPLE

The teams have made the next-to-last DECISION and have been awarded VICTORY POINTS for that DECISION. The chalkboard shows 6 teams (line I) numbered #1 through #6 and their total points through the next-to-last DECISION (line II).

The 6 teams record their choices for the final DECISION and submit their SCORESHEETS to the teacher who enters the DECISIONS on the chalkboard (line III). The teacher consults the TEACHER CONFIDENTIAL SHEET to determine the correct answer. In our example, choice "D" is correct, so teams #1 and #5 are awarded five VICTORY POINTS (line IV).

The new TOTAL POINTS result (line V) show team #5 to be the winning team, with team #4 finishing second, while teams #1 and #2 tie for third. Ties may be broken by asking a TEST question (see SUPPLEMENTARY MATERIALS).

I.	#1	#2	#3	#4	#5	#6
II.	60	65	60	75	75	55
III.	D	B	C	A	D	C
IV.	+5				+5	
V.	65	65	60	75	80	55

E. OPTIONAL RULE

Teachers may decide not to collect the SCORESHEETS if they deem the class will record and score themselves truthfully. In this case, the teacher will read the answer after teams have completed the TEAM ANSWER column. This OPTIONAL RULE eliminates the need to use the chalkboard.

SUPPLEMENTARY MATERIALS

The following materials, while not necessary to the game, provide the student with an enriched learning experience. They may be used either before or after playing the game or completing the STUDY GUIDE.

- A. The READING QUESTIONS are based on the BIOGRAPHICAL SKETCH. They may be used as an assignment to guide the student's reading or as a test of reading comprehension.
- B. The TEST questions are based upon the DECISIONS and are useful for evaluating learning gained by playing the game. The READING QUESTIONS and TEST may be combined and administered as a pre and/or post test to more accurately measure learning.
- C. RESEARCH LISTS
 - a. VOCABULARY LISTS I (basic) and II (advanced) may be used to generate assignments or to aid the teacher in preparing the class for the game.
 - b. The lists of HISTORICAL TERMS and PERSONALITIES may be used as research topics to prepare the class for the game. Items in the four lists marked by an asterisk (*) are from the BIOGRAPHICAL SKETCH. The remainder are from the DECISIONS.
- D. The two CROSSWORD PUZZLES are designed to reinforce learning. PUZZLE #1 is based on the HISTORICAL TERMS while PUZZLE #2 is based on the PERSONALITIES list.
- E. The WORD SEARCH combines words from both VOCABULARY LISTS.

CRITICAL DECISIONS IN UNITED STATES HISTORY
CLASSROOM GAMES AND ACTIVITIES
for grades 7-12

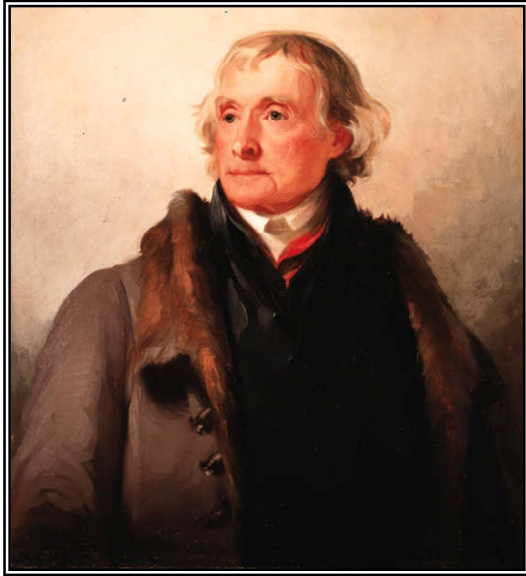
TITLES.

1. Critical Decisions of George Washington
2. Critical Decisions of Thomas Jefferson.
3. Critical Decisions of Abraham Lincoln, 1860-1862.
4. Critical Decisions of Abraham Lincoln, 1862-1865 Theodore Roosevelt
5. Critical Decisions of Woodrow Wilson.
6. Critical Decisions of Harry Truman
7. Critical Decisions of John F. Kennedy

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THOMAS JEFFERSON: A BIOGRAPHICAL SKETCH



Thomas Jefferson was born April 13, 1743 on a tobacco plantation in Virginia. He was the third of ten children born to Peter and Jane Jefferson. His mother was a member of the socially prominent Randolph family. As a boy, Tom enjoyed fox hunts and played the violin. At age 14 he inherited the plantation upon the death of his father. The lanky, red-haired youngster was known as "Long Tom"--he would attain a height of over six feet. But it was learning which most fascinated young Jefferson. He took a passionate interest in everything, especially science and languages. Under the direction of private tutors, he indulged this craving for knowledge and understanding, even to reading classical books in the original languages.

At 19, Jefferson enrolled in the College of William and Mary in Williamsburg, the colonial capital of Virginia. Continuing his academic pursuits, he also enjoyed an active social life, making many important friends including the royal governor. After graduation, Jefferson studied law for five years under the direction of George Wythe, a distinguished lawyer. He also found time to attend meetings of the House of Burgesses where he witnessed and was enthralled by Patrick Henry's speeches. Jefferson never excelled as a public speaker but he had no peer in written expression. In 1767 he set up his own successful law practice.

In 1772, Jefferson married Martha Skelton, a wealthy widow, and began building (from his own plans) Monticello, his lifelong home. Death stalked the new family as only two of six Jefferson children survived childhood and Martha died in 1782. Jefferson suffered a prolonged period of depression following her death and never remarried.

Jefferson was accomplished, even expert, in many fields; as a surveyor, lawyer, educator, scientist (many disciplines), musician, inventor, philosopher, linguist, farmer, diplomat, architect, writer, and book and art collector. His intellectual range and achievement were so vast that President John Kennedy once described a dinner of Nobel Prize winners as "the most extraordinary collection of talent...that has ever been gathered together at the White House--with the possible exception of when Thomas Jefferson dined alone." But it is for politics that Jefferson is best known to history.

