Main Ideas and Details

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How did John Adams try to ensure that Federalist views would be strong in the government after his defeat? (He appointed as many Federalist judges as possible before Jefferson’s inauguration.)

Main Ideas and Details  What was the key issue in Marbury v. Madison? (whether Congress could give greater powers to the Supreme Court than those stated in the Constitution)

Critical Thinking Answer

Summarize  Many of his rulings strengthened federal power over the states; Marbury v. Madison strengthened the Supreme Court’s role in the Constitution’s system of checks and balances.

John Marshall

Find links to biographies of John Marshall at the Research & Writing Center @ ClassZone.com. Before John Marshall became Chief Justice, the Supreme Court was not seen as a strong force in the government. One reason was that every justice gave an opinion on each case, and because these often differed, a single message was not delivered.

CRITICAL THINKING

More About . . .

Marshall Avoids Confrontation

Marshall couldn’t be sure that Jefferson would not ignore a Supreme Court decision and provoke a battle over Supreme Court power. In his Marbury v. Madison opinion, he criticized Jefferson for failing to deliver the appointment papers to Marbury. However, Marshall did not order Jefferson to do anything differently, and therefore avoided a confrontation over judicial power.

Unit 4 Resource Book

• Historic Supreme Court Decisions, pp. 183–184

CRITICAL THINKING

Summarize  Explain how John Marshall strengthened the Supreme Court.

DifferenTiatIng Instruction: Tiered Activities

OBJECTIVE  Create an exhibit about Thomas Jefferson that includes basic facts about his life and accomplishments, as well as some analysis of his place in history.

Basic

Have students work in a group to draw a large time line about Thomas Jefferson with at least five entries. They can research events by searching in books or on the Internet. Possible entries include his birth, death, and years as president.

On Level

Have students work in a group to prepare a poster that includes some of Jefferson’s significant interests and achievements, including information on inventions, architecture, science and farming experiments, music, books and Library of Congress.

Challenge

Have students locate online the epitaph that Jefferson wrote for his own gravestone. Have them prepare an image for the exhibit and write a paragraph for display on why this epitaph is remarkable and how it reflects his views on social equality.
Jefferson and the Federalists  Jefferson wanted the government to have less power than it had under the Federalists. He reduced the number of federal employees and the size of the military, and sought to end Federalist programs. Congress, now controlled by Democratic-Republicans, let the Alien and Sedition Acts end. Jefferson released prisoners convicted under the acts. Congress also ended many taxes, such as the unpopular whiskey tax.

Next, Jefferson made changes to Federalist financial policies. Alexander Hamilton had created a system that depended on a certain amount of public debt. Hamilton believed that people who were owed money by their government would make sure the government was run properly. But Jefferson opposed public debt. He used revenues from tariffs and land sales to reduce the amount of money owed by the government.

Conflict with the Courts  Although Jefferson ended many Federalist programs, he had little power over the courts. Under the Judiciary Act of 1801, Adams had appointed as many Federalist judges as he could between the election of 1800 and Jefferson’s inauguration. Because judges were appointed for life, Jefferson could do little about Federalist control of the courts.

Under Chief Justice John Marshall, the Supreme Court upheld federal authority and strengthened federal courts. In 1803, in Marbury v. Madison, Marshall affirmed the principle of judicial review—the final authority of the Supreme Court on the meaning of the Constitution. (See page 342.)

**COMPARE AND CONTRAST** Explain how Jefferson’s policies differed from those of the Federalists.

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**Section Assessment**

**TERMS & NAMES**

1. Explain the significance of
   - Thomas Jefferson
   - Judiciary Act of 1801
   - John Marshall
   - judicial review

**Using Your Reading Notes**

2. Details—reduced size of government and military; let Alien and Sedition Acts end; reduced public debt

**Key Ideas**

3. The election resulted in a tie that had to be broken by a vote in the House of Representatives.
4. Jefferson wanted to unify Americans, regardless of their political parties.
5. It affirmed the Supreme Court’s power of judicial review, which ensured a lasting balance among the three branches of government.

**Critical Thinking**

6. Possible Answer: Federalists wanted a larger and more powerful central government.
7. Possible Answer: because living modestly would help people to be independent and therefore good participants in a democracy
8. They made it harder for President Jefferson and Congress to get things done.
9. Internet pages should show detailed knowledge of Jefferson’s interests and accomplishments. Use the rubric to score students’ pages.

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**Technology Rubric**

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<td>no errors</td>
</tr>
<tr>
<td>3</td>
<td>good; shows some details of inventions or building design</td>
<td>few/minor errors</td>
</tr>
<tr>
<td>2</td>
<td>fair; shows few details of inventions or building design</td>
<td>several errors</td>
</tr>
<tr>
<td>1</td>
<td>poor; has many missing details of inventions or building design</td>
<td>many errors</td>
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