JOHN ADAMS AND AMERICAN FOREIGN POLICY:
THE STRUGGLE TO MAINTAIN NEUTRALITY, 1797-1800

by

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ABSTRACT

On March 4, 1797, America’s first orderly transfer of power occurred in Philadelphia when George Washington stepped down and John Adams became the second president of the United States. Immediately, Adams was faced with the threat of a foreign war and national division. France and Great Britain were engaged in bitter warfare during the French Revolution and the United States was getting caught in the middle. The Jay Treaty in 1794 delayed an immediate threat of combat with England but it angered the French. John Adams was aware of the growing friction between this country and its former ally.

Adams was sensitive to the fact that America was divided over its support of France and that growing political division was centered upon allegiance to one or the other country. War was looming and the United States was in a predicament. France had a very large army, her fleet was powerful and her leaders were skillful and ambitious. On the contrary, the United States was a new nation, lacking wealth and without a worthy army or fleet. There were internal problems and no general agreement on foreign policy. Adams was in a delicate position. “A man of decided temperament, Adams was as determined as he had ever been to maintain the policy of neutrality established by Washington, while refusing to submit to any indignities or to sacrifice American honor.”

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INTRODUCTION

From the very start of his presidency, John Adams promised to keep peace with foreign nations. As it turned out, this was the most difficult test of the new nation and its newest leader. It was a divisive time. The nation was rapidly turning into a two party system with the Federalists supportive of a British alliance and the Republicans sympathetic with France. Not only was the country divided in its political affiliation, the Federalist Party itself was fractured. Adams represented the moderate Federalists while his Cabinet represented the High or Arch Federalists. Disagreements within his own party further disrupted Adams’ attempts at peaceful resolutions.

John Adams became the second president of the United States during a highly contested political election in 1796. Winning narrowly over Republican Thomas Jefferson who became his Vice President, Adams inherited a difficult relationship with Europe and became the whipping post for disgruntled Republicans and Federalists. At the source of this difficulty was the continuing war between the British and French. The United States was getting pulled into allegiance with one or the other country through its intensifying political divisions. The Federalists were siding with Britain while the Republicans tended to support France.

The outbreak of war between France and Great Britain in 1793 was forcing the United States government to state its foreign policy position on the two countries. Like the reigning political parties, most Americans preferred to remain neutral but were divided over which country would receive their sympathy. The very recent war with the
British caused many to lean toward France. Republicans empathized with France because the French had overthrown the old, oppressive Bourbon monarchy. Furthermore, France had been America’s ally in the war for independence from Britain. The United States was also bound to France by a perpetual military alliance and a commercial treaty dating from 1778. According to the treaty, the United States was obligated to protect the French West Indies if she were attacked and to allow French privateers to use American ports. It was obvious to Republicans that France indeed deserved their support.

In order to avoid being forced into a war because of the treaty of 1778, George Washington issued a proclamation of neutrality that declared the United States intended to remain friendly and impartial toward the two belligerents. As a Federalist, he was opposed to the French Revolution because it glorified the overthrow of a government by mob rule. Unfortunately, conditions between the countries deteriorated and disputes with France were on the rise. By the time Adams took office, the relationship between them had escalated into an undeclared war and the emerging political parties had a divisive issue. As a result, John Adams made a series of foreign policy decisions that would greatly affect the patriotic attitudes of American citizens and anger his political adversaries. Crises he ultimately addressed and circumnavigated included the arming of American merchant ships, the XYZ affair and the Alien and Sedition acts. The ultimate outcome of a peaceful resolution with France was the direct result of a political leader who showed patience and an undeniable desire to keep the United States out of war, a war for which he knew the country was unprepared. Adams’s personality, as well as practical factors, affected the way he dealt with this difficult situation.
In his inaugural speech, Adams clearly portrayed his desire to remove the United States from foreign entanglements, as had his predecessor, George Washington. During the address, Adams vowed to uphold

…the pestilence of foreign influence, which is the angel of destruction to elective governments; …a spirit of equity and humanity toward the aboriginal nations of America, and a disposition to meliorate their condition by inclining them to be more friendly to us, and our citizens to be more friendly to them; if an inflexible determination to maintain peace and inviolable faith with all nations.³

According to historian Alexander DeConde, it is apparent that Adams’ goal was to unite all American citizens in order to defend the new nation against foreign meddling. The two biggest problems the Adams administration needed to overcome were France and the growing division within the Federalist Party. For the duration of John Adams’ presidency, he had to battle near traitorous attempts within his own party to advocate war and his strong and sometimes biased opinions against France in order to arrive at practical outcomes in foreign policy for the new nation.

The Escalating Crisis with France

Historians agree that the relationship between France and the United States was near the breaking point during the French Revolution of the 1790’s. At the heart of the problem was the annulment of agreements made between the two countries in 1778. By 1797, France announced a series of changes to these agreements that included the abandonment of free ships and free trade, the requirement of itemizing crew and passengers on American vessels and, the most invasive, seizure of American ships that carried British goods. Much of this resentment centered on the Jay Treaty, signed
between Britain and the United States in 1795 in which the United States appeared to be under Britain’s control and unfriendly to France. At this time, France was at war with Britain and it was definitely France’s desire to disrupt an amicable, and possibly powerful, relationship between the United States and Britain. Such a relationship could easily overpower France.

Personality and Principles

Understanding John Adams’ views of France can be enhanced through a description of his personal attributes. A devout patriot, Adams once proclaimed to his wife Abigail “I have a zeal at my heart for my country and her friends which I cannot smother or conceal”. Adams is described as great-hearted, persevering, emphatically independent and ambitious to excel in his biographies. There was not much else in the world that mattered more to John Adams than the success of this new nation. It was his life’s work and throughout he demonstrated that it was his undying devotion if not obsession. Friends and enemies alike admired his intellect, dedication, amazing capacity for work and courage to express his convictions. David McCullough surmises that Adams never walked away from work that needed doing or avoided taking a stand on a position he believed in. Historians are generally in agreement with this viewpoint stating that he made great demands upon himself throughout his career and never backed away from problems he believed had to be resolved for to the well being of the country.

In addition, not only was Adams extremely hard working, he was exceedingly frugal and lived a relatively simple life. Adams and his wife, Abigail, never owned slaves and derived satisfaction through physical labor and self sufficiency. If there is a
word that can sum up the driving force behind Adams’ personality, it is “virtue”. In Adams’ view, public virtue was the necessary foundation of America’s new government. There had to be “a positive Passion for the public good, the public Interest, Honour, Power and Glory, established in the Minds of the people...superior to all private Passions.”5 Adams was not a selfish man and in no way did he want to see the American government endorse a selfish type of behavior that put private interest above the public interest. His experience in the American Revolution proved to him that America could rise above the trappings of a materialistic European society to rally toward a single goal at the sake of personal advantage. “The only reputable Principle and Doctrine,” he concluded, was that “all Things must give Way to the public.”6

Many of these traits/principles show the contradiction Adams faced when he was appointed Commissioner to France in February 1778 with the goal of assisting in negotiations for an alliance with that country. Upon setting foot in France, Adams was immediately impressed. Never before had he been exposed to such a level of opulence. The time and money spent on elaborate dress, meals and entertainment was astonishing. Adams spent approximately a year and a half in France before returning again late in 1779, this time to negotiate peace and commerce with Great Britain. Again, the modest living Adams was exposed to riches and enticements beyond compare in his hometown of Braintree, Massachusetts. In a letter to Abigail he wrote: “There is everything here that can inform understanding, or refine the taste, and indeed one would think that could purify the heart. Yet it must be remembered there is everything here, too, which can seduce, betray, deceive, corrupt and debauch.”7
Adams’s confidence in the new nation remained unchanged even as he took over the presidency. He was a worldly man by this time, having lived in the city, country and overseas, tried cases for farmers, American sailors, and British soldiers and their captain (after the Boston Massacre). His extensive background made him believe that all men were subject to passions and emotions that needed to be controlled. In his book The Presidency of John Adams, Ralph Brown professes that Adams would use the power of the federal government to protect the rights of all Americans and to guide the country toward maturity—a sharp contrast with the Jeffersonian party’s view.

Adams also had his limitations. Not an imposing physical character, Adams stood about five feet seven or eight inches tall, middle sized at the time but much less distinct than tall men like George Washington or Thomas Jefferson. He is described as bordering on the portly side, balding, toothless and could often look pale in complexion. Possessing a quick temper, Adams could become irritable with little provocation. He possessed an extremely strong desire to be respected and admired which admittedly made him appear vain. In turn, criticism of almost any kind was nearly always painful for Adams, but public scorn was painful in the extreme.  

Even biographers of Adams’ detractors arrive at the same consensus regarding his character. American Sphinx, a biography of Thomas Jefferson by Joseph Ellis, describes him as having a combination of vanity and obsession with public duty that sometimes clouded his judgment. John C. Miller wrote in his biography of Alexander Hamilton, Portrait in Paradox, that Adams lacked tact and discretion and was certainly guilty of violent outbursts of temper; however, he was also a man of rare courage and
independence of mind. He further agrees with Adams’ supporters that he was capable of striking out on a course of action which he believed to be right, regardless of its popularity.¹⁰

Overall, Adams is consistently regarded by biographers as a man of passion. He loved and believed in the principles of the country and doggedly pursued his beliefs. Historian DeConde writes that he was vain, susceptible to flattery, inclined to retrospection, and often failed to show tact or warmth to those outside his own family in his book *The Quasi-War.*¹¹ What counted most to him was the character of the individual and the ethics and morality of how a person acted. His character flaws often made him unpopular in earlier books on American history. Recent scholarship may be changing this opinion. Authors who have published works regarding Adams since the turn of this century, such as James Grant, McCullough and John Ferling, explicitly point to his significance and sacrifices during the formation of the nation. These latest works express the opinion that he, as well as the Federalist Party, were instrumental in creating the stability of the young nation’s government.

The Political Divide

American political divisions first appeared before the Revolution with the appearance of Whigs and Tories in the colonies. Post Revolution, a new division appeared—Federalist versus Anti-Federalist. At first, the political divide concerned the adoption of the Constitution. Federalists were in favor of the Constitution while the anti-Federalists were fearful of placing so much power in the hands of a central government. The divide continued to grow throughout Washington’s administration. The Federalist
Party favored a strong central government, a national banking system and using military force to protect Americans against foreign and domestic threats. Further, the Federalist Party believed that the general masses were incapable of governmental decision making and favored a ruling elite that consisted of wealthy, well born, well educated and property owners. In foreign affairs, they aligned themselves more closely with Britain due to commercial interests. The Federalists were supported more vigorously in the north by commercial farmers, merchants, shippers and bankers. First George Washington and ultimately Alexander Hamilton becomes the recognized leader of this party. Their opponents became known as Democratic-Republicans (or Republicans) and were founded with the opposite beliefs. They favored the ability for the individual states to remain in control of domestic policy. Internationally, this party aligned itself more closely with France due to the similarities between the French Revolution and the American war for independence from Britain on the subject of overthrowing tyrannical rule. The Republicans were supported by small farmers, many southern planters, frontier settlers and others in the working class. Thomas Jefferson, James Madison and James Monroe emerged as the leaders of this party in the southern states and George Clinton of New York was a key Republican leader in the north.

