

Chapter 10 guided reading packet

Most of the information below can be found in **Chapter 10, Section 2.**

Hamilton and Jefferson

Complete the graphic organizer by filling in the correct information about Alexander Hamilton and Thomas Jefferson.

	Alexander Hamilton	Thomas Jefferson
Position in President Washington's Cabinet		
Party Membership	Federalist Party	
Foreign Policy During the French Revolution		
Role in Presidential Election of 1796		
Role in Presidential Election of 1800		
Ideas About Government		believed in protecting the powers of the states
Ideas About Economy		
Ideas About Banking		
Ideas about the Constitution		

READING THE SECTION All of the following statements refer to the differing beliefs of Alexander Hamilton and Thomas Jefferson. As you read the section, use the space provided to indicate whether each statement below might have been said by Hamilton or by Jefferson.

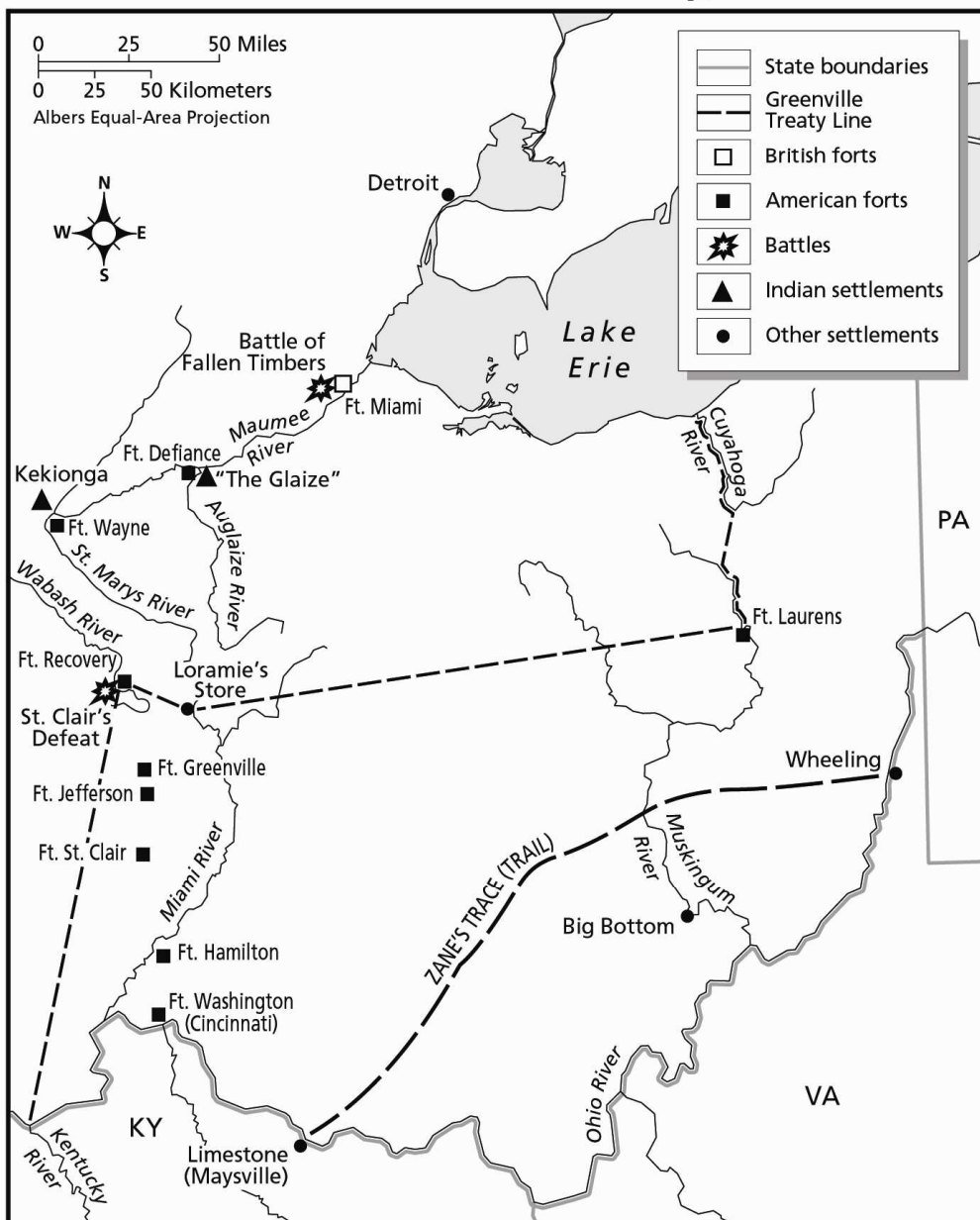
- _____ 1. "Only by promoting manufacturing and commerce can our economy grow and prosper."
- _____ 2. "The federal government must not be allowed to do more than what the Constitution specifically says it can do."
- _____ 3. "If our country does not have a strong central government, it cannot stay united and prosperous."
- _____ 4. "We must be flexible in our interpretation of the Constitution so that we can react as needed to changing circumstances."
- _____ 5. "Average Americans fought for our freedom from Britain and thus average Americans have the right to rule our country."
- _____ 6. "I do not believe that our Constitution gives Congress the power to create a national bank."
- _____ 7. "We must do all that we can to protect the powers of the states."
- _____ 8. "The common people do not have the judgment or reason to rule and therefore must be balanced by the greater wisdom of the wealthy."
- _____ 9. "Farmers are the most self-reliant of people and it is this self-reliance found in our agricultural economy that will secure our nation a prosperous future."
- _____ 10. "A national bank will provide a safe place to deposit government funds and will serve as a reliable source of loans for U.S. businesses."