His political career began in 1769 with his election at the age of 26 to the House of Burgesses--a position he held for ten years. His writing skills were much in demand in drafting legislation and in service on the Committee of Correspondence (1773) which communicated with other colonies during the crisis with England. Jefferson's pamphlet, "A Summary View of the Rights of British America," succinctly expressed the grievances of the colonies. Three years later, he would refine these ideas as the primary author of the Declaration of Independence--written upon a portable writing desk of his own design.

Jefferson was a fertile legislator in Virginia--authoring bills to establish a new court system, to outlaw the importation of slaves, to institute free public schools and a state library, and to establish religious freedom. During the Revolution, he served as Governor of Virginia, raised troops for his friend George Washington, and suffered the capture of Monticello by British troops.

Jefferson did not neglect his scientific pursuits during this time. He published *Notes on Virginia*, a natural history, which won him a reputation in Europe as the leading American

scientific mind, next to Benjamin Franklin.

Independence brought his election to the Continental Congress in 1783. Again Jefferson shone in the drafting of legislation, notably inventing a decimal coinage system and providing for the exclusion of slavery in the Northwest Territories. He recognized the weakness of the new government under the Articles of Confederation and, although he did not participate in its conception or ratification, saw the need for the new Constitution. He thought the President should not be eligible for re-election and regretted the absence of a Bill of Rights.

Jefferson was in Europe from 1784 - 1789, serving as minister (ambassador) to France--an experience he thoroughly enjoyed. He developed a fondness for the French people and their culture and was a supporter of the 1789 Revolution which overthrew the King.

Returning to the U.S., Jefferson was appointed the country's first Secretary of State by President Washington. He often clashed with another member of Washington's cabinet, Alexander Hamilton, the Secretary of the Treasury. The debate over the proposed establishment of the Bank of the U.S. sparked a controversial question which perplexed the country for a century: If a power (to create a national bank) was not mentioned in the Constitution, was the government prohibited (Jefferson's view) from exercising that power, or could the government act (Hamilton's opinion) since such action is not specifically prohibited by the Constitution? War between England and France (Jefferson favored aid to France) further separated these cabinet members and their supporters, forming the nucleus of two political parties: Hamilton's Federalists and Jefferson's Democratic-Republicans.

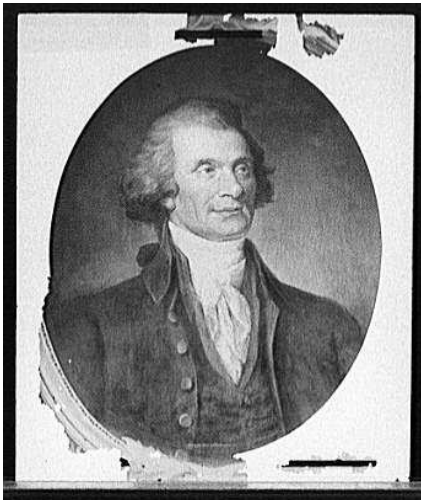
Jefferson resigned as Secretary of State in 1793 and returned to his preferred life as farmer-philosopher at Monticello. His retirement was cut short when his supporters urged him to run against John Adams for President in 1796. Finishing second in electoral votes meant (until the 12th Amendment) that Jefferson would serve as Vice President, which he did with grace if not enjoyment. Increasing partisan bitterness led Jefferson into the active leadership of the Democratic-Republicans.

The election of 1800 brought victory to Jefferson and his party--and a major problem. Jefferson and Aaron Burr had received the electoral votes of every Democratic-Republican Elector and thus tied for the presidency. Burr refused to step aside and the issue went to the Federalist-controlled House of Representatives for decision. Only the fact that the Federalists feared Burr more than they hated Jefferson confirmed the election of our third president. Jefferson was the first President to be inaugurated in the new capital, Washington D.C., a city he helped to design.

Jefferson brought a mature political philosophy to the presidency. He believed in the goodness and perfectibility of man, and thus advocated democratic government. He favored agriculture, trusting the "yeoman-farmer," and feared the city mobs attracted by industrialization. Jefferson thought government should play a minimal role, and preferred local government to centralized power. In fact, he considered Virginia as his "country" and even contended that states could legally nullify an unconstitutional federal law.

After refusing to stand for a third term (1808), Jefferson retired at the age of 65 to his favorite role as farmer and intellectual. He was the leading founder of the University of Virginia and contributed his large book collection to form the nucleus of the Library of Congress. Jefferson died on the 50th anniversary of the signing of the Declaration of Independence (July 4, 1826). Adding to the irony was the death of John Adams, his rival, on the same day.

PRESIDENT JEFFERSON GAME



DECISION # 1: ELECTION OF 1800

John Adams has been defeated in the November 1800 election but a serious problem has arisen since both Thomas Jefferson and his vice presidential candidate, Aaron Burr, received the same number of electoral votes. It is up to the Federalist-controlled House of Representatives to decide who will be the next President of the United States. What should Thomas Jefferson do to ensure that he, the presidential candidate, actually becomes President?

- A. Do nothing. Let Congress decide. To do otherwise would be counterproductive.
- B. Begin secret talks with Alexander Hamilton, one of the most influential of the Federalist leaders.
- C. Issue a statement stating that regardless of the outcome of the House vote, Thomas Jefferson is the choice of the people and will be the third President of the United States.

DECISION # 2: POMP AND CEREMONY, 1801

Jefferson would like to change the aristocratic tenor of the presidency to one more in tune with his own ideals. He should;

- A. On inauguration day, walk to the ceremony instead of riding in a carriage like his predecessors.
- B. Dress in regular everyday clothes.
- C. Have his inaugural address read by a cabinet member to make it appear less king-like.