As the new nation was continuing its formation under the direction of George Washington, a political party system was defining itself based upon the economic recovery program initiated by Secretary of the Treasury Alexander Hamilton. The brilliant and charismatic Hamilton created a deep division within his own party that produced Adams’s greatest problem. Hamilton had his own committed followers who
questioned and were suspicious of those who doubted the ideas of the Federalist Party. They are labeled “high” or “arch” Federalists. During the undeclared war with France, high Federalists were exceedingly aggressive in their campaign for war or at least keeping the prospect of war alive. DeConde writes that the livelihood of the party, according to high Federalists, became dependent on growth, support and continuation of the Quasi-War.\textsuperscript{12} The absolute hatred of the continuing French Revolution also gave encouragement to the impetus for war. Adams, a moderate Federalist, had his own followers who disliked aspects of the Hamilton agenda in foreign affairs and preferred to support the President’s policies. Adams believed in the principles of the party stated above, but was at odds with the high Federalists, and Hamilton in particular. Deeply committed to keeping peace, Adams sat precariously within his own party as well as with the Republicans.

Preparing for Defense

“My entrance into office is marked by a misunderstanding with France, which I shall endeavor to reconcile, provided that no violation of faith, no stain upon honor is exacted… America is not scared.”\textsuperscript{13} As President-elect, Adams was very concerned with the escalating hostilities with France and the effect another war would have on the emerging stability of the United States. Less than twenty-four hours after he took office, Adams was proposing a bipartisan commission to negotiate with France. As Brown writes in \textit{The Presidency of John Adams}, President Adams was highly aware of the growing partisanship of the country as well as the division within his own party. To have an effective administration would require a high degree of party harmony.\textsuperscript{14} To Adams
this meant playing politics in both camps to ensure an avoidance of war with France. Therefore, recruiting a commission that represented varied political interests became Adams’ priority. DeConde writes that a bi-partisanship envoy would maintain a neutral position in foreign affairs as well as reduce partisanship in America.  

On March 13, 1797, only days after taking office, Adams received word that Charles Coatesworth Pinckney, who had been sent to France by President Washington, had been rejected by France and driven out of the country as America’s diplomatic representative. Contributing to the escalating tension was news that the French government, the Directory, annulled the principle of free ships and free goods, thereby violating the Franco-American commercial treaty of 1778. This act initiated limited war against Americans at sea. In addition, French Privateers were continuing their raids upon American shipping, mistreating seamen and seizing American goods intended for public use. What would Adams do? What were his options? Political considerations were also driving his decisions. There were many alternatives available to Adams, which included an immediate declaration of war, arming of American merchantmen, imposing economic sanctions, seeking an alliance with Britain, strengthening coastal defenses or sending another mission to France to seek a possible peaceful resolution.  

The X Y Z Affair

Adams turned to his Cabinet, which he had kept from George Washington’s tenure, and encouraged them to share their advice regarding the recommendation of issuing another mission to France as well as making preparations for defense. As a former colleague and mentor as well as the established leader of the Federalist Party, the
heads of departments consulted with Alexander Hamilton before responding to Adams’ request. Ultimately, Adams received a great deal of advice from Hamilton disguised as recommendations from his Cabinet. With this information, as well as his own preferences, he called on Congress to meet in a special session in mid May to speak about the impending crisis. In the meantime, Adams asked the representatives of the people to consider the possibilities.

Federalists were somewhat divided in a course of action. According to DeConde, most felt that honor was at stake and that unless France changed her ways, war was inevitable. Republicans, on the other hand, were openly alarmed at what they felt was sure to be a declaration of war in the upcoming session. Jefferson was especially distrustful of this special session and believed it was unnecessary. He felt that its real purpose was to gauge the depth of legislative support Adams could expect in the opposition to France. Generally, Republicans believed he would wage war if the effort was supported by the majority and at this time he was testing the water.

Meanwhile, the deteriorating relations with France gave fuel to the feuding Federalists and Republicans. Federalists insisted that France had directly violated the Franco-American commercial treaty of 1778 and demanded action against them. Further, anyone defending that government, argued the Federalists, were traitors. On the other side of the spectrum, the Republicans publicly defended the Directory’s actions placing the cause of the disagreement squarely on the shoulders of the Federalist Party. Had France not been provoked, in part by the passing of the Jay treaty, a one-sided agreement
with Great Britain, the current situation would have been avoided—or so the Republicans charged.

In the special session of Congress on May 16, 1797, Adams delivered his decisions on the French crisis. Initially giving a summary of the situation, Adams first proposal was “to preserve peace and friendship with all nations” and promised to “institute a fresh attempt at negotiation” with France. But Adams was full of surprises and further in the same message his proposals took on a more hostile stance. Adams openly encouraged an aggressive position towards France. Specifically he stated:

I recommend to your consideration a revision of the laws for organizing, arming, and disciplining the militia, to render that natural and safe defense of the country efficacious. It is necessary, in order to the discovery of the efforts made to draw us into the vortex, in season to make preparations against them.

Adams proposed to seek a build up of defenses, especially the Navy, to protect commerce and the coast, to arm merchant vessels and instill new laws for strengthening the militia. At the time, his intent seemed to be clear to all—a declaration of war was in the near future. It is at this point that some historians present Adams as wavering in his foreign policy. DeConde presents Adams as warlike at times, like his hostile remarks above, while still advocating a settlement on an honorable basis.

The initial response to this message, as expected, was mixed, depending on party affiliation. Federalists were elated while Republicans were stunned. In McCullough’s book *John Adams*, President Adams is portrayed as agonizing over the relations with France and his ability to keep peace. McCullough is thoroughly convinced that Adams would “do anything to maintain the policy of neutrality established by Washington, while
refusing to submit to any indignities or to sacrifice American honor—he was determined, in essence, to fulfill his own inaugural promises.”

Yet another perspective comes from historian Ferling. In his book *John Adams, A Life*, he represents Adams as being manipulated by his own party. In his view, Adams is very aggressive when dealing with France. His puppeteer, Alexander Hamilton, played Adams from behind the scenes, controlling his heads of department and maneuvering them into portraying Hamilton’s policy as their own. Adams, impressed by the reasoning of his department heads, drew heavily from Hamilton’s indirect advice in preparation of his speech. Historian Manning Dauer in *The Adams Federalists* declares that Adams’ Cabinet was accustomed to consulting with Hamilton on all important matters of policy. When Hamilton gave his advice, they took it. As a result, Adams’ address to Congress on May 16 “embodied Hamilton’s ideas” which were clearly aggressive and preparatory for an eventual confrontation. In general, most historians agree that the address was hostile towards France and that from time to time, Adams really was the war-hawk he sometimes portrayed himself to be.

In response to his war-like speech, Republicans displayed shock and alarm. After all of Adams’ promises to stay out of foreign entanglements, he now appeared to genuinely support the war hawks of his own party. DeConde surmises that his address, according to Republicans, was bad foreign policy and an unnecessary irritant to France. He argues that the relationship with France, at this point, was not irreparable. Proper negotiations, unlike that which Adams had proclaimed in his speech, could restore peace.
Although Adams’ address to Congress on May 16 had belligerent tones, at least one historian, William Stinchcombe in *The XYZ Affair*, feels that his policy in the first few months of his presidency displayed great caution in trying to reach an accommodation with France. Stinchcombe states that notwithstanding Adams’ reputation for being a strong critic of the French Revolution, he showed great resolve in his commitment to neutrality. He refers to Adams’ rhetoric as anti-French in his “public” persona but that he was less aggressive in his private statements. Stinchcombe leads the reader to believe that Adams was very much in control of his feelings and varied his public comments depending on his audience.

Avoiding his war-like overtones, as outlined in his address and accepted by Congress, Adams re-initiated a peace commission to France. He wished the commission to represent a broad section of the United States in order to unite a much divided public to support his agenda. He also wanted to present a truly bipartisan envoy, against the desires of his anti-French cabinet. In the end, Adams was victorious in his nominations. The three commissioners would be Charles Coatesworth Pinckney, John Marshall (Federalists) and Elbridge Gerry (Republican). On July 13, 1797 President Adams gave the commissioners their instructions: find the means of unraveling the tangled relations with France.

As Marshall and Gerry were on their way to meeting Pinckney in Paris, the leadership in France was becoming ever more hostile in regards to the United States government. While France was controlled by an anti American Directory, Napoleon Bonaparte was overpowering and conquering much of Europe. In order to avoid war,
many countries opted to buy peace or pay for the privilege of negotiating with France by paying bribes to the bankrupt country.26

Upon their arrival in Paris, the three Americans arranged an informal meeting with the Minister of Foreign Relations Charles Maurice de Talleyrand-Perigord. Since the Americans were denied an official reception until he had completed a report on American affairs, the envoys engaged in communication with unofficial representatives (known as X Y and Z) of the Directory. This “unofficial” communication improperly gave the French government the impression they were willing to negotiate on an off the record level. The agents of Talleyrand’s were sent to the commissioners to put forth the conditions which needed to be met in order for the Americans to be officially received by the Directory. The cause of these demands were the hostile remarks of President Adams during his address to Congress in mid May as well as the perception that the American government had violated its treaties with France.27 The French correctly perceived Adams’ remarks to be unfriendly to their country and were genuinely worried about an impending American alliance with Britain. According to the agents, the Americans could remedy the situation by disavowing the offensive parts of the speech, make a loan to France and pay a sizable bribe. Several attempts were made to convince the envoys to accept the Directory’s proposal. At this point Marshall, Pinckney and Gerry began to disagree on the soundness of this unofficial bargaining. Months passed and several more attempts were made by the commissioners to be officially recognized but Talleyrand refused. Payment of the loan became crucial to the success or failure of their mission. Talleyrand was adamant that without the loan, there would be no treaty.
As the stalemate continued, the American commission continued to drift apart. Threatened with expulsion, Marshall and Pinckney decided to leave Paris after nine months of failed dialogue. Gerry elected to stay behind, believing that he would receive authority from President Adams to negotiate a treaty with France and that he alone was America’s last chance for peace. Talleyrand had succeeded in dividing the commission through procrastination.