POST-READING QUICK CHECK After you have finished reading the section, in the space provided, summarize Alexander Hamilton's two-part plan to improve the national economy.

Frontier Conflicts

The increasing flow of settlers into the lands west of the Appalachian Mountains led to conflicts with the American Indians who lived there. After the U.S. Army was defeated in 1790, Governor Arthur St. Clair of the Northwest Territory began establishing a line of forts in what is now western Ohio. St. Clair's army was defeated by an American Indian force led by Little Turtle in 1791 and was later replaced by General "Mad Anthony" Wayne. Wayne strengthened the forts and built new ones. Then he led his forces against the American Indians in the valley of the Maumee River to the north. After he defeated the Indian forces at the Battle of Fallen Timbers, the Indians agreed to turn over the land south and east of the line of the Treaty of Greenville to the United States. The following map shows the conflicts with American Indians in present-day Ohio and land given to the United States by the Treaty of Greenville. Study the map below, and then answer the questions that follow.

Indian Wars in the Northwest Territory, 1790-1795



1. What is the southernmost fort in what is today western Ohio? What city is located there today?

2. What fort was located near the site of the Battle of Fallen Timbers? What country built this fort?

3. Along what river was the northern part of the line of the Treaty of Greenville?

4. What American Indian settlement was nearest the fort that General Wayne named for himself?

5. **Critical Thinking: Movement** What were the most important routes by which settlers entered the Northwest Territories in the 1790s? How are these routes related to the lands that the American Indians turned over to the United States by the Treaty of Greenville?

Judith Sargent Murray

Judith Sargent Murray was the author of many literary works. In her writing she argues that men and women are intellectual equals, and calls for more complete education for girls. Murray also believed that if a girl is encouraged to develop a good image of self, she will avoid rushing into marriage simply to gain status or to avoid a life without a husband.

Judith Sargent Murray was born in 1751. She was the first of eight children born to Winthrop and Judith Sargent, who lived in Gloucester, Massachusetts. Her father was a successful merchant and shipowner. Her brother was a hero in the Revolutionary War and later became the first governor of the Mississippi Territory.

As a teenager, Judith Sargent was educated alongside her brother as he prepared to attend Harvard. On breaks from Harvard, he taught his older sister what he was learning. Judith Sargent met John Stevens, a sea captain and trader, and in October of 1769 they were married.

Judith Sargent Stevens decided she wanted to be a writer. She began writing some poetry, but as the social and political events leading up to the American Revolution unfolded, she began writing essays. Many of the questions about liberty and human rights that were being argued among patriots led her to think about the rights and roles of women. In 1779 she wrote an essay in support of better access to education for young women.

In 1786 John Stevens died in the West Indies, where he had fled to escape arrest for not paying his debts. Two years later, Judith Stevens married John Murray, the preacher at the Universalist Church she attended. After giving birth to two children, only one of whom lived beyond infancy, Judith Murray began to write again. Although she continued to write poetry, she began a series of essays published in the *Massachusetts Magazine* that today are considered her most famous works. The essays, each called "The Gleaner," are written from the point of view of a man named Mr. Vigilius. In these essays, Murray writes about religion, politics, education, and social manners. A frequent theme is appropriate parenting for girls and young women. Murray believed that a woman should be educated both for her own personal growth and to be a "sensible and informed" companion to a man. Murray also believed that a woman is capable of earning her own income.

In 1793 Murray's family moved to Boston, where she wrote her first play, *The Medium*. The play was not successful, and as a result the Murrays faced financial troubles. John Murray suggested that Judith collect her "Gleaner" essays into one publication. Today this collection, entitled *The Gleaner*, ranks as one of the classics of early American literature.

When Murray's husband had a severe stroke in 1809, she spent most of her time caring for him until his death in 1815. Following her daughter's marriage to the son of a wealthy Mississippi planter in 1812, the family's impaired financial condition improved. After completing her last literary work—a biographical piece on the life and sermons of her late husband—Judith Sargent Murray moved to Natchez, Mississippi, to live with her daughter and son-in-law. She died in 1820 at the age of 69.

UNDERSTANDING WHAT YOU READ After you have finished reading the selection, answer the following questions in the space provided.

1. How did Judith Sargent Murray receive much of her education during her teen years?

2. What kinds of writing did Murray do?

3. How did the American Revolution influence Murray's thoughts?

4. What topics were the focus of the series of essays called "The Gleaner"?