DECISION # 3: INAUGURATION SPEECH, 1801

Jefferson's victory has scared many Federalists who believe him a dangerous radical, bent on revolution. How should Jefferson deal with these fears in his inaugural speech?

- A. Build on their fears by stressing differences between the two parties. This will scare them into compromise for the President's legislative program.
- B. Calm the Federalists fears by stressing the similarities between the two parties.
- C. Make no mention of the Federalists in his speech.

DECISION # 4: SPOILS SYSTEM, 1801-1808

The Federalists have been in power for twelve years. In that time almost all the government jobs were given to Federalist Party members. Now that Jefferson is President, members of his Democratic-Republican Party are clamoring for government jobs. How should Jefferson deal with these job seekers from his own party?

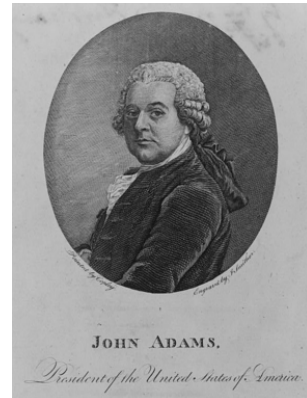
- A. Immediately dismiss the bulk of Federalist job holders, replacing them with Democratic-Republicans.
- B. Take no hasty actions. Replace Federalists only gradually, keeping the best workers on the federal payroll.
- C. Set the precedent of not replacing or hiring federal workers based on their party affiliations.



DECISION # 5: FEDERALIST LEGISLATION, 1801

The Federalists, during their years in power, passed several abusive laws that were used to punish Democratic-Republicans. What should Jefferson do about these laws?

- A. Use them against Federalists as they used them against Democratic-Republicans.
- B. Repeal or change them.
- C. Leave them on the books but use them only in an emergency.



DECISION # 6: EXCISE TAX, 1801-02

The hated Federalist excise tax is still in force. This law levied a tax on farmers, supporters of the Democratic-Republicans, and the whiskey they produced. The law is unpopular, but if repealed, Secretary of the Treasury, Albert Gallatin, believes it will cost the federal government over \$1 million in much needed income. What should Jefferson do?

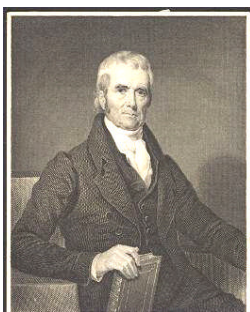
- A. Do not repeal the law.
- B. Keep the law but cut the whiskey tax in half.
- C. Repeal the law outright, no matter what the consequences to the federal budget

DECISION # 7: COURT PACKING, 1801-1802



In the closing days of the Federalist administration Adams and the Federalist Congress passed the Judiciary Act of 1801. This act created 16 new lifetime judgeships which were promptly filled with Federalist appointees. What should the President and Democratic-Republican controlled Congress do now that they are in power?

- A. Nothing. To repeal the law would set a dangerous precedent. If the Federalist returns to power they might do the same to Democratic-Republican judicial laws.
- B. Keep the law but begin impeachment actions against the 16 judges appointed by John Adams the last day of this Presidency. .
- C. Repeal the Judiciary Act of 1801.



DECISION # 8: SUPREME COURT JUSTICES, 1804

Jefferson and the Democratic-Republicans are infuriated by Chief Justice John Marshall's decision in the Marbury vs. Madison (1803) case. In this case, the Supreme Court declared an act of Congress unconstitutional (judicial review). How should Jefferson and the Democratic-Republican controlled Congress deal with the Supreme Court?

- A. Select Associate Supreme Court Justice Samuel Chase, one of the most hated Federalists, and have impeachment charges introduced against him in the House of Representatives.
- B. Select John Marshall, Chief Justice of the Supreme Court, and introduce impeachment charges against him in the House.
- C. Introduce an amendment to the Constitution forbidding the Supreme Court from overruling an act of Congress.
- D. Do Nothing. Respect the independence of the judicial branch.

DECISION # 9: UNITED STATES MILITARY FORCES

The army and navy were expanded during the recent conflicts with France. What should Jefferson do with these forces now that he is President?

- A. Drastically reduce the size of the army to less than 3,000 men and return the navy to its peace time level.
- B. Leave the army at its present size and use it against the Indian nations menacing our western frontiers.
- C. Return the navy to its peacetime numbers.
- D. Build up the navy with new frigates. War in Europe may break out at any time and we do not want a repetition of ship seizures and impressment. Reduce the army to a peacetime establishment.



DECISION #10: PIRATE STATES OF TRIPOLI, 1801-1805

The pirate states of North Africa make their living by blackmailing and

robbing merchant ships in the Mediterranean Sea. Under the Federalists, our nation paid blackmail money to avoid having our merchant ships seized. Now one of the pirate states, Tripoli, has decided that we are not paying enough blackmail money. They have virtually declared war on the United States. What should Jefferson do?



- A. Immediately send a diplomatic mission to Tripoli and renegotiate the blackmail amount. This will avoid having our ships seized.
- B. Order our navy into the Mediterranean to attack Tripoli and protect American merchant ships.
- C. Most the merchant ships trading in the Mediterranean are owned by Federalists. If they want to trade in that area, they should do so at their own risk. Take no action.

DECISION #11: SMALL GUNBOATS VS. FRIGATES, 1800'S

The navy needs new ships to guard our coasts. Which type(s) of ships should the President order built?

- A. Large frigates, like the U.S.S. Constitution. These many gunned warships can span the globe and contend with the best warships any future enemy might send against us.
- B. Small, one cannon, gunboats. These were used successfully in the Mediterranean. They have the double advantage of being cheap to build and ideally designed to defend our coasts.
- C. Build a combination of frigates and small gunboats

DECISION #12: NEW ORLEANS, 1802

The Spanish province of Louisiana including the vital port of New Orleans has been turned over to France. Now the port of New Orleans has withdrawn the right of deposit from American farmers which had been guaranteed by a treaty in 1795. Without the right of deposit, American farmers cannot sell their products and will suffer. There is talk in the West of attacking New Orleans. What should the President do about this potentially dangerous situation?