Back in the United States, government officials were anxiously awaiting news from their commissioners. At this time, communication was complicated at best. The continuing war between France and England threatened the capture of reports being sent by the envoys. Therefore, dispatches had to be sent through a variety of means that took months to arrive. Uncertain over what was happening in France, Adams prepared his opening address for the second session of the Fifth Congress. With no encouraging news, Adams warned “I hold it most certain that permanent tranquility and order will not soon be obtained”. As in his special session to Congress the previous May, Adams again stressed in a speech to Congress that the nation must protect its commerce with a strong show of defense. In order to build this defense, taxes should be incorporated to provide for adequate naval and military defense.

According to DeConde, Adams was clearly rallying the nation to continue its resistance against France and was simply extending his policy that was initiated in the special session. Historian Dauer agrees, stating that his actions were evidence that he was determined to resist France. Even though this stance was perpetuating the aggressive attitude portrayed by the Republicans, the House (Republican dominated)
agreed to cooperate with the President to avoid war. Congress ultimately agrees to Adams’ recommendations but did nothing to pass legislation while awaiting news from the commissioners in Paris.

Communication in the late 18th century was a problematic affair. Information traveling from Europe to the United States required a minimum six week duration once the letter was under sail. Mail was often the victim of seizure and frequently did not reach its destination. At the height of the quasi-war, the destination of both countries hung in the balance based upon political decisions to be made upon severely lacking information. At more than one time throughout the crisis, both Adams and Talleyrand spoke with colleagues expressing their desire for peace. Talleyrand’s early actions were based upon information that there was a strong pro-French attitude in the United States. Not realizing that this sentiment had quickly waned in the wake of the XYZ publications, Talleyrand was greatly disadvantaged by the reality that the Americans were actually stressing military actions. In the mean time, Adams was delaying his decisions awaiting word from Europe. Instead of arriving via official communiqué, some of Adams most reliable sources came in person. The most profound information came from John Marshall upon his return from Paris. Despite his experience with Talleyrands’ agents, it was his sincere advice that France did not want war—that appearances to the contrary were mere posturing. Without direct, timely correspondence, the situation escalated to near warfare. It is possible that a great deal of anxiety and grief could have been avoided.
Months of speculation came to an end when word from the envoys finally reached Philadelphia in early March 1798. Of the five letters received, four were in code and would take several days to be deciphered. The one letter not encoded was read and revealed enough information to convince Adams that the French crisis had finally materialized. The government of France had refused to see the envoys therefore ensuring the failure of the mission. In addition, the Directory enacted hostile measures by closing French ports to neutral shipping and authorized capture of any ship carrying anything produced in England.

Adams forwarded the one uncoded message to Congress and read the deciphered dispatches as they became ready. Their content revealed that France was demanding a loan, a bribe and an apology from President Adams for his anti-French comments to Congress. Only when these demands were met would negotiation with the French government proceed. As the weight of the correspondence became clear, Adams varied in his reactions to the situation. Several historians believe that the President was now inclined toward war and wanted to prepare her for the struggle. According to DeConde, Adams appeared more aggressive than even the Hamiltonians and believed that war was a moral obligation necessary to preserve honor. Adams was ready to act upon the nation’s wrath. He contemplated the nullification of all treaties with France and the prohibition of all commerce. Historian Brown generally agrees with this perspective. President Adams was angry and ready to react to the arrogance of the French. After days of indecisiveness, he reacted to the French hostilities by urging Congress to pass measures ensuring the protection of American commerce. Specifically, he encouraged
the arming of merchant vessels. Brown reveals Adams’ aggressive preliminary response to the dispatches and supports the theory that Adams initial reaction was to actively seek war with France.

Not every historian arrives at the same conclusion. Ferling concludes that Adams was always pursuing a peaceful resolution. True, he gave the appearance of belligerence towards France; however, that was to show resolve that the United States was not about to bow down to aggression. McCullough argues that although Adams was dismayed by the insult inflicted by the French and the violence being conducted at sea, he continued to see peace as an attainable goal and was his major objective. Even though he reinitiated measures necessary to defend the nation in case of an attack, McCullough states that the recommendation was mild under the circumstances and points out that his comments to Congress contained no word about a declaration of war.35 Further historical evidence supporting Adams’ aspiration toward peace was his choice to withhold the underhanded treatment of the envoys. Both these historians point to this as proof of Adams’s commitment to peace. They argue that Adams was not deaf to the war hoops and he may have even briefly succumbed to the temptation. An immediate release of this information would have most likely enflamed the already heightened sense of war preparedness and he most surely would have received a positive response to war if he had asked for it. However, McCullough and Ferling feel that his senses always steered him toward peace and independence.

Predictably, Republicans denounced the President’s comments as a declaration of war. In particular, Jefferson referred to Adams’ attitude as “insane” and began looking
for ways to delay what he thought was inevitable. With only one of the commissioners’
dispatches presented to Congress, Republicans began insisting that all of the deciphered
messages be made available. In their opinion, the messages contained information that
made the French much less the villain than the first dispatch revealed and would therefore
lessen the necessity for war. The Republican dominated House voted overwhelmingly to
release the documents and went into executive session. The Senate voted to have copies
used within Congress; however, within days, their content was public knowledge.

The revelation that the American commissioners had indeed been insulted and
disgraced disturbed the Republicans greatly. Finally aware of the magnitude of this
situation, they desperately began to search for some way to extinguish the rush to
militarism the revelation of the dispatches created. The dispatches certainly meant that
a settlement with France was a long shot at best. According to McCullough, this was also
a fear that troubled the President. The opposing press pointedly tried to ridicule Adams
for the current situation and agitate readers by blaming the President for insulting the
French and choosing unsuitable envoys. For the most part, the public, caught up in a
wave of patriotism, failed to follow this line of criticism.

The country began to prepare for war as Congress finally passed some of the
President’s recommendations of preparedness. One of his biggest achievements occurred
at this time with the passage of his bill to create the Department of the Navy. Patriotic
support for his firmness on French policy began pouring into the Executive office.
Respected, admired and empowered by his new found popularity, Adams appeared to be
as caught up in the fervor as anyone. Between April and August, he responded to
seventy-one patriotic messages himself. In these letters, he appeared to waver between calls to arms at some points while also giving clear signs that peace was his primary objective. It is such historical moments as these that explain why historians differ regarding what Adams wanted—war or peace? Even McCullough, who consistently believes in Adams’s commitment to seek peace, feels that he was of two minds while addressing the crises during this period.

By June 1798, the clamor for war was at an all time high. Coastal cities were building warships and enthusiasm was rampant. Even Abigail is known to have belittled Congress for acting so slowly in making a declaration of war. Contradicting his actions, going against his own party as well as pleasantly surprising the Republicans, Adams did not declare war. Historians generally feel that Congress surely would have granted the request at this time.

Alien and Sedition Acts

At the height of the XYZ fervor in 1798 and upon the release of the XYZ dispatches to the public, the nation began immediate preparations for war. Congress sprang into action by voting to prohibit the exportation of arms, allowed funds for purchasing cannon, arms and ammunition as well as expanding harbor defenses. A Department of Navy was established and Adams received the authority to instruct American naval vessels to capture foreign armed ships that committed depredations against the American merchant marine. These, as well as other defensive measures, were accompanied by an embargo that suspended commercial trade with France and her dependents. Adams and his administration then abandoned all treaties with France.
Further, quasi-naval warfare was inaugurated by an act which allowed armed merchantmen to repel French searches and depredations and by another which authorized the United States Navy to seize French armed vessels whether they were engaged in depredations or not.\textsuperscript{43} Furthermore, General Washington was recalled from retirement to command an enhanced army and taxes were enacted and loans were authorized. Public accolades poured out for President Adams and his popularity soared. “Millions for defense, but not a cent for tribute” became the popular motto.

The atmosphere was both supportive and tense. Bitter party animosity was again playing a manipulative role. The Republican Party was most certainly feeling under attack by the aggressive actions enacted by the Federalist Party. The rift between the two parties was at a breaking point at this time over fundamental differences on foreign policy. With war nearly inevitable, the Federalists in Congress passed laws to protect the security of the United States. These laws, known as the Alien and Sedition Acts, were invoked as war preparedness measures.

At this time, Adams was acutely aware of the extreme political division that had developed within his tenure. Under his leadership, the partisan divisions were compromising the republic’s stability, as he had warned in his inaugural address. With the threat of war and the infiltration of radical French ideas, Federalists embarked on a course of action that marks a turning point for the decline of the Party. Almost unanimously, historians believe that the Alien and Sedition Acts were passed in an attempt to discredit and destroy the Republican Party. In \textit{Crisis in Freedom}, John Miller defines the acts as nothing less than a declaration of war upon the ideas of the French
Revolution and its American supporters. The ultimate goal was to keep authority in the hands of the Federalist Party and destroy the domestic opposition. In *Freedom’s Fetters*, historian James Smith concurs. By associating the Republicans with French foreign influence, the Sedition Act gave the Federalists the opportunity to attack the opposition as treasonous. Using the premise of national defense, Federalists were hoping to be able to win popular support, thereby remaining dominant in the political arena.

Although there is broad consensus that the Federalist Party had an ulterior motive with the passage of the Alien and Sedition Acts, there are historians who downplay Adams’ role. Historian Brown is an example of those who diminish the responsibility placed on Adams. He portrays Adams as anything but a vigorous supporter of the legislation by the lack of evidence that he was ever personally interested in the enforcement of any of the laws. There appears to be only one instance, however, of his defiance of this legislation. This was when he refused to deport French consuls who were already in the country when the acts were passed as well as refusing to sign blank warrants of arrest.

Among all historians there is general agreement that Adams was not the most adamant proponent of these measures. Although he did not oppose the acts or veto the bills, he was responsible for stirring up anti French sentiment prior to its passage. What is known is that Adams was deeply hurt by the criticism, accusations and slanderous nature of his opposition, most obviously, the Republican press. That he used these measures as a weapon against the rebellious Republican Party is clear.
The dilemma created by the Sedition Act, in particular, did not go unnoticed. Republican leaders recognized the bill as a partisan attack on opponents of the Federalist Party. In response, two states responded with resolutions that basically called on the states to veto federal legislation. The Kentucky resolution was drafted in secret by Jefferson while the Virginia resolution was written by Madison. However, not all states were as vigorous in their claims against the unconstitutionality of the acts. Others appeared to accept the limited freedoms they would experience until the duration of the legislation expired.

