Marshall to Paris. Arriving there, they requested a meeting with the French minister of foreign affairs. For weeks, they were ignored. Then three French agents—later referred to as X, Y, and Z—took the Americans aside to tell them the minister would hold talks. However, the talks would occur only if the Americans agreed to loan France $10 million and to pay the minister a bribe of $250,000. The American representatives refused.

Adams received a full report of what became known as the XYZ Affair. After Congress and an outraged public learned of it, “Millions for defense, not one cent for tribute!” became the popular slogan of the day. In 1798, Congress canceled its treaties with France and allowed U.S. ships to seize French vessels. Congress also set aside money to expand the armed forces.

Conflict with France made Adams and the Federalists popular with the public. Many Democratic-Republicans, however, were sympathetic to France. One Democratic-Republican newspaper called Adams “the blasted tyrant of America. Angered by criticism in a time of crisis, Adams blamed the Democratic-Republican newspapers and new immigrants.

More About . . .

The French Directory
France continued to attempt to construct a new government after the French Revolution toppled the monarchy. The Directory was composed of five members and lasted a total of 4 years, which was longer than previous regimes. As well as angering the United States, it suffered from internal corruption, sometimes canceling election results that didn’t support its views.

INTERDISCIPLINARY ACTIVITIES

CONNECT to Art
Create a Poster in Support of a Stronger Army and Navy
Note that the XYZ Affair promoted strong anti-French feelings in Congress and the American people. Have students prepare posters from the late 1700s that support a stronger American army and navy in response to French offenses, such as attacks on ships or demands for tribute and bribes. Posters should contain strong images and text.

CONNECT to Language Arts
Write an Editorial Rejecting French Demands for Tribute
Have students write editorials explaining important reasons to reject French demands for tribute and calling for a strong response to French attacks on American ships. Editorials should include vivid, forceful language.
many of whom were sympathetic to the Democratic-Republicans. To silence their critics, the Federalist Congress passed the **Alien and Sedition Acts** in 1798. These acts targeted *aliens*, or immigrants who were not yet citizens.

One act increased the waiting period for U.S. citizenship from 5 to 14 years. Other acts gave the president the power to arrest suspicious aliens or deport them in wartime. Another act outlawed seditious, or stirring up rebellion against a government. Ten Democratic-Republican newspaper editors were convicted of opinions damaging to the government. With these acts, the Federalists clamped down on freedom of speech and the press and tried to silence their opposition.

**The Kentucky and Virginia Resolutions** Jefferson and Madison looked for a way to fight the Alien and Sedition Acts. They found it in a theory called states’ rights — the idea that states have certain rights that the federal government cannot overrule. Madison’s resolution was approved by the Virginia legislature. Jefferson’s resolution was adopted by the Kentucky legislature. This idea of states’ rights set a precedent for future conflicts in the nation between the states and the national government.

### CONNECT to the Essential Question

**What political traditions and tensions first appeared in the early years of the new republic?**

<table>
<thead>
<tr>
<th>PROBLEMS</th>
<th>SOLUTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Authority of state and federal courts is in question in 1790</td>
<td>Hamilton sets up National bank.</td>
</tr>
<tr>
<td>Nation’s finances are in crisis in 1791</td>
<td>U.S. declares neutrality in foreign affairs.</td>
</tr>
<tr>
<td>Conflict arises in the Northwest in 1793</td>
<td>Pinckney’s Treaty establishes 31st parallel as U.S. southern boundary.</td>
</tr>
<tr>
<td>U.S. challenges Spanish trade restrictions in 1794</td>
<td>Two political parties develop: Federalist Party and Democratic-Republican Party.</td>
</tr>
<tr>
<td>Disagreements over interpretation of the Constitution in 1795</td>
<td></td>
</tr>
</tbody>
</table>

**CRITICAL THINKING**

### Draw Conclusions
How did the United States manage to stay out of overseas wars during this period?

**Launching a New Republic** 331

### DIFFERENTIATING INSTRUCTION: TIERED ACTIVITIES

**OBJECTIVE** Describe the conflicts during Adams’s administration.

**Basic**

Have students create a chart listing the major conflicts faced by John Adams’s administration. Have students write one or two sentences about each item. Then have them present their charts to the class.