- A. Spain is a weak nation and there was no threat in her possession of Louisiana France, under Napoleon, is an entirely different matter. His plans might include reestablishing the French North American Empire lost in 1763. We should immediately send James Monroe to seek an alliance with Great Britain to protect



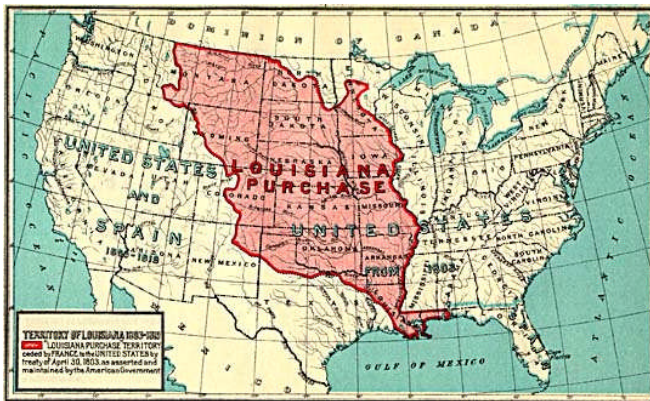
ourselves from Napoleon.

- B. Immediately send our army, bolstered by western militia, to seize New Orleans. It is too vital for our western farmers to allow it to remain in hostile hands.
- C. Send an envoy, James Monroe, to France with instructions for our ambassador there, Robert Livingston, to offer Napoleon \$10 million dollars for the port of New Orleans. If he refuses, the two men should journey to London and negotiate an alliance.

DECISION #13: WAR IN EUROPE, 1803

War has begun again in Europe between Great Britain and France. Both nation are ordering large quantities of supplies from the United States and having them shipped on our merchant ships. Should the President place any restrictions on this trade?

- A. No. Americans are making large profits. Let the trade go on unhindered
- B. No, but increase the size of our navy to protect our growing merchant marine
- C. Yes. Restrict American merchant ships from entering war zones This will allow them to continue trading but lessen chances they will be interfered with.



DECISION #14: LOUISIANA PURCHASE, 1803

Jefferson has received some startling news from Paris. Our negotiators, who were instructed to offer \$10 million for the port city of New Orleans have, for \$5 million more, bought the entire 828,000 square miles of the province of Louisiana. Jefferson is perplexed by the fact that the Constitution contains no clause giving the President the legal authority to negotiate such a treaty. What should Jefferson do?

- A. It's too good a deal to pass up, no matter what the Constitution states. Send the treaty to the Senate for confirmation.
- B. Propose that a constitutional amendment be passed to legalize such a gigantic land acquisition.
- C. Leave the matter up to the Senate. Take no position.

DECISION #15: EXPLORATION OF THE LOUISIANA TERRITORY, 1804-06

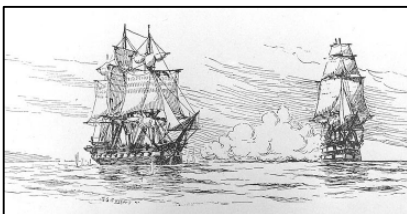
The vast Louisiana territory is unexplored. An expedition must be sent out to explore and map the territory. Who should Jefferson select to lead this first expedition?

- A. Zebulon Pike
- B. Aaron Burr and Anthony Wayne
- C. Meriwether Lewis and William Clark
- D. John Fremont

DECISION #16: SECOND TERM, 1804

Should President Jefferson run for a second presidential term?

- A. Yes
- B. No.



DECISION #17: THREAT ON THE SEAS, 1807

The war between Great Britain and France has reached a stalemate. Napoleon is victorious on land, while Britain controls the oceans. The British and French have both issued orders interfering with our trade and

Britain has returned to the practice of impressment. A British frigate attacked, boarded, and removed American sailors from the unarmed United States Navy ship, Chesapeake. Outrage is sweeping the nation. Many Americans are calling for war. How should Jefferson deal with this Chesapeake incident?

- A. Britain has admitted a mistake had been made. It has never been her policy to inspect foreign warships for British deserters. Let the incident die down.
- B. Demand immediate restitution and a halt to impressment. If this is not forthcoming, declare war.
- C. Ask Congress to completely ban United States trade with the warring nations. Europe, desperate for our supplies, will surely end their trade restrictions and impressment.

DECISION #18: INTERFERENCE WITH U.S. TRADE, 1807-1808

Britain and France have stepped up their seizures of American merchant ships. The situation has grown intolerable. What should Jefferson do to stop these nations from interfering with our trade?

- A. Ask Congress to completely ban United States trade with the warring nations. Europe desperate for our supplies will surely end their trade restrictions and impressment.
- B. Ask Congress for a declaration of war against Great Britain.
- C. Use our navy to escort fleets of merchant ships across the Atlantic.

DECISION #19: PROTEST AGAINST THE EMBARGO ACT, 1808

There are strong protests against the Embargo from all parts of the nation. The law is being openly disobeyed. The protesters claim that the Embargo hurts Americans more than the British or French. What should the President do about the unpopularity and disregard for his Embargo Act?

- A. Repeal the law and replace it with something less harmful to Americans.
- B. Direct Congress to pass strict enforcement measures that include strict punishments for violators.
- C. Take no action. The Embargo needs time to take effect. The current troubles may pass in time when it is gotten used to.



DECISION #20: FATE OF THE EMBARGO ACT, 1809

The Embargo act has aroused too much protest to ignore. Many Americans agree that it has done great damage to the nation. What should Jefferson do with the Embargo Act?

- A. Repeal the law and replace it with something less damaging to our economy.
- B. Repeal the law and pass no other embargo type laws.
- C. Keep the Embargo Act on the books but do not enforce its provisions. It might come in useful later.