Adams Wins But Loses

“I desire no other inscription over my gravestone than: ‘Here lies John Adams, who took upon himself the responsibility of peace with France in the year 1800.’”

Facing the debacle of the failed peace mission to France and the fallout from the Alien and Sedition Acts, Adams was still looking at the uncertainty of war. The mood within the country was noticeably more moderate than the war fever that consumed it recently and Adams again proposed another peace mission to France in February 1799. According to Ferling, this was a time when President Adams sought to control events rather than to be controlled. Against the wishes of his Cabinet, Adams kept his nerve and again sent three commissioners to negotiate peace on November 15, 1799. On December 3, he delivered a moderate, peaceful speech that stressed a “pacific and humane” American stance before the world. Sympathetic to Adams, McCullough points to this speech as a turning point in his resolve to finally achieve peace.
Adding to the urgency of a successful mission was the upcoming presidential election and each party was seeking every possible advantage. A treaty with France could be a tremendous windfall to Adams’ reputation and could affect the outcome of the presidential election. However, news of what was taking place in Paris was severely hampered by distance. Adams’ peace initiative moved at a crawl. Delays in the negotiations continued and historian DeConde suggests that the French were stalling in an effort to bring Jefferson to power which would place France in a more favorable position than it had in dealing with the current administration.\textsuperscript{49} Understandably concerned by a lack of news, Adams braced himself for a losing bid in the election.

The envoys finally completed their business with the French on September 30, 1800 with a treaty of peace. When the voting for presidential electors took place in the first week of December, there was still no official information that a treaty of peace with France had already been signed. The first copy of the text of the Convention of Mortefontaine did not reach the United States until December 11. So on the eve of officially learning about his presidential defeat, Adams learned his peace policy was victorious. To his credit, at the risk of his career, reputation, and his hold on the presidency, Adams chose not to go to war when that would have been a highly popular and politically advantageous action. As a result, the country was spared a possible blow to its survival. To his dying day he would be proudest of all of having achieved peace.\textsuperscript{50}

So, who is to blame for Adams’ presidential defeat? McCullough claims it was Adams’s decision to send the second peace mission to France. It was his determination to find peace and check Hamilton that cost him the full support of the party and thus the
election.\textsuperscript{51} Other historians point to “the rancorous division among the Federalists” which was also the opinion of Adams during the remainder of his life. There are additional historians who feel that had the treaty been concluded in time for the elections, Adams most likely would have been re-elected. DeConde attacks the question from a different angle believing that the treaty had little effect on the political situation.\textsuperscript{52} The re-election machine of Adams’ presidency was set in motion years before. He had managed nonetheless to cope with a divided country and a divided party, and in the end achieved a rare level of statesmanship. He wrote:

“I shall leave the State with its coffers full and the fair prospect of a peace with all the world smiling in its face, its commerce flourishing, its navy glorious, its agriculture uncommonly productive and lucrative.”\textsuperscript{53}
Conclusion

The years of John Adams’ presidency were pivotal in the development of the United States. The nation was in its infancy and the results of this “experiment” in self-government was still undecided. American independence was threatened by France, Great Britain and political divisions at home. At this time, leadership was critical and the success of America depended on a President who could allow the country time to develop without foreign entanglements and partisan barriers. Adams’ legacy resonates with these goals in mind. Throughout his successes as well as his mistakes Adams strove to build stability for the nation.

If Adams played such a pivotal role in American history, how is it then that he is remembered as the least popular of the founding fathers? Neither flamboyant nor physically commanding, Adams is remembered for many of the flawed characteristics that made him such an effective leader. Most commonly, he was known to be an advocate of elaborate public titles (effectively labeling him as a monarchist), a fiery temper and sponsor of the Alien and Sedition Acts. Independently stubborn, Adams was not an individual who could be easily dominated. Though he actively sought advice from his cabinet, his decisions were his alone and he was secure enough to follow his course even though the decisions were unpopular. He materialized as a one-term president with no marble monument dedicated to his sacrifices to the country, as he himself predicted. "Mausoleums, statues, monuments will never be erected to me” he once declared. However, in the last 10 to 15 years, new perceptions are emerging regarding the legacy of John Adams. Thanks in part to recent scholarship by McCullough and Ellis, Adams has
returned as personable, interesting, one of the most human of the founding fathers and vitally important to the success and stability of this nation. His passion and undying devotion, which some scholars believe made him unpopular, are exactly what make him an interesting study in recent historiography. His reputation has become more prominent with the publication of the extensive Adams’ Papers since the 1950’s. Over 27,000 Adams items are lending insight into previously uncharted areas. The revelation that Adams was fiercely ambitious and industrious yet was frank and selfless may account for the lack of public recognition he has received in the past.

Recent scholarship has been kind to Adams. He escaped the presidency with no major scandals and was able to cope with a divided country and a divided party. His perseverance was rewarded when he avoided a war with France at the expense of alienating the Federalist Party and popularity for war was high from the general public. He showed that a strong defense is a good offense. Through the highs and lows of his reputation, in his heart John Adams never ceased to be a patriot. Brown surmises that being president meant doing a job with personal integrity and the greatest possible skill, not winning a popularity contest. With this definition, Adams truly held his course through tough criticism and foreign policy decision.

Recent events in our own political arena have brought John Adams name to the forefront. The relationship between the Alien and Sedition Acts and President Bush’s Patriot Act are undeniably juicy subjects for opponents of the Bush administration. Much of the criticism aimed at the latter could have been written in the 18th century.
controversy over public safety and security at the expense of civil liberties rings true over 
two hundred years later.
INTRODUCTION TO LESSON PLANS

John Adams is seldom emphasized as one of the great Americans. Much more credit is generally lavished upon him during the Revolutionary War time period than that of his presidency. Of the many marble monuments dedicated to the early presidents, his is one that is conspicuously missing. Representing the Federalist Party, he became President in 1797 in the first two party election the country ever held. There was the first ever change in leadership in the country and because of the laws at the time, Democratic-Republican Thomas Jefferson became his Vice President. Significantly, this placed two leaders of totally different philosophies in charge of the country. There were other significant difficulties ahead. Relations between the United States and France were deteriorating. President Adams wanted to preserve American neutrality in conflicts between Britain and France. The country was divided over whether to be pro-British or pro-France in the face of heightened European warfare and partisan politics were threatening the internal structure of government. The passage of the Sedition Act touched off a lively debate about the right of free speech. It also presented an early test case to the citizens and government of the United States.

During this time, leadership of the still developing country was critical as the country was not yet on stable ground. The “American Experiment” was fragile at best and could easily fail. However it was under the leadership of the Adams’ presidency that the United States averted one of its greatest threats against the developing country; avoidance of war with France. Despite malicious attacks by his critics, plagued by
personal disloyalty and political betrayal, Adams was able to lead the nation through
difficult years and emerge as a largely overlooked individual in American history.

This lesson is designed to help students take an in-depth look at John Adams
Presidency, in particular, his foreign policy and the events that led to his policy decisions.

This lesson will explore the attitudes personality and philosophy necessary to successful
leadership. The themes the lesson will illustrate include:

- What can the past teach us about today?
- Standing up for what is right is not always popular
- Does freedom mean giving up rights?

This lesson plan is designed for an 11th grade US History classroom in which one 55
minute period is available each day.

The topics and timeline for the 8 days are as follows:

**Day One:** Introductory hook. In this lesson, students will be given biography and
background information about John Adams and his rise to the presidency in lecture
format. Materials include lecture notes (Appendix B) and discussion questions.

**Day Two:** Abigail Adams played a pivotal role in John Adams life and her role will
be explored and defined through the analysis of her letters and political opinions.
Materials include a video clip and letter analysis (Appendix C), women’s role in time
period, discussion questions.

**Day Three:** This lesson will explore the Presidency of John Adams and the obstacles
he faced during his tenure. Topics include the ongoing war between France and Great
Britain, the XYZ Affair and Alien and Sedition Acts. Materials include lecture notes and
primary source reading of acts (Appendix D); interpretation of meaning; analysis of philosophy (purpose).

Day Four: Students will be asked to complete a worksheet in which they classify a series of words and phrases that are related to freedom and safety. This will serve as an introduction to the Patriot Act in which they will be reading views and excerpts. Finally, they will make comparisons to the 1798 Sedition Act. Materials include worksheet and Patriot Act website. (Appendix E)

Day Five: In this lesson the impact and debate regarding the constitutionality of the Sedition Act, specifically the Virginia and Kentucky Resolves, will be studied. Also considered and discussed are the similarities between the Patriot Act and the Alien and Sedition Acts. Materials include Virginia and Kentucky Resolves (Appendix F).

Day Six: Students will compare the Virginia and Kentucky Resolves to other communities who passed resolutions condemning the Patriot Act. Specific attention will be given to the Arcata declaration. Students will answer questions related to their opinions regarding the relationship between safety and security. Materials include Arcata Ordinance (Appendix G).

Day Seven: Students will begin a project that will cause them to defend or deny their support of the Patriot Act or the Alien and Sedition Acts. Students will create a political advertisement for a randomly drawn position. Materials include directions, worksheet and storyboard layout. (Appendix H)

Day Eight: Gather images for project. Introduce software and lead students through the placement of images. Materials include Photo Story 3 and Internet access.
Day Nine: Images saved from Internet will be placed in the Photo Story timeline. Students will record their narrative. Materials include Photo Story 3, Internet, Microphone and sound recording software.

Day Ten: Political advertisement should be concluded on this day. Present to class. Materials include computer lab and projection device.

Day Eleven: Evaluation includes presidential analysis and quiz (Appendix I).

Prior Content Knowledge and Skills

At this point students will have completed units and have examined the events leading to the Revolution as well as knowledge of the formulation of our current government structure, the founding fathers and the formulation of political parties. Students should have a good understanding of the instability of the new government and the rise in partisanship politics. They will also have familiarity of the problems that arose in the Washington presidency and the carry over of foreign policy issues into Adams’ tenure.

Skills needed to be successful in this unit of study include reading graphs and charts, reading and analyzing primary sources, note-taking and writing comparison paragraphs. Students have prior practice with these skills as well as making historical connections to the world today. Internet skills are helpful but not mandatory. Self-located, additional material may supply more in-depth information.
Discussion of Content Hook

On an overhead place the following words: Patriot and Patriotism. Ask students to write down their own definition of each. As a class, discuss the definitions of each and attempt to create one definition for each term and write it on the overhead. Read the dictionary definition and make comparisons.

On the same piece of paper, ask students to respond to the following questions about patriotism. Mark your response as patriotic or unpatriotic.

