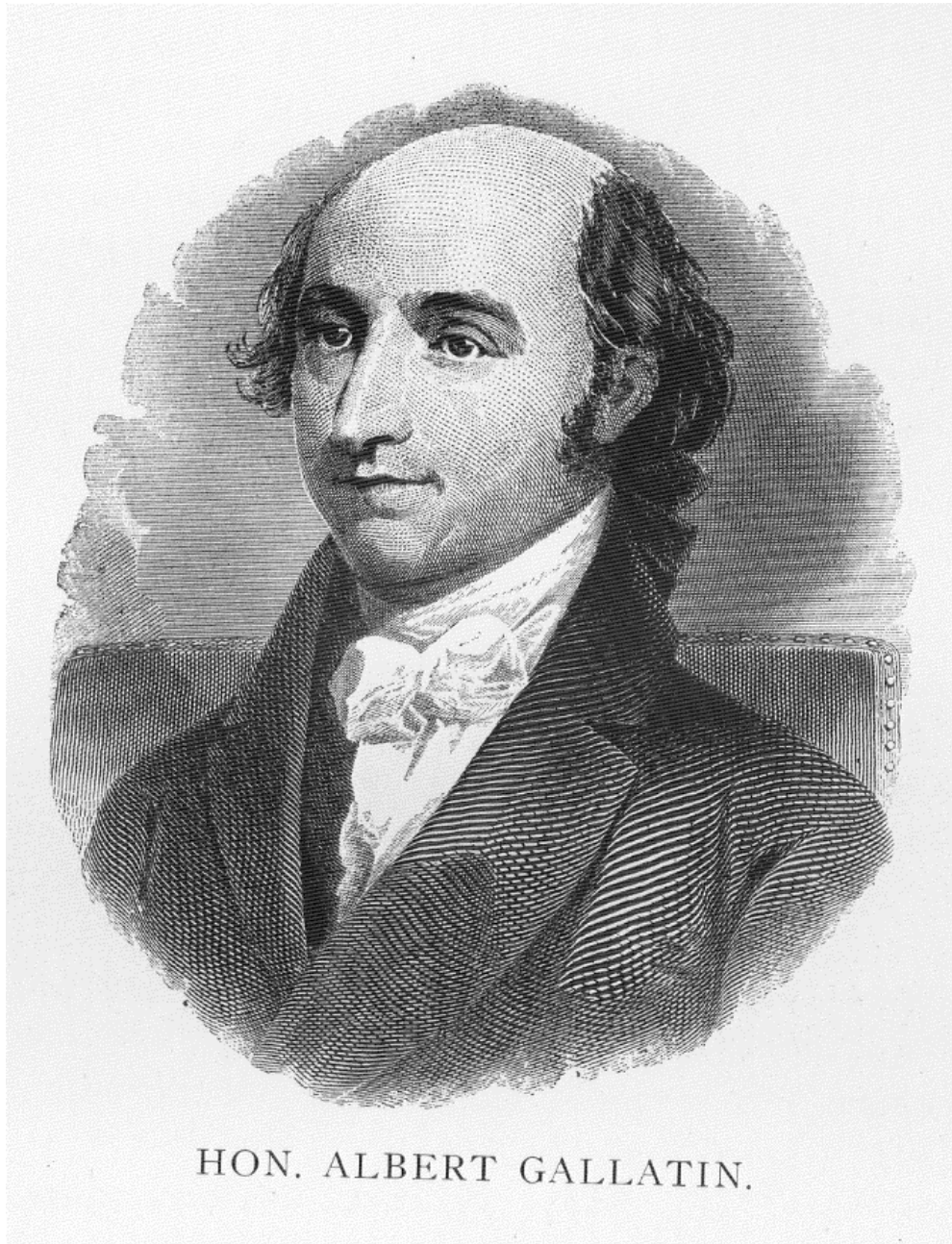


Albert Gallatin: A Most Astonishing Man

Friendship Hill National Historic Site

Teacher's Guide



HON. ALBERT GALLATIN.

Introduction

Although little known today, Albert Gallatin was a very influential politician in the early history of the United States. Known for his years of work as Secretary of the Treasury, his life and accomplishments are interpreted at Friendship Hill National Historic Site. This Teacher's Guide will help you teach your students about this important man. Patrick Henry was impressed with Gallatin, calling him "A most astonishing man."