DECISION #21: THIRD TERM, 1808-09

Should Thomas Jefferson seek a third term as President?

- A. Yes.
- B. No.



Jefferson

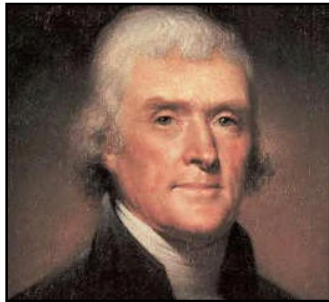
QUESTIONS ON BIOGRAPHICAL SKETCH: PRESIDENT JEFFERSON

I. MULTIPLE CHOICE: Write the letter which indicates the correct answer.

- ____ 1. Jefferson was educated by A) tutors B) private school C) himself D) all three
- ____ 2. Jefferson's first job was as a A) surveyor B) lawyer C) architect D) legislator
- ____ 3. Jefferson was an accomplished A) writer B) speaker C) both D) neither
- ____ 4. Jefferson never served as A) Judge B) Vice President C) Secretary of State D) Governor
- ____ 5. Jefferson wrote most of the A) Constitution B) Declaration of Independence C) both D) neither
- ____ 6. Europeans knew Jefferson as a A) scientist B) diplomat C) rebel D) all three
- ____ 7. Jefferson had many bitter political battles with A) George Washington B) John Adams C) Alexander Hamilton D) Aaron Burr
- ____ 8. When Jefferson and Burr tied in the presidential election of 1800, the winner was chosen House of Representatives B) Supreme Court C) a run-off election D) a coin flip

II. TRUE-FALSE: Mark "T" or "F."

- ____ 9. Jefferson was born into a poor family in Virginia.
- ____ 10. Jefferson loved knowledge and learned many languages.
- ____ 11. Finding it difficult to make friends, Jefferson was not a social person
- ____ 12. Jefferson was an expert in many fields.
- ____ 13. Jefferson was a leader in the movement for independence from England.
- ____ 14. Jefferson won a Nobel Prize for his scientific accomplishments.
- ____ 15. Jefferson wrote two laws restricting slavery.
- ____ 16. Jefferson admired the people and culture of France.
- ____ 17. Jefferson favored the establishment of the Bank of the U.S
- ____ 18. Jefferson advocated a strong national government with increased powers.
- ____ 19. Jefferson was the leader of the Federalist Party.
- ____ 20. Jefferson lost the election of 1796, but was elected Vice President.



TEST ON DECISIONS: PRESIDENT JEFFERSON GAME

I. MATCHING NAMES: Write the letter which indicates the correct answer.

- ____ 1. John Adams
- ____ 2. Albert Gallatin
- ____ 3. John Marshall
- ____ 4. Aaron Burr
- ____ 5. James Monroe
- ____ 6. Napoleon

- A. Chief Justice of the Supreme Court
- B. President preceding Jefferson
- C. Special envoy to France, arranged Louisiana Purchase
- D. Leader of France
- E. Tied with Jefferson in election of 1800
- F. Jefferson's Secretary of the Treasury

II. MATCHING TERMS: Write the letter which indicates the correct answer.

- ____ 7. Spoils System
- ____ 8. Excise
- ____ 9. Judicial Review
- ____ 10. Tripoli
- ____ 11. Embargo

- A. North African base of pirates
- B. Stopping trade
- C. A tax levied on goods produced within a country
- D. Rewarding faithful party members with jobs
- F. Power of the courts to declare a law unconstitutional

III. MULTIPLE CHOICE: Write the letter which indicates the correct answer.

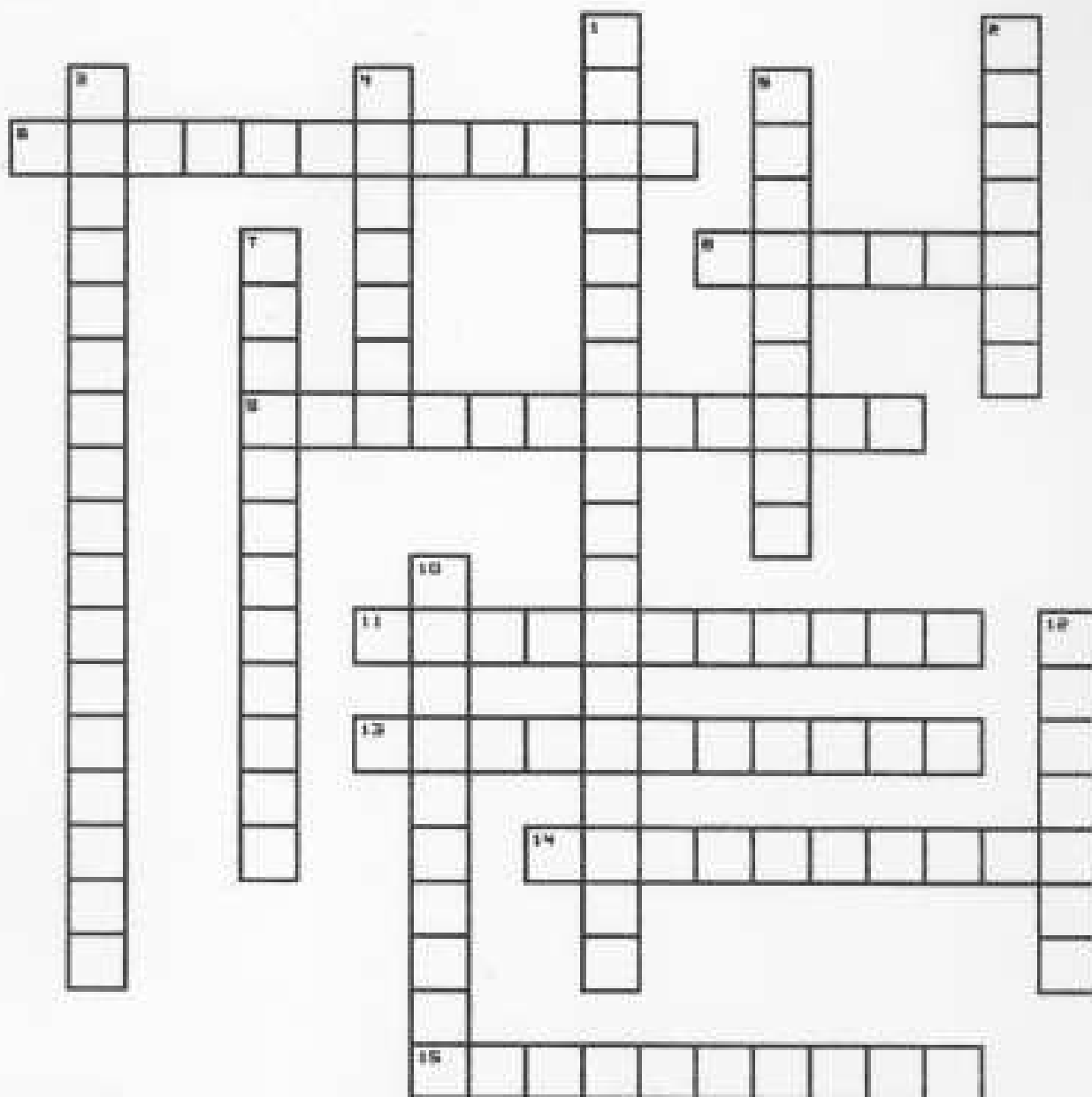
- 12. If no presidential candidate wins a majority of electoral votes, the decision is up to:
A) Supreme Court B) House of Representatives C) Senate D) the current President
- 13. Farmers usually supported:
A) Democratic-Republicans B) Federalists C) both D) neither
- 14. The Democratic-Republicans tried to impeach:
A) Jefferson B) a Senator C) a Governor D) a Supreme Court Justice
- 15. During Jefferson's administration, the U.S. navy fought in:
A) Africa B) Europe C) South America D) all three
- 16. Which foreign city was important to U.S. farmers?