1. Helping runaway slaves prior to the Civil War.
2. Supporting a Constitutional amendment that prohibits burning an American flag.
3. Volunteering to serve in the Vietnam War because you believe in stopping the spread of communism.
4. Participating in a Memorial Day parade.
5. Opposing recruitment efforts at high schools and colleges for military service.
6. Recruiting volunteers to serve in Iraq.
7. Supporting the right of a suspected terrorist to legal representation and a fair trial.

Divide students into threes and have them share their responses. Discuss the items on which they disagree and try to explain their position. One person in each group will report their results to the class.

Class Discussion:

Ask the class the following questions: Were there any questions that were unanimously patriotic or unpatriotic? Were there any items which caused a lot of
disagreement? Why do you suppose there is disagreement about these types of
questions? Can the definition of patriotism change?

One of my themes in this unit, standing up for what is right is not always popular,
relates to patriotism because the belief system of the “patriot” may conflict with official
United States policy. I want students to understand that just because individuals have
differing, and sometimes unpopular, viewpoints and may endure sacrifices to support
these beliefs, they too can be considered patriotic. We will be relating John Adams to
this theme throughout this lesson as well as connecting it to more recent events in history.
LESSON CONTENT

Day 1: The Making of a Patriot

Part A: Hook: See above.

Part B: Lecture: Students will take notes on John Adams biography and his rise to the Presidency (Appendix B).

Day 2: John and Abigail

Part A: Review Adams’ path to the political profession. Discuss the lifestyle an individual must have to perform a life of governmental service.

Part B: Abigail lecture (Appendix C)

Part C: Introduce overhead excerpts of some of Abigail’s correspondence. (Appendix C) The volumes of existing letters between John and Abigail Adams allow us to explore the personalities behind the political history of the individuals. Abigail, in particular, was the cornerstone to Adams’ life without whom he was miserable.

Part D: Show a segment of the American Experience video titled John and Abigail Adams which portrays Abigail’s role during the course of their marriage. (Notes and location of this segment are located in Appendix C. Students add to the notes taken above.) At the bottom of the notes, respond to the following statements/questions:

- Write 2-3 sentences summarizing Abigail’s personality
- Although not elected, how much power do you feel a first lady holds? What kind of power?
How has this power changed since Abigail’s time? How has it changed since you were born?

Day 3: John Adams as President

Part A: General Presidency notes (Appendix D). Students will fill in missing lecture information on the two page handout.

Part B: Discuss the XYZ controversy and the Alien Acts (Appendix D)

Part C: With an overhead of First Amendment displayed (Appendix D), introduce the Sedition Act. As a class, read and underline segments of the Sedition Act (Appendix D overhead) that students feel violate the First Amendment.

Part D: Write a summary of what they feel the Sedition Act was about.

   Include thoughts on why it was passed and explain if they feel it is constitutional.

Day 4: Freedom or Safety?

Part A: Introduction:

   Every government must make tough decisions between ensuring freedoms/liberties and safety to their nation. In the United States, our freedoms are protected by the Bill of Rights and they allow us to live our lives how we choose. However, it is impossible to allow everyone to do everything they want. Safety issues concern our citizens a great deal therefore we have laws that help ensure our safety. When safety is in place we feel free and are able to do
the things we want to do in comfort. On the other hand, if there are too many laws in place we may lose that liberty. Having too many restrictions on movement or privacy hampers our ability to live freely.

- The line between freedom/liberty and safety is not always clear. They are sometimes dependent on each other as well as dependent on a particular situation.
- Pass out one Freedom or Safety? worksheet to each pair of students. (Appendix E) Individually, students will write their answers to the follow up questions.

Part B: Patriot Act Background

The Patriot Act was passed in the wake of the 9-11 attacks in order to battle terrorism on US soil. During the signing of the act into law on Oct. 26, 2001 President Bush said the legislation would "help law enforcement to identify, to dismantle, to disrupt, and to punish terrorists before they strike." The legislation gives the government broad new legal and investigative authority and increased power to sanction organizations and individuals who do not cooperate with investigations. It also provides some legal protection for those who assist law enforcement in its investigative work.

- Take class to a computer lab where students will read statements of Attorney General of the United States, John Ashcroft, who
vigorously supported the bill as well as those from the ACLU who feared its constitutionality. Students will also read a summary of some of the bill’s provisions. This document is available at

http://www.pbs.org/newshour/bb/terrorism/homeland/patriotact.html

or can be printed if a computer lab is not available.

Day 5: The Constitutional Debate over the First Amendment

Part A: Jefferson was extremely bitter about the passage of the Alien and Sedition Acts. He described the Acts as "merely an experiment on the American mind, to see how far it will bear an avowed violation of the Constitution". Jefferson recognized the dangers of this unification of power as perhaps the greatest danger of all. He expressed "it is but too evident, that the three ruling branches of [the national government] are in combination to strip their colleagues, the State authorities, of all powers reserved by them, and to exercise themselves all functions foreign and domestic". Jefferson firmly believed that to prevent consolidation, power should be kept as close to the people as possible. Although some states might abuse power, Jefferson felt that not all would follow that path. A states’ rights supporter, Jefferson endorsed this philosophy to safeguard the freedoms of individuals over the very type of government that would pass such Acts. In defiance and complete secrecy, Jefferson and Madison drafted the Virginia and Kentucky Resolutions which put forth the notion that states could
declare federal legislation null and void. Jefferson would later use this as an election issue.

Part B: Read excerpts from the Kentucky and Virginia Resolutions (Appendix F). Identify, by underlining on an overhead, which portions of the Resolutions appear to be “pushing” First Amendment limits.

Part C: There are striking similarities between the Patriot Act and the Alien and Sedition Acts. Further similarities exist in the opposition to these “war measures”. With little hope of changing these measures in Congress, Jefferson and Madison looked to individual states for action. In the late 1790’s, the Virginia and Kentucky resolutions were the direct challenges to these laws. It was their goal that state leaders would claim authority to set aside a federal law. Although other states did not follow suit, the Alien and Sedition Acts were rarely enforced in some areas of the country, particularly the South, and was a large indicator of their unpopularity.

- Discuss/write your answer to the following: What were the arguments used in the Kentucky and Virginia Resolutions to make a case against the Alien and Sedition Acts? How valid were these arguments?

Part D: Homework or Extra Credit: Write an editorial to your local newspaper comparing the Sedition Act of 1798 with the 2001 Patriot Act. Either support or deny the legislation.
Day 6: What’s Old is New Again

Part A: In reaction to the Patriot Act, many communities in the United States passed resolutions stating that the Act is unconstitutional. The various resolutions criticize the USA Patriot Act as an infringement on constitutional rights and a threat to minorities. Sound familiar? In reality, this is the modern version of the Kentucky and Virginia Resolutions. A major difference in this case is the amount of support and participation this movement is experiencing; something the 1798 and 1799 resolutions did not enjoy. Place map on overhead (Appendix G). Map information is from http://action.aclu.org/reformthepatriotact/resolutions.html

As of this writing, there are 405 resolutions upholding Civil Liberties and Rights. (The following information is from the Bill of Rights Defense Committee, http://www.bordc.org)

- 397 Community resolutions
- 8 state resolutions
- 84,617,547 total population protected

Part B: Read overhead copy of Arcata Ordinance. (Appendix G)

Part C: On a clean piece of paper, answer the following questions:

- Describe the relationship between safety and security.
- What kinds of things are you willing to give up to keep you and your loved ones safe? Be specific.
• Is it possible to remain safe with all of your constitutional rights in tact? Explain your answer

• Do you think America is safer with Alien and Sedition or Patriot Acts? Why?

Day 7: Project

Part A: Introduction - Supporters and critics of “war measure” laws are at odds over what liberties Americans should give up during times of national crises. We are going to explore these reasons by “campaigning” either for or against a war measure. You are going to create a persuasive political advertisement that will endorse a position drawn at random.

Part B: Hand out directions, worksheet and storyboard. (Appendix H)

Complete worksheet and storyboard in class.

Part C: With remaining time, students can locate images they would like to use in their advertisement, either from books, magazines or the Internet.

Day 8: Project – Day 2 – Computer Lab

Part A: With task sheet and storyboard complete, students will perform the rest of their work in a computer lab. Software used for this assignment is Photo Story 3 and is free software downloadable from the Microsoft website. The completion of this project requires saved still images from the Internet and the use of a microphone to record voices.

Students will receive brief instruction regarding the use of Photo Story
(20 minutes). At this point in the year, students have used a microphone and the recording software Sound Recorder. By the end of the period, students should have all/most of the images needed.

Part B: Homework – If not already completed, write/rewrite the script for their political message.

Day 9: Project – Day 3 – Computer Lab

Part A: Today students will complete their placement of still images in Photo Story in the order they will play. They will record the script they wrote for their storyboard and apply it to the still images.

Day 10: Project – Day 4 – Computer Lab

Part A: Apply finishing touches to presentation such as titles, adjusting timing, order, etc.

Part B: Students present their finish product to class.

Day 11: Evaluation

Part A: Presidential Analysis and quiz. (Appendix I)
APPENDIX A

Grade 11 California History – Social Science Standards
California Historical and Social Standards Analysis Skills, Grades 9 - 12
Grade 11 California History – Social Science Standards

11.1 Students analyze the significant events in the founding of the nation and its attempts to realize the philosophy of government described in the Declaration of Independence.

.2 Analyze the ideological origins of the American Revolution, the divinely bestowed unalienable natural rights philosophy of the Founding Fathers, the debates on the drafting and ratification of the Constitution, and the addition of the Bill of Rights.

.3 Understand the history of the Constitution after 1787 with emphasis on federal versus state authority and growing democratization.

12.10 Students formulate questions about and defend their analyses of tensions within our constitutional democracy and the importance of maintaining a balance between the following concepts: majority rule and individual rights; liberty and equality; state and national authority in a federal system; civil disobedience and the rule of law; freedom of the press and the right to a fair trial; the relationship of religion and government.
California Historical and Social Standards Analysis Skills  
Grades 9 - 12

Chronological and Spatial Thinking:

- Students compare the present with the past, evaluating the consequences of past events and decisions and determining the lessons that were learned.
- Students analyze how change happens at different rates at different times; understand that some aspects can change while others remain the same; and understand that change is complicated and affects not only technology and politics but also values and beliefs.

Historical Research, Evidence and Point of View:

- Students distinguish valid arguments from fallacious arguments in historical interpretations.
- Students identify bias and prejudice in historical interpretations.
- Students evaluate major debates among historians concerning alternative interpretations of the past, including an analysis of authors' use of evidence and the distinctions between sound generalizations and misleading oversimplifications.
Historical Interpretation:

- Students show the connections, causal and otherwise, between particular historical events and larger social, economic, and political trends and developments.