**On Level**

Have students identify conflicts that arose during the Adams administration that people still disagree about in the present. Have students create a chart to compare and contrast the issues then and now. Then have them present their charts to the class.

**Challenge**

Have students do library or Internet research to learn what exceptions to free speech U.S. courts have ruled to be allowable. Have students create a chart to summarize what they have learned in a chart and present their findings to the class.

**Arrests Under the Alien and Sedition Acts**

Newspapers at the time often published harshly worded stories supporting certain positions, but the Alien and Sedition Acts made it possible to arrest the writers. Benjamin Franklin’s grandson, a newspaper editor who had once called Adams “old, . . . bald, blind, crippled,” was arrested for his criticisms of Adams’s government. Representative Matthew Lyon of Vermont severely criticized Adams’s actions towards France and wrote that Adams sought “foolish adulation” and suffered “selfish avarice.” He, too, was arrested but won reelection while in jail.
More About . . .

Jefferson's Work on the Kentucky Resolution
As the elected vice-president for his political opponent, John Adams, Jefferson felt he could not be seen as vocally supporting states’ rights in opposition to the federal government he represented. So he worked secretly to write and submit the Kentucky Resolution. It was originally intended to be considered in North Carolina, but political changes there made it more reasonable for it to be considered and passed in Kentucky.

4 Assess & Reteach
Assess Have students complete the Section Assessment.

Unit 4 Resource Book
• Section Quiz, p. 45
Interactive Review @ ClassZone.com
Power Presentations
Test Generator

Reteach Have individual students prepare an oral summary of one of the section’s main headings and identify 2–3 main points for it. Ask volunteers to present parts of their summary to the class. Keep a cumulative record of the main points on the board and add details as students suggest them.

Unit 4 Resource Book
• Reteaching Activity, p. 48
Unit 4 Transparency Book
• Cause-and-Effect Chapter Summary, TT4

4. Assess & Reteach


Using Your Reading Notes
2. Possible Answers: immigrants and criticism during a time of crisis, war with France

Key Ideas
3. political parties, permanent alliances with foreign countries
4. differences on how to interpret the Constitution and on economic policy
5. to silence critics during conflicts with France

Critical Thinking
6. Disagreements over government continued.
7. Federalists favored government support and encouragement of trade and manufacturing.
8. America refused to pay bribes and tribute and prepared for war with France.
9. If states had the right to nullify federal laws, the federal government would lose power.
10. Possible Answers: tax policy, foreign policy, immigration
11. Editorials should include the writers’ opinions about the Acts. Use the rubric to score students’ editorials.

Editorial Rubric

<table>
<thead>
<tr>
<th>Content</th>
<th>Accuracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>excellent; addresses all important points</td>
</tr>
<tr>
<td>3</td>
<td>good; addresses some important points</td>
</tr>
<tr>
<td>2</td>
<td>fair; addresses few important points</td>
</tr>
<tr>
<td>1</td>
<td>poor; addresses no important points</td>
</tr>
</tbody>
</table>

The Kentucky Resolution, in particular, insisted on the principle of nullification, or the idea that a state could nullify, or cancel, any act of Congress that it considered unconstitutional. The Kentucky and Virginia Resolutions warned of the dangers that the Alien and Sedition Acts posed to a government of checks and balances as these checks and balances were guaranteed by the Constitution. Jefferson and Madison were not successful in overturning the acts while Adams was President. However, within two years the Democratic-Republicans won control of Congress, and they either reversed the acts or let them expire between 1800 and 1802.

Peace with France While Federalists and Democratic-Republicans battled at home, the United States made peace with France. Although war fever was high, Adams reopened talks with France. This time the two sides quickly signed the Convention of 1800, an agreement to stop all naval attacks. This treaty cleared the way for U.S. and French ships to sail the ocean in peace.

Adams’s actions made him enemies among the Federalists. Despite this, he was proud of having saved the nation from bloodshed. In 1800, Adams became the first president to govern from the nation’s new capital city, Washington, D.C. In 1800, however, he lost the presidential election to Thomas Jefferson.