- A) Paris B) Mexico City C) New Orleans D) London
17. The U.S. bought the Louisiana Territory from:
A) England B) Spain C) France D) Mexico
18. Whom did Jefferson commission to explore the Louisiana Territory?
A) William Clark B) Meriwether Lewis C) both D) neither
19. Who did the U.S. favor during the war in Europe?
A) England B) France C) both D) neither

IV. TRUE-FALSE: Mark "T" or "F."

- _____ 20. Jefferson staged a formal inauguration to impress people with the dignity of the presidency.
- _____ 21. Jefferson was the leader of the Federalist Party.
- _____ 22. Jefferson refused to consider party affiliation when appointing federal officials.
- _____ 23. Jefferson worked to repeal partisan laws of the previous administration.
- _____ 24. One of Jefferson's first acts was to increase taxes.
- _____ 25. Jefferson removed many Federalist judges appointed by John Adams.
- _____ 26. Jefferson reduced the size of the army and the navy.
- _____ 27. Before Jefferson's administration, the U.S. paid protection money to pirates to safeguard our merchant ships.
- _____ 28. At first the U.S. profited from the war between England and France.
- _____ 29. Jefferson declined to run for a second term in 1804.
- _____ 30. England attacked a U.S. Navy ship and kidnapped American sailors.
- _____ 31. Jefferson approved the Louisiana Purchase although he believed he was exceeding his constitutional authority.
- _____ 32. Jefferson favored unlimited trade with England and France during the war between those two countries.
- _____ 33. The U.S. navy built the largest ships in the world.

JEFFERSON: TERMS



ACROSS CLUES

4. THE COLONIAL CAPITAL OF VIRGINIA
8. THE BILL OF _____ WAS INCLUDED IN THE CONSTITUTION AFTER ITS RATIFICATION
9. THIS MEANS REMOVING MEMBERS OF THE OPPOSITION PARTY FROM GOVERNMENT JOBS
11. THE POLITICAL PARTY THAT OPPOSED JEFFERSON
13. JEFFERSON WAS ELECTED TO THE _____
14. JEFFERSON'S HOME
15. A U.S. WARSHIP THAT WAS ATTACKED BY THE BRITISH IN 1807