For more information you may visit Friendship Hill's website www.nps.gov/frhi or call the park at 724-329-2501.

Published 2018

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Lesson: Gallatin's Start in Politics

Teacher Instructions

In this lesson the students will use a student reading to learn about Gallatin's early political career. Then using an activity sheet the students will match words with their definitions.

GUIDING QUESTION:

What were Gallatin's political beliefs?

OBJECTIVES:

By the end of this lesson the students will be able to:

- State what the amendments to the United States Constitution that Gallatin worked on were called
- State the term used for people with Gallatin's political point of view

MATERIALS

- Copies of the handouts

PROCEDURES:

1. Read the teacher background information on Albert Gallatin
2. Introduce the guiding question to students.
3. Hand out copies of the student reading and the activity sheet.
4. Have the students complete the sheets.
5. Review the guiding question.

STANDARDS

- Pennsylvania Standard Area - 8.1: Historical Analysis and Skills Development
 - Standard - 8.1.5.A, 8.1.6.A, 8.1.7.A, 8.1.8.A
- Pennsylvania Standard Area - 8.2: Pennsylvania History
 - Standard - 8.2.5.A, 8.2.6.A, 8.2.7.A, 8.2.8.A
 - Standard - , 8.2.5.C, 8.2.6.C, 8.2.7.C. 8.2.8.C
 - Standard - 8.2.5.D, 8.2.6.D, 8.2.7.D, 8.2.8.D
- Pennsylvania Standard Area - 8.3: United States History
 - Standard - 8.2.5.A, 8.2.6.C, 8.2.7.D, 8.2.8.D
 - Standard - 8.3.5.C, 8.3.6.C, 8.3.7.C, 8.3.8.C
 - Standard - 8.3.5.D, 8.3.6.D, 8.3.7.D, 8.3.8.D

SUPPORT FOR STRUGGLING LEARNERS

You can read the material out loud to the students or go over the material as a class.

ENRICHMENT ACTIVITIES

Compare and contrast the Federalists and the Anti-Federalists with today's Republicans and Democrats.

ASSESSMENT

1. E. Democracy
2. G. Whiskey
3. B. Constitution
4. H. Distilling
5. D. Anti-Federalist
6. A. Rebellion
7. C. Friendship Hill
8. F. Bill of Rights

Student Handout: Gallatin's Start in Politics

Student Reading

As a young man Albert Gallatin moved from Geneva, Switzerland to America. In 1786 he settled in western Pennsylvania on land he called Friendship Hill. At the time it was the frontier with few towns and poor roads. This was three years after the colonists has won the American Revolution. Men from almost every state met to write a constitution which outlined how the new government would work. In 1788 it was passed by enough states to become the way the United States of America was governed.

Gallatin was interested in politics. He did not like the new Constitution, because he thought it did not protect the basic rights and liberties of the people. The same year the Constitution was passed Gallatin and other men from Pennsylvania met. They wrote amendments, or changes, to the Constitution to protect the rights of individual Americans. Other states did the same thing. Just one year after the Constitution passed, ten amendments were passed. These first ten amendments are now called the Bill of Rights.

George Washington and people interested in a strong central government were called Federalists. Even after passing the Bill of Rights many people disagreed with their ideas of how the United States should be run. That group of people were called Anti-Federalists and Gallatin was one of them. In 1790 Gallatin was elected to the Pennsylvania state legislature. He was very active in calming the tensions during the Whiskey Rebellion. After that the people of western Pennsylvania voted him into office as a congressman in the U.S. House of Representatives.



Student Handout: Gallatin's Start in Politics

Activity Worksheet

Directions: Match the words in the word box to their definitions by writing the word's letter in the blank space after the number.

A. Rebellion	B. Constitution
C. Friendship Hill	D. Anti-Federalist
E. Democracy	F. Bill of Rights
G. Whiskey	H. Distilling

1. _____ A system of government by the people. The people used elections to choose leaders and participate in government. In many cases, the government also protected an individual's rights.
2. _____ An alcoholic beverage produced from grains (wheat, corn, barley or rye). It was easier to transport and worth more money than grain. Many farmers, including Gallatin, would distill their grain into this beverage.
3. _____ The document passed into law in 1788 which established the framework of the United States of America's government.
4. _____ Boiling a liquid grain mixture so that the alcohol evaporated into coiled tubes where it is cooled and captured as liquid alcohol.
5. _____ A person who was distrustful of a strong central government that would be created under the U.S. Constitution. Gallatin held this political opinion.
6. _____ A violent form of protest.
7. _____ The name of the 370 acres of land Albert Gallatin bought in western Pennsylvania in 1786.
8. _____ The first ten amendments to the Constitution. They guaranteed rights to citizens which included freedom of the press, freedom of religion and freedom of speech.