- Students recognize the complexity of historical causes and effects, including the limitations on determining cause and effect.

- Students interpret past events and issues within the context in which an event unfolded rather than solely in terms of present-day norms and values.

- Students understand the meaning, implication, and impact of historical events and recognize that events could have taken other directions.
APPENDIX B

John Adams Biography Lecture Notes
John Adams Biography Lecture Notes

- Born October 30, 1735 in Braintree, Massachusetts
- Father, John, a farmer, deacon in church – an idol to his son
- Mother – Susanna, little known except had a fiery temper, strong will, lots of energy
- Modest upbringing, simple but not poor
- Second cousin to Samuel Adams
- Intelligent child, inquisitive, stubborn
- Entered Harvard at age 15, became a teacher and hated it
- Decides to study law, becomes lawyer in 1759 at age 24
- Marries Abigail Smith in 1764
  - They married for love not for social standing
  - Becomes each other’s best friend
  - Intellectual partners - equals
  - Often referenced each other in letters as “My Dearest Friend”
  - Correspondence was prolific during long periods of absences – most still exist today
  - Very “modern” women expressing her views about education, government and women’s rights – Read/show excerpts
- Wrote public essays regarding the unfairness of the Stamp Act somewhat launching his political career
- Defended soldiers and captain involved in Boston Massacre
  - “no man in a free country should be denied the right to counsel and a fair trial”
- Well known for his personality – ambitious; opinionated; temper; craved attention and fame; criticism hurt him deeply
- Never owned slaves, quite simple lifestyle in comparison

Political Career
- Elected to Mass. House of Representatives – his 1st elected office
- Member of Continental Congress from 1774-1778
  - Great influence
  - Eager for separation from Great Britain
  - Advocate for an American navy – often referred to as father of the US Navy
- Served on committee to draft a Declaration of Independence
- Framed Mass. Constitution in 1779
  - Laid out 3 branches of government which formed basis for US constitution
- Sent to Europe with powers to represent the gov’t, to negotiate a peace with Great Britain
- Secured 2 million loan from Dutch
- Negotiated Treaty of Paris with John Jay and B. Franklin in 1782-83
- Appointed first minister to Great Britain in 1785
• Vice President in 1789 (second place finisher)
  o Served as President of the Senate
  o Wanted president to be called: His highness, the president of the US – big mistake = royal overtones
APPENDIX C

Abigail Adams Biography Notes
Letter Excerpts Overhead
Abigail Adams Video Notes
Abigail Adams Biography Notes

- Abigail Adams (1744-1818)
- Had no formal education – well read and given access to extensive libraries of father
- Adams never owned slaves
  - Abigail cares for children, assists with household finances and management of farm for income while John practices law
- During his many absences from home working with the Continental Congress and as a diplomat in Europe, Abigail assumes sole management of the farm and finances
  - Beginning of lifelong correspondence (over 1200 exist today)
  - Encourages John to make the legal status of women equal to men as he develops a new form of government
  - Expressed with incredulity that patriots striving for independence could conceive of a new nation embracing the concept of slavery
- As first lady, realized obligations, the important trusts and numerous duties connected with it
  - Saw her role largely as a hostess for the public and partisan symbol of the Federalist Party
  - A highly partisan Federalist -- helped forward the interests of the Administration by writing editorial letters to family and acquaintances, encouraging the publication of the information and viewpoint presented in them
  - Attacked in opposition press questioning her influence over presidential appointments – once criticized as “Mrs. President”
  - Supported the Alien and Sedition Acts and encouraged John to declare war with France
  - Remained an advocate of equal public education for women and emancipation of African-American slaves
- A close confidant, her influence would be impossible to overstate
- She possessed a keen intellect
- Unwavering moral compass for her husband and for son (future president John Quincy Adams)
Letter Excerpts

- I long to hear that you have declared an independency—and by the way in the new Code of Laws which I suppose it will be necessary for you to make I desire you would Remember the Ladies, and be more generous and favorable to them than your ancestors. Do not put such unlimited power into the hands of the husbands. Remember all men would be tyrants if they could. If particular care and attention is not paid to the ladies, we are determined to foment a rebellion, and will not hold ourselves bound by any laws in which we have no voice or representation. (1776)

- It is really mortifying, sir, when a woman possessed of a common share of understanding considers the difference of education between the male and female sex, even in those families where education is attended to... Nay why should your sex wish for such a disparity in those whom they one day intend for companions and associates. Pardon me, sir, if I cannot help sometimes suspecting that this neglect arises in some measure from an ungenerous jealousy of rivals near the throne.

- Great necessities call out great virtues.

- That your sex are naturally tyrannical is a truth so thoroughly established as to admit of no dispute, but such of you as which to be happy willingly give up the harsh title of Master for the more tender and endearing one of Friend. (1776)

- The only chance for much intellectual improvement in the female sex, was to be found in the families of the educated class and in occasional intercourse with the learned. (1817)

- I regret the trifling narrow contracted education of the females of my own country.

- I am more and more convinced that Man is a dangerous creature, and that power whether vested in many or a few is ever grasping, and like the grave cries give, give. The great fish swallow up the small, and he who is most strenuous for the Rights of the people, when vested with power, is as eager after the prerogatives of Government. (1775)
Questions for discussion:

1. How does Abigail feel about women during her time period?

2. How does she feel about men?

3. Does she think the situation for women will generally improve in the future?

   Why or why not?
American Experience Video – *John and Abigail Adams*

VHS Version: Segment located 10 minutes from beginning of tape.

Segment is approximately 5 minutes in length

Notes on Abigail Segment:

- Formerly Abigail Smith
- Daughter of a minister
- John Adams was initially impressed with her mind
- From a “picture perfect family”, cultured, enough money to not worry
- She had an early introduction to public service and civic responsibility by listening to male conversations
- Ill health kept her out of school
- Self educated, extremely well read
- John and Abigail had an equal share of curiosity
- John confided in her, she contributed her thoughts, she challenged him to question himself and his occupation
- She was his equal
APPENDIX D

Presidency Lecture
Presidency Lecture – Student Fill In
First Amendment Overhead
Sedition Act Overhead
Presidency Lecture

Presidency
- Federalist, elected President by 3 votes over Jefferson – 1797
- Inherited difficulty with France
  - Continuing France & Great Britain war
  - 1795 Jay’s treaty looked like US was favoring GB and therefore forming an alliance that could easily overpower France
  - France begins attacking American ships trading with Britain
  - We fight back –
- JA makes war preparations – arms merchant ship, taxes, increase military, Department of Navy created
- Resides over a very divided country
  - Federalist were pro war with France, friendly with GB
  - Anti-Fed were anti war, friendly to France
- 1st president to reside in the White House - 1800

XYZ Affair – 1797-98
- JA wants to avoid war – America is not ready, get stronger first
- More requests to build up of defenses from Congress (seen as pro war by many)
- Sends 3 peace commissioners to France
  - French foreign minister, Talleyrand, refuses to see them
  - French agents demand they pay a bribe and loan France 10 million dollars prior to any peace discussions
  - JA refuses to pay – refers to agents as X Y Z
  - Transcripts of the dispatches reach the papers and “war fever & nationalism” hits the nation - JA extremely popular
- JA prepares for war, gives aggressive speeches, appears in full military uniform
- Republican/Anti-Federalist papers attack Adams viciously

Alien & Sedition Acts – 1798
Federalists - Acts will protect America – “War Measures”
Republicans – Eliminates/weakens the opposing party before election
- 4 Acts pass Congress
  - Naturalization Act – extended time immigrants had to live in the US to become citizens – 14 years (up from 5)
    - Most immigrants favored Jefferson and Republican parts
  - Alien Enemies Act – After declaration of war, male citizens of an enemy nation could be arrested, detained and deported.
    - Over 25000 French citizens in US at this time
    - Since no war, Act never used
Alien Friends Act – President could deport any non-citizen thought to be plotting against the government during war OR peace time
  - Act limited to 2 years and never used
Most controversial of Acts – seemingly directed at those who spoke against Federalists
Sedition Act – Made it illegal for anyone to express any false, scandalous and malicious writing against Congress or President – broad enough to punish anyone who criticized the federal government, its laws, or its elected leaders
  - Did not protect Vice President
  - Penalties ranged from 6 months-5 years in jail and a fine up to $5,000
   - Supporters called it war measures; protected foundation of nation
   - Opponents called it unconstitutional and indefensible
   - All acts were set to expire on March 3, 1801, Adams last day of presidency

Results of Alien & Sedition Act
- Hundreds of foreigners fled US
- Many Republican newspapers softened their tone or eliminated offensive material
- 20+ indictments resulted – 10 convicted
- 5 of 6 leading Republican papers were tried for libel
- Seen as violating freedom of speech and the press
- Prompts Madison and Jefferson to write Virginia and Kentucky Resolutions – 1798 & 1799
  - Infringed on freedom of expression
  - Advanced the idea that states had a right to declare federal laws null and void
  - Helped establish theory of states’ rights
- Further divides parties

Resolving French Crisis
- Sends another peace commission to France – his cabinet disagrees
- Support for war was fading – believed France was ready to negotiate
  - Treaty of Mortefontaine – ends undeclared naval war
France accepts but news doesn’t reach US until after election – JA loses
John Adams Presidency

- Federalist, elected President by ________ votes over Jefferson – 1797
- Inherited difficulty with France
  -
  -
  -
  -
- JA makes war preparations – arms merchant ship, taxes, increase military, Department of Navy created
- Resides over a very divided country
  -
  -
- 1st president to reside in the White House - 1800

XYZ Affair -
- JA wants to avoid war – America is not ready, get stronger first
- More requests to build up of defenses from Congress (seen as pro war by many)
- Sends 3 peace commissioners to France
  -
  -
  -
- JA prepares for war, gives aggressive speeches, appears in full military uniform
- Republican/Anti-Federalist papers attack Adams viciously

Alien & Sedition Acts -
Federalists - Acts will protect America – “War Measures”
Republicans – Eliminates/weakens the opposing party before election
- 4 Acts pass Congress
  - Naturalization Act –
  - Most immigrants favored Jefferson and Republican parts
- **Alien Enemies Act** –
  - Over 25000 French citizens in US at this time
  - Since no war, Act never used
- **Alien Friends Act** –
  - Act limited to 2 years and never used

Most controversial of Acts – seemingly directed at those who spoke against Federalists
- **Sedition Act** –
  - Did not protect Vice President
  - Penalties ranged from 6 months-5 years in jail and a fine up to $5,000
  - Supporters called it ___________________________; protected foundation of nation
  - Opponents called it _____________________________

- All acts were set to expire on March 3, 1801, Adams last day of presidency

**Results of Alien & Sedition Act**
- Hundreds of foreigners fled US
- 5 of 6 leading Republican papers were tried for libel
- Prompts Madison and Jefferson to write____________________________________ in 1798 & 1799
  - Infringed on freedom of expression
  - Helped establish theory of states’ rights
- Further divides parties

**Resolving French Crisis**
- Sends another peace commission to France – his cabinet disagrees
- Support for war was fading – believed France was ready to negotiate
  - Convention of ___________________ – ends undeclared naval war
  - France accepts but news doesn’t reach US until after election – JA loses
First Amendment

Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the Government for a redress of grievances.
SECTION 1. Be it enacted by the Senate and House of Representatives of the United States of America, in Congress assembled, That if any persons shall unlawfully combine or conspire together, with intent to oppose any measure or measures of the government of the United States, which are or shall be directed by proper authority, or to impede the operation of any law of the United States, or to intimidate or prevent any person holding a place or office in or under the government of the United States, from undertaking, performing or executing his trust or duty, and if any person or persons, with intent as aforesaid, shall counsel, advise or attempt to procure any insurrection, riot, unlawful assembly, or combination, whether such conspiracy, threatening, counsel, advice, or attempt shall have the proposed effect or not, he or they shall be deemed guilty of a high misdemeanor, and on conviction, before any court of the United States having jurisdiction thereof, shall be punished by a fine not exceeding five thousand dollars, and by imprisonment during a term not less than six months nor exceeding five years; and further, at the discretion of the court may be h[onden to find sureties for his good behaviour in such sum, and for such time, as the said court may direct.