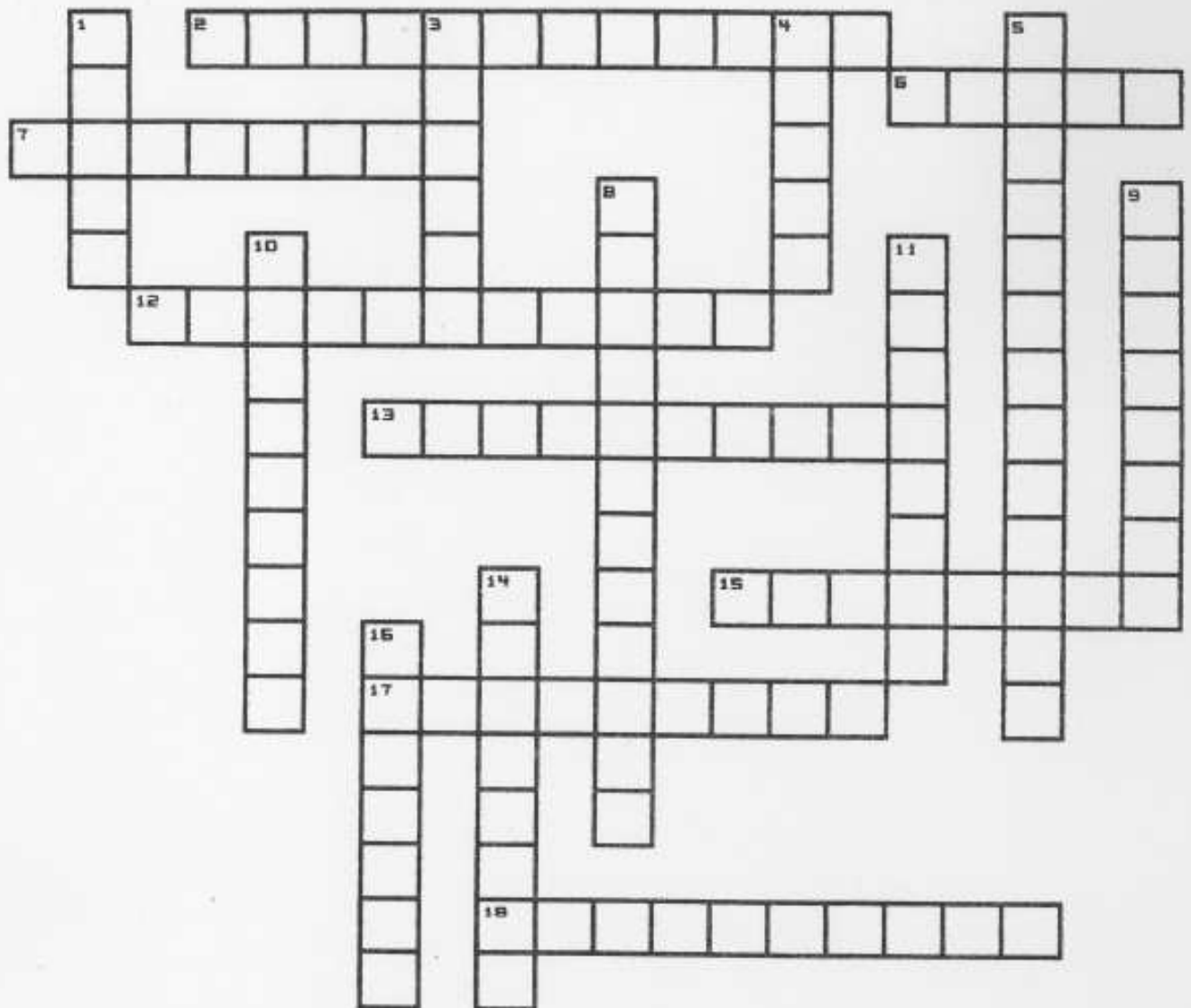
2. THIS RIGHT WAS WITHDRAWN FROM AMERICAN FARMERS WHEN FRANCE TOOK OVER NEW ORLEANS
3. JEFFERSON CONTRIBUTED HIS OWN BOOKS TO THIS INSTITUTION
4. JEFFERSON USED THIS TACTIC TO GET WARRING NATIONS TO RESPECT OUR RIGHTS ON THE SEAS
5. JEFFERSON HAS THIS LAW WHICH LEVIED TAXES ON FARMERS REPEALED
7. THIS DOCUMENT REPLACED THE ARTICLES OF CONFEDERATION

DOWN CLUES

1. JEFFERSON DRAFTED LEGISLATION FORBIDDING SLAVERY IN THIS AREA

10. JEFFERSON BELONGED TO THE _____
-REPUBLICAN PARTY
12. WE FOUGHT A WAR WITH THE PIRATE STATES HERE FROM 1801-1805

JEFFERSON: PEOPLE



ACROSS CLUES

2. CHIEF JUSTICE OF THE SUPREME COURT
6. ASSOCIATE JUSTICE OF THE SUPREME COURT WHO FACED IMPEACHMENT
7. EMPEROR OF FRANCE
12. A DISTINGUISHED LAWYER WHO TAUGHT JEFFERSON LAW
13. FIRST PRESIDENT OF THE UNITED STATES
15. A POLITICAL OPPONENT OF JEFFERSON HE WAS ALSO THE LEADER OF THE FEDERALIST PARTY
17. HE AND JEFFERSON WERE TIED IN VOTES FOR THE PRESIDENCY
18. U.S. AMBASSADOR TO FRANCE

DOWN CLUES

1. HE WAS SENT BY JEFFERSON TO EXPLORE THE LOUISIANA TERRITORY
3. HELPED ARRANGE THE LOUISIANA PURCHASE
4. HE WAS APPOINTED BY JEFFERSON TO EXPLORE THE LOUISIANA TERRITORY
5. THOMAS JEFFERSON'S WIFE
8. THE VIRGINIAN WHO GAVE THE "GIVE ME LIBERTY OR GIVE ME DEATH" SPEECH
9. JEFFERSON'S SECRETARY OF THE TREASURY
10. THE SECOND PRESIDENT OF THE UNITED STATES WHOM JEFFERSON DEFEATED IN THE ELECTION OF 1800
11. THE MOST FAMOUS AMERICAN SCIENTIST
14. HE WROTE THE DECISION IN THE "MARBURY VS. MADISON" CASE
16. JEFFERSON'S SECRETARY OF STATE

**** JEFFERSON: WORD SEARCH ****

H D R D I D R J E Q P H I N D E R T N S
P H P G U N T T F A G U P D V O X M U V
C A O A Y V A V W S P R T J L R C C L P
O S R V C G R U P R O M I N E N T P L R
M Y E T I O O Z G F B Y F E Y O Y R I E
P L S R I L U T H U F X P O V H O N F C
R D F N P S C I V M R E R V L A A Y Y E
O V M M C N A J S W L A N K Y M N D S D
M Y O Z I C F N P I D B T E O O M C S E
I P U C E L Y Z J X T A G E R S A Z E N
S X C O N A P R X G L I Y I W O D O F T
E U B O V U O C O N T R O V E R S Y B V
S I O B O S N U C L E U S N R O J O O R
C X J I Y E V F E R T I L E K P P Y L E
M C O U N T E R P R O D U C T I V E S C
O Z Y R R E S T I T U T I O N N B T T T
C L A S S I C A L I N D U L G E S G E I
P R E S T I T U T I O N S C L A M O R F
E N J N F A E N T H R A L L V X K D Q Y
O C R I S I S S T A L E M A T E W O O P