Lesson: Gallatin and the Whiskey Rebellion

Teacher Instructions

In this lesson the students will use a student reading to learn about the Whiskey Rebellion and Gallatin's participation in it. Then using an activity sheet the students will look at the First Amendment and see if the actions the Western Pennsylvanians took during the rebellion were legal.

GUIDING QUESTION:

What was Gallatin's involvement in the Whiskey Rebellion and how did he behave?

OBJECTIVES:

By the end of this lesson the students will be able to:

- List two ways Gallatin protested the Whiskey Tax
- List two parts of the first amendment that gave Gallatin the right to meet with farmers and to petition the government

MATERIALS

- Copies of the handouts

PROCEDURES:

1. Read the teacher background information on Albert Gallatin
2. Introduce the guiding question to students.
3. Hand out copies of the student reading and the activity sheet.
4. Have the students complete the sheets.
5. Review the guiding question.

STANDARDS

- Pennsylvania Standard Area - 8.1: Historical Analysis and Skills Development
 - Standard - 8.1.5.A, 8.1.6.A, 8.1.7.A, 8.1.8.A
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 - Standard - 8.2.5.D, 8.2.6.D, 8.2.7.D, 8.2.8.D
- Pennsylvania Standard Area - 8.3: United States History
 - Standard - 8.2.5.A, 8.2.6.C, 8.2.7.D, 8.2.8.D
 - Standard - 8.3.5.C, 8.3.6.C, 8.3.7.C, 8.3.8.C
 - Standard - 8.3.5.D, 8.3.6.D, 8.3.7.D, 8.3.8.D

SUPPORT FOR STRUGGLING LEARNERS

You can read the material out loud to the students or go over the material as a class.

ENRICHMENT ACTIVITIES

1. Discuss with your class the reasons for protesting and the different ways (both legal and illegal) a person can protest.
2. Whiskey Rebellion Flag. Have the students design or construct a Whiskey Rebellion Flag. Have the students imagine they were angry farmers in 1794. What symbols would they put on their flag? Have all the flags displayed in the classroom. See if the students can understand the symbolism on their fellow students' flags.

ASSESSMENT

1. Legal because of the Freedom of Assembly
2. Illegal
3. Legal because of the Freedom to Petition
4. Illegal

Student Handout: Gallatin and the Whiskey Rebellion

Student Reading

The Federal government passed a tax on alcoholic beverages to raise money. It was nicknamed the Whiskey Tax. Many farmers in Western Pennsylvania would take the grain they grew and distill it into whiskey. The whiskey was easier to transport to market than grain. Also there was a shortage of money, so whiskey was used as a kind of money. Gallatin paid his employees with whiskey. Now their whiskey was going to be taxed. Most of the Western Pennsylvania farmers were very poor and thought the tax was very unfair. Gallatin agreed.

The western Pennsylvanians protested against the tax. Some, like Gallatin, called meetings and petitioned the government to repeal the tax. Others got violent. Tax collectors were tarred and feathered and tax offices were robbed. In July 1794 there was a battle at the tax collector's house where men were killed. Gallatin didn't believe violence was the way to resolve the conflict. He often met with the farmers trying to find a peaceful solution. In September 1794 President George Washington ordered a large army to march to Western Pennsylvania to put down the rebellion. When the federal army arrived they found there was no rebel army to fight. The rebellion was over. The United States government had survived its first test of its federal authority.



Student Handout: Gallatin and the Whiskey Rebellion

Activity Worksheet

Directions: Some of the actions taken by the Western Pennsylvanian's during the Whiskey Rebellion were legal and some were not. The First Amendment to the Constitution (which is part of the Bill of Rights) protects five basic liberties. Read the questions and decide if the action was legal under one of the freedoms outlined in the First Amendment or if the action was illegal. If the action was legal write the freedom that covered it (and leave the illegal line blank). If the action was illegal check the illegal line (and leave the legal line blank).