SEC. 2. And be it farther enacted, That if any person shall write, print, utter or publish, or shall cause or procure to be written, printed, uttered or published, or shall knowingly and willingly assist or aid in writing, printing, uttering or publishing any false, scandalous and malicious writing or writings against the government of the United States, or either house of the Congress of the United States, or the President of the United States, with intent to defame the said government, or either house of the said Congress, or the said President, or to bring them, or either of them, into contempt or disrepute; or to excite against them, or either or any of them, the hatred of the good people of the United States, or to stir up sedition within the United States, or to excite any unlawful combinations therein, for opposing or resisting any law of the United States, or any act of the President of the United States, done in pursuance of any such law, or of the powers in him vested by the constitution of the United States, or to resist, oppose, or defeat any such law or act, or to aid, encourage or abet any hostile designs of any foreign nation against United States, their people or government, then such person, being thereof convicted before any court of the United States having jurisdiction thereof, shall be punished by a fine not exceeding two thousand dollars, and by imprisonment not exceeding two years.
SEC. 3. And be it further enacted and declared, That if any person shall be prosecuted under this act, for the writing or publishing any libel aforesaid, it shall be lawful for the defendant, upon the trial of the cause, to give in evidence in his defence, the truth of the matter contained in Republication charged as a libel. And the jury who shall try the cause, shall have a right to determine the law and the fact, under the direction of the court, as in other cases.

SEC. 4. And be it further enacted, That this act shall continue and be in force until the third day of March, one thousand eight hundred and one, and no longer: Provided, that the expiration of the act shall not prevent or defeat a prosecution and punishment of any offence against the law, during the time it shall be in force.

APPROVED, July 14, 1798.

Discussion Questions:

1. There are two possible reasons that Congress passed this Act. What are they?

2. Are there any instances in the 20th century that compares to the Sedition Act’s disregard of the First Amendment?

3. What do all of these examples have in common?
APPENDIX E

Freedom or Safety Worksheet
Freedom or Safety Questions
**Freedom or Safety?**

**Directions:** With a partner, place the following words/phrases in the column in which you feel they *most* belong.

<table>
<thead>
<tr>
<th>Due Process</th>
<th>War</th>
<th>Passports</th>
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<tbody>
<tr>
<td>Censorship</td>
<td>Curfew</td>
<td>Voting</td>
</tr>
<tr>
<td>Spying</td>
<td>Government</td>
<td>Free Speech</td>
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<tr>
<td>Laws</td>
<td>Power</td>
<td>Equality</td>
</tr>
<tr>
<td>FBI</td>
<td>Protests</td>
<td>Terrorism</td>
</tr>
<tr>
<td>Constitution</td>
<td>Search Warrant</td>
<td>Democracy</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>Freedom</th>
<th>Safety</th>
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Freedom or Safety Questions

Individually, write a response to the following questions:

1. List the words/phrases that were the most difficult.

2. Explain why these were difficult to classify.


4. Which column do you think is most important? Why?
APPENDIX F

Virginia Resolution
Kentucky Resolution
Virginia Resolution Excerpts- 1798

For complete text, go to http://www.yale.edu/lawweb/avalon/virres.htm

Madison’s Virginia Resolution begins by declaring that the Federal Government holds power only through a compact of states. He asserted that when the central government threatened people’s liberties, the states “have the right and are in duty bound to interpose for arresting the progress of evil.”

That this Assembly doth explicitly and peremptorily declare, that it views the powers of the federal government, as resulting from the compact, to which the states are parties; as limited by the plain sense and intention of the instrument constituting the compact; as no further valid that they are authorized by the grants enumerated in that compact; and that in case of a deliberate, palpable, and dangerous exercise of other powers, not granted by the said compact, the states who are parties thereto, have the right, and are in duty bound, to interpose for arresting the progress of the evil, and for maintaining within their respective limits, the authorities, rights and liberties appertaining to them.

That the General Assembly doth particularly protest against the palpable and alarming infractions of the Constitution, in the two late cases of the "Alien and Sedition Acts" passed at the last session of Congress; the first of which exercises a power nowhere delegated to the federal government, and which by uniting legislative and judicial powers to those of executive, subverts the general principles of free government; as well as the particular organization, and positive provisions of the federal constitution; and the other of which acts, exercises in like manner, a power not delegated by the constitution, but on the contrary, expressly and positively forbidden by one of the amendments thererto; a power, which more than any other, ought to produce universal alarm, because it is levelled against that right of freely examining public characters and measures, and of free communication among the people thereon, which has ever been justly deemed, the only effectual guardian of every other right.
Jefferson believed that the Judicial Branch was not empowered to judge the constitutionality of the actions of the Executive or Legislative Branches. A key passage in this Resolution centered on his belief that only the states could judge an “infraction” of the Federal Government. Nothing could stop the Federal Government from tyranny if it were the only check on itself. “Nullification,” for a state to declare a Federal law null and void, was the only “rightful remedy.” The principle of Nullification is later adopted by other states during various times of crises.

THE representatives of the good people of this commonwealth in general assembly convened, having maturely considered the answers of sundry states in the Union, to their resolutions passed at the last session, respecting certain unconstitutional laws of Congress, commonly called the alien and sedition laws, would be faithless indeed to themselves, and to those they represent, were they silently to acquiesce in principles and doctrines attempted to be maintained in all those answers, that of Virginia only excepted. To again enter the field of argument, and attempt more fully or forcibly to expose the unconstitutionality of those obnoxious laws, would, it is apprehended be as unnecessary as unavailing.

RESOLVED, That this commonwealth considers the federal union, upon the terms and for the purposes specified in the late compact, as conducive to the liberty and happiness of the several states: That it does now unequivocally declare its attachment to the Union, and to that compact, agreeable to its obvious and real intention, and will be among the last to seek its dissolution: That if those who administer the general government be permitted to transgress the limits fixed by that compact, by a total disregard to the special delegations of power therein contained, annihilation of the state governments, and the erection upon their ruins, of a general consolidated government, will be the inevitable consequence: That the principle and construction contended for by sundry of the state legislatures, that the general government is the exclusive judge of the extent of the powers delegated to it, stop nothing short of despotism; since the discretion of those who administer the government, and not the constitution, would be the measure of their powers: That the several states who formed that instrument, being sovereign and independent, have the unquestionable right to judge of its infraction; and that a nullification, by those sovereignties, of all unauthorized acts done under colour of that instrument, is the rightful remedy: That this commonwealth does upon the most
deliberate reconsideration declare, that the said alien and sedition laws, are in their opinion, palpable violations of the said constitution; and however cheerfully it may be disposed to surrender its opinion to a majority of its sister states in matters of ordinary or doubtful policy; yet, in momentous regulations like the present, which so vitally wound the best rights of the citizen, it would consider a silent acquiescence as highly criminal: That although this commonwealth as a party to the federal compact; will bow to the laws of the Union, yet it does at the same time declare, that it will not now, nor ever hereafter, cease to oppose in a constitutional manner, every attempt from what quarter soever offered, to violate that compact.
APPENDIX G

Community Resolutions Against the Patriot Act - Map
Resolutions Condemning the USA Patriot Act – Arcata, CA
Community Resolutions Against the Patriot Act

Note: This information is constantly changing. For updates go to: http://action.aclu.org/reformthenariotact/resolutions.html
Arcata, California
City/Town: Arcata
County: Humboldt
State: California
Congressional District: (click to contact Rep.)
Date Passed: 01/15/03

Resolution of the City Council of the City of Arcata to Defend the Bill of Rights and Civil Liberties
Approved by: Arcata City Council

WHEREAS, the City of Arcata and its citizens are governed by the United States Constitution, including the Bill of Rights, and the California State Constitution; and

WHEREAS, the City of Arcata houses a diverse population, including non-citizens, whose contributions to the community are vital to its character and function; and

WHEREAS, fundamental rights granted by the United States Constitution are threatened by actions taken at the federal level, notably by passage of sections of the USA PATRIOT ACT, the Homeland Security Act and several Executive Orders which, among other things:

• Violate the First and Fourth Amendments to the Constitution through the expansion of the government's ability to wiretap telephones, monitor e-mail communications, survey medical, financial and student records, and secretly enter homes and offices without customary administrative oversight or without showing of probable cause;
• Give law enforcement expanded authority to obtain library records, and prohibits librarians from informing patrons of monitoring or information requests;
• Grant potential unchecked powers to the Attorney General and the U.S. Secretary of State to designate legal domestic groups as "terrorist organizations", while lifting administrative regulations against covert, surveillance counter-intelligence operations by the F.B.I. that in the past targeted domestic groups and individuals;
• Violate the Fifth, Sixth and Fourteenth Amendments to the Constitution in establishing secret military tribunals, and in subjecting citizens and non-citizens to indefinite detention even when they have not been allowed an attorney, brought to trial, or even charged with a crime;
• Authorize eavesdropping on confidential communications between lawyers and their clients in federal custody;

WHEREAS, the City of Arcata adheres to the principle that no law enforcement agency, or any other city agency, may profile or discriminate against any person solely on the basis of ancestry, race, ethnic or national origin, color, age, sexual orientation, gender, religion, physical or mental disability; or apparent socio-economic status;
WHEREAS, the City of Arcata recognizes the commitment it has to uphold the legal and human rights of its residents;

WHEREAS, other communities from around the country have passed similar resolutions reinforcing local efforts to support and defend legal and human rights of their residents;

NOW, THEREFORE, BE IT RESOLVED BY THE CITY COUNCIL OF THE CITY OF ARCATA that it has been, and remains, firmly committed to the protection of civil rights and civil liberties for all and affirms its commitment to embody democracy and to embrace, defend and uphold the inalienable rights and fundamental liberties granted under the United States and the California State Constitution;

BE IT FURTHER RESOLVED that local law enforcement continue to preserve and uphold residents’ freedom of speech, assembly, association, and privacy, the right to counsel and due process in judicial proceedings, and protection from unreasonable searches and seizures, even if requested to do otherwise and infringe upon such rights by federal or state law enforcement agencies acting under new powers created by the USA PATRIOT ACT or by Executive Order;

BE IT FURTHER RESOLVED that law enforcement officials, public officials, and Arcatans engage in and participate in community dialogue on civil liberties issues, in order to promote the safety and well-being of Arcata;

BE IT FURTHER RESOLVED that our Federal legislative delegation is petitioned to actively monitor the implementation of the USA PATRIOT ACT, any new Executive Orders, or COINTELPRO-type regulations and actively work for the repeal of those portions that violate the guaranteed civil liberties enumerated in the Bill of Rights.