LIST OF WORDS

PROMINENT
COUNTERPRODUCTIVE
GRIEVANCE
SUCCINCT
PRECEDENT
RESTITUTION
LEVY
POMP
RESTITUTION
FERTILE
CLAMOR
CLAUSE

LANKY
ENVOY
PARTISAN
FRIGATE
RECTIFY
ENTHRALL
VAST
IRONY
NUCLEUS
CRISIS
NULLIFY

CONTROVERSY
COMPROMISE
INAUGURATE
ACQUISITION
STALEMATE
YEOMAN
PEER
CLASSICAL
HINDER
INDULGE
BOLSTER

TEACHER CONFIDENTIAL SHEET: PRESIDENT JEFFERSON

ANSWERS TO DECISIONS

1. B
2. A
3. B
4. B
5. B
6. C
7. C
8. A
9. A
10. B
11. B
12. C
13. A
14. A
15. C
16. A
17. A
18. A
19. B
20. A
21. B

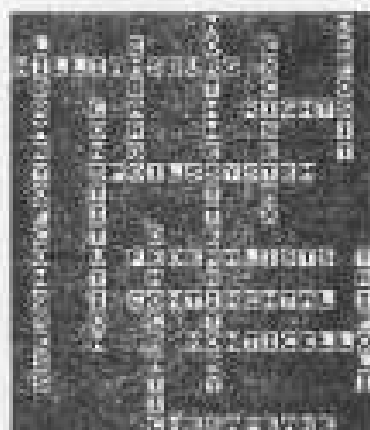
ANSWERS TO BIOGRAPHICAL SKETCH READING QUESTIONS

1. D
2. B
3. A
4. A
5. B
6. D
7. C
8. A
9. F
10. T
11. F
12. T
13. T
14. F
15. T
16. T
17. F
18. F
19. F
20. T

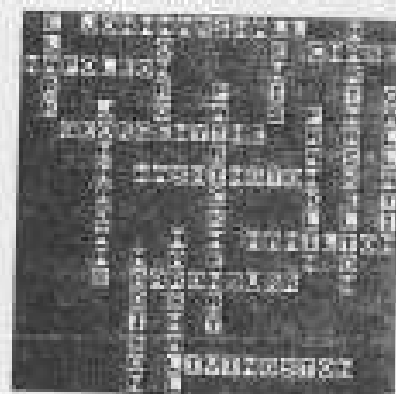
ANSWERS TO TEST QUESTIONS

- | | |
|-------|-------|
| 1. B | 22. F |
| 2. F | 23. T |
| 3. A | 24. F |
| 4. E | 25. F |
| 5. C | 26. T |
| 6. D | 27. T |
| 7. D | 28. T |
| 8. C | 29. F |
| 9. E | 30. T |
| 10. A | 31. T |
| 11. B | 32. F |
| 12. B | 33. F |
| 13. A | |
| 14. D | |
| 15. A | |
| 16. C | |
| 17. C | |
| 18. C | |
| 19. D | |
| 20. F | |
| 21. F | |

ANSWERS: JEFFERSON:TERMS



ANSWERS: JEFFERSON:PEOPLE



** JEFFERSON: WORD SEARCH **

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. . . . I . . . E . . H I N D E R . N .
P . . . . N . T . . G . . . . . U .
C A . A Y . A . . . . R . . . . R . . L P
O . B U C G . U P R O M I N E N T . L R
M . E T I O . . S . . . . E . . . . I E
P L . R I . U T . U . . P . V . . N F C
R . F . P S C I . . R . . . . A A Y Y E
O . . M . N A . S . L A N K Y M N . . D
H . O . I C . N . I . . T . O O . C . E
I P . C E L . . . . T . . E R . . . . E N
S . C . N A . . . . T Y I . . . . T
E U . . V U . C O N T R O V E R S Y B .
S . . . O S N U C L E U S N . . . . O R
. . . . Y E . F E R T I L E . . . . L E
. C O U N T E R P R O D U C T I V E S C
. . . . R E S T I T U T I O N . . T T T
C L A S S I C A L I N D U L G E S . E I
. R E S T I T U T I O N . C L A M O R F
. . . . . E N T H R A L L U . . . . Y
. C R I S I S S T A L E M A T E . . . .

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LIST OF WORDS

PROMINENT
COUNTERPRODUCTIVE
GRIEVANCE
SUCCINCT
PRECEDENT
RESTITUTION
LEVY
FOMP
RESTITUTION
FERTILE
CLAMOR
CLAUSE

LANKY
ENVOY
PARTISAN
FRIGATE
RECTIFY
ENTHRALL
VAST
IRONY
NUCLEUS
CRISIS
NULLIFY

CONTROVERSY
COMPROMISE
INAUGURATE
ACQUISITION
STALMATE
YEOMAN
PEER
CLASSICAL
HINDER
INDULGE
BOLSTER

WORD LIST: JEFFERSON:TERMS

CHESAPEAKE
CONTINENTAL
CONSTITUTION
DEPOSIT
DEMOCRATIC

EMBARGO
EXCISE TAX
FEDERALISTS
LIBRARY OF CONGRESS
MONTICELLO

NORTHWEST TERRITORY
RIGHTS
SPOILS SYSTEM
TRIPOLI
WILLIAMSBURG

WORD LIST: JEFFERSON:PEOPLE

AARON BURR
CHASE
CLARK
FRANKLIN
GALLATIN
GEORGE WYTHE

HAMILTON
JOHN MARSHALL
JOHN ADAMS
LEWIS
LIVINGSTON
NATHANIEL KELTON

MARSHALL
MADISON
MONROE
NAPOLEON
PATRICK HENRY
WASHINGTON