BE IT FURTHER RESOLVED that upon passage, the City Clerk shall deliver this Resolution to all federal and state law enforcement agencies, the Governor's office, and to the California federal legislative delegation.

On April 2, 2003, the Arcata City Council also passed an ordinance.

An Ordinance of the City Council of the City of Arcata Amending the Arcata Municipal Code To Defend the Bill of Rights and Civil Liberties: Ordinance No. 1339

Section 1: Title II: Administration, Chapter 2: Officers and Employees, Article 5: Defending Civil rights and liberties, Sections 2190 - 2194 are hereby added to the Municipal Code as follows:
SEC. 2190: Purposes.

The purposes of this ordinance are as follows:

A. To protect the civil rights and civil liberties for all and to affirm the City's commitment to embody democracy, and to embrace, defend and uphold the inalienable rights and fundamental liberties granted under the United States and the California Constitutions, as set forth in Resolution 023-32, A Resolution of the City Council of the City of Arcata to Defend the Bill of Rights and Civil Liberties, adopted by the Council on January 15, 2003; and

B. To ensure that local law enforcement continues to preserve and uphold residents' freedom of speech, assembly, association, and privacy, the right to counsel and due process in judicial proceedings, and protection from unreasonable searches and seizures, even if requested or authorized to infringe upon such rights by federal or state law enforcement agencies acting under new powers created by the USA PATRIOT Act (Public Law 107-56), Homeland Security Act (Public Law 107-296), or related Executive Orders, or by future enacted laws, executive orders or regulations.

SEC. 2191: No Unconstitutional Detentions or Profiling.

No management employee of the City shall officially engage in or permit unlawful detentions or profiling based on race, ethnicity, national origin, gender, sexual orientation, or political or religious association that are in violation of individuals' civil rights or civil liberties as specified in the Bill of Rights and Fourteenth Amendment of the United States Constitution.

SEC. 2192: No Unconstitutional Voluntary Cooperation.

No management employee of the City shall officially assist or voluntarily cooperate with investigations, interrogations, or arrest procedures, public or clandestine, that are in violation of individuals' civil rights or civil liberties as specified in the Bill of Rights and Fourteenth Amendment of the United States Constitution.

SEC. 2193: Notification.

Management employees of the City shall promptly notify the City Manager when, in the course of City employment, the following occurs:

A management employee of the City is contacted by another law enforcement agency and asked to cooperate or assist with an investigation, interrogation, or arrest procedure under provisions of the USA PATRIOT Act (Public Law 107-56), Homeland Security Act (Public Law 107-296), or related Executive Orders, or future enacted law, executive
order or regulation, where such procedure is in violation of an individual's civil rights or civil liberties as specified in the Bill of Rights and Fourteenth Amendment of the United States Constitution.

Upon such notification from a management employee, the City Manager shall promptly report to the City Council, specifying the law enforcement agency seeking cooperation or assistance and the actions requested of the management employee.

SEC. 2194: Defense.

The City shall provide legal defense to any management employee who is criminally charged by another entity for his or her actions in compliance with this Ordinance.

SEC. 2195: Severability.

If any section or sections of the ordinance is or are held to be invalid or unenforceable, all other sections shall nevertheless continue in full force and remain in effect.

Section 2: This ordinance will take effect thirty (30) days after the date of its adoption.
APPENDIX H

Creating a Political Advertisement – Directions
Political Advertisement - Worksheet
Storyboard Layout
Political Advertisement Grading Sheet
Creating a Political Advertisement

Description:
In this assignment you will be writing and performing a persuasive political commercial. You will be using video editing software and will be able to choose a partner. Your group will be assigned a point of view (Alien and Sedition or Patriot Act). Your commercial will try to persuade people to align themselves with your point of view.

Task 1
Brainstorm the main reasons why you think your position (pro or con) is correct.  
Example:  Public safety is our first priority.

Task 2
Support each of the above statements with some detail.  
Example:  Arriving at the airport 2 hours in advance for security measures is a small inconvenience.

Task 3
Create a storyboard. Include an introduction, argument, supporting facts, ending and as many visual/audio details that you can.

Your completed commercial will incorporate the following:

Requirements:
30-45 seconds in length
Minimum of one title
Voice Over
Music
Ask for action, what do you want your audience to do? To feel?
Still Photos
Tone: Stay in character

Things to Avoid:
Long silences
Too long on one image
Political Advertisement
Worksheet

**Task 1**
Brainstorm the main reasons why you think your position is correct.

1.

2.

3.

**Task 2**
Support each of the above statements with some detail.

1.

2.

3.

**Task 3**
Create a storyboard using the following form. Include an introduction, argument, supporting facts, ending and as many visual/audio details that you can.
Political Advertisement--Point Breakdown

1. Introduction:
   - Intro
   - Setting
   - Context, In Character

2. Arguments:
   - Historical Accuracy
   - Min. of 3

3. Conclusion:
   - Concluding Statement
   - Ask for Action

4. Technology:
   - Audio
   - Blatant Errors
   - Visuals

5. Other:
   - Persuasiveness
   - Ad Technique
   - Time Frame

Comments:  

Total Points:__/60
APPENDIX I

Presidential Analysis
John Adams Quiz
Quiz Answer Key
Presidential Analysis: Was John Adams an effective President?

Directions: Write a one paragraph response to each of the statements below. Consider the state of the nation when he became president and overall how he performed his duties during his term in office. Be sure to support your answers with concrete detail.

John Adams deserved to be elected to a second term because:

John Adams did not deserve to be elected to a second term because:

My decision: Yes! Re-elect him! □

No! Get rid of him! □
John Adams Quiz

32 Points
Directions: Write your answers on a separate piece of paper.

T/F
1. Hamilton and Adams were close friends
2. Adams was a democrat
3. Jefferson and Adams both died on the 4th of July
4. Washington personally selected Adams as his Vice President
5. Adams was president of the Continental Congress
6. He successfully defended soldiers involved in the Boston Massacre
7. Wrote the Massachusetts constitution
8. Married to “best friend” Annette
9. Co-authored the Declaration of Independence
10. Over 20 people were arrested and fined under the Alien and Sedition Acts

Multiple Choice
11. Adams framed this state’s constitution which formed basis for the national constitution:
   a. Virginia
   b. Massachusetts
   c. Kentucky
   d. New York

12. Helped negotiate this treaty in 1783:
   a. Treaty of Ghent
   b. Pinckney’s Treaty
   c. Treaty of Paris
   d. Jay’s Treaty

13. Adams is often referred to as:
   a. Father of the US Constitution
   b. Father of four children
   c. Father of the Declaration of Independence
   d. Father of the US Navy

14. Adams has been described as:
   a. Passionate
   b. Opinionated
   c. Vain
   d. All of the above
15. Abigail Adams can be most accurately described as:
   a. A suffragette
   b. A obedient wife
   c. A doting mother
   d. A modern woman for her times

16. One of the following is not one of the Alien Acts:
   a. Naturalization Act
   b. Domestic Protection Act
   c. Alien Friends Act
   d. Alien Enemies Act

17. The Federalists regarded the Alien and Sedition Acts as:
   a. War measures
   b. Necessary to stop US rebellion
   c. A way to silence the Republicans
   d. A step toward ending the war

18. After the exposure of the XYZ affair, Adams was:
   a. Depressed
   b. Popular
   c. Resigned to failure
   d. Ready to declare victory

19. Federalists were supported by:
   a. Bankers
   b. Frontiersmen
   c. Small farmers
   d. Immigrants

20. What did Adams refer to as his greatest achievement?
   a. The Judiciary Act
   b. Developing the Department of Navy
   c. Negotiating the Treaty of Paris
   d. Maintaining peace with France

Chronological Order (5 pts.)
21. Place the following events in chronological order—the most recent goes first.
   a. Moves into White House
   b. XYZ Affair
   c. Kentucky and Virginia Resolutions
   d. Sends second peace treaty to France
   e. Jay’s Treaty
22. When addressing the President, Adams wanted him to be called His _____________________.

23. Describe a minimum of three political/philosophical differences between the Federalists and the Republicans. (3 pts.)

24. Adams was often accused of being a war hawk. Describe/list two of his actions that led people to this conclusion. (2 pts.)

25. In the election of 1800, what was the Anti-Federalist Party called?
John Adams Quiz
Answer Key

T/F
1. F
2. F
3. T
4. F
5. F
6. T
7. T
8. F
9. T
10. F

Multiple Choice
11. B
12. C
13. D
14. D
15. D
16. B
17. A
18. B
19. A
20. B

Chronological Order
21. E, B, C, D, A

Short Answer/Fill In The Blank
22. Highness
23. Federalists – strong central government, national banking system, loose constitutional interpretation
   Republicans – states rights, strict constitutional interpretation
24. Enlarging the standing army, instituting taxes, arming merchant ships, appearing in military dress
25. Republican
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7 McCullough, *John Adams*, 236.
8 Ibid 66.
12 Ibid 182.
16 Ibid 17.
26 Ibid 40.
27 Ibid 57.
35 McCullough, *John Adams*, 496.
37 Ibid 51.
42 Ibid 499.
51 Ibid 557.