FIRST ADMENDMENT (written in modern language)

Freedom of Religion: This means that the government cannot make any religion an official religion. It also cannot stop people from practicing any religion.

Freedom of Speech: This means that the government cannot stop people from saying what they think. It applies to many forms of expression, like art. However, people do not have freedom to say things that will limit other people's rights. For example, people do not have the freedom to threaten to kill other people.

Freedom of the Press: This means that the government cannot prevent newspapers and other news sources from reporting the news.

Freedom of Assembly: This means that people can protest things by getting together and having rallies or marches, as long as they are not violent.

Freedom to Petition: This means that people can complain to the government about things they do not like. They can ask the government to fix those things.

1. Did Gallatin and the farmers have a lawful right to meet and protest the Whiskey Tax?

The actions were legal because of the freedom of _____
or the actions were illegal _____

2. Did the farmers have the right to tar and feather the tax collector?

The actions were legal because of the freedom of _____
or the actions were illegal _____

3. Did Gallatin and other Pennsylvanians have a lawful right to petition the government to repeal the Whisky Tax?

The actions were legal because of the freedom of _____
or the actions were illegal _____

4. Did the farmers have the right to attack the tax collector's house?

The actions were legal because of the freedom of _____
or the actions were illegal _____

Lesson: Gallatin and the Louisiana Purchase

Teacher Instructions

In this lesson the students will use a student reading to learn about the Louisiana Purchase. Then using an activity sheet the students will write why the Louisiana Purchase would benefit the United States and how they would act if they were in the dilemma that the minister to France was in when he was offered the Louisiana Territory.

GUIDING QUESTION:

Was the Louisiana Purchase a good buy?

OBJECTIVES:

By the end of this lesson the students will be able to:

- List two ways buying the Louisiana Territory benefited the United States
- Justify why the minister to France made the purchase

MATERIALS

- Copies of the handouts

PROCEDURES:

1. Read the teacher background information on Albert Gallatin
2. Introduce the guiding question to students.
3. Hand out copies of the student reading and the activity sheet.
4. Have the students complete the sheets.
5. Review the guiding question.

STANDARDS

- Pennsylvania Standard Area - 8.1: Historical Analysis and Skills Development
 - Standard - 8.1.5.A, 8.1.6.A, 8.1.7.A, 8.1.8.A
- Pennsylvania Standard Area - 8.3: United States History
 - Standard - 8.2.5.A, 8.2.6.C, 8.2.7.D, 8.2.8.D
 - Standard - 8.3.5.C, 8.3.6.C, 8.3.7.C, 8.3.8.C
 - Standard - 8.3.5.D, 8.3.6.D, 8.3.7.D, 8.3.8.D

SUPPORT FOR STRUGGLING LEARNERS

You can read the material out loud to the students or go over the material as a class.

ENRICHMENT ACTIVITIES

President Jefferson could not quickly communicate with his minister to France. Today we have nearly instant communication with phones, texts and emails. Make a list of some things that might go wrong in your life if you didn't have instant communication.

ASSESSMENT

1. Reasons why the purchase of the Louisiana Territory would be good for the United States
 - It would eliminate having France as a neighbor. France was very strong and threatening.
 - It would open the port of New Orleans
 - The angry Americans would not go to war with France over the use of New Orleans
 - It would double the size of the United States, and provide opportunities for expansion.
2. Why to buy or not buy the Louisiana Territory
 - The students should address their feelings about exceeding the limit they were given to spend and why they decided to take that action.

FOOTNOTES

- The James Madison quote can be found on the Library of Congress website at <https://www.loc.gov/rr/program/bib/ourdocs/louisiana.html>. It is from a letter written to Robert Livingston dated July 29, 1803

Student Handout: Gallatin and the Louisiana Purchase

Student Reading

The Democratic-Republicans (the new name for the Anti-Federalist) came into power with the election of Thomas Jefferson as the third President of the United States in the spring of 1801. Gallatin was appointed Secretary of the Treasury. This made him a member of Jefferson's **cabinet**, which was what his circle of close advisors was called.

When Jefferson took office Spain owned the area called the Louisiana Territory. This large area a land lay west of the Mississippi River and included the port city of New Orleans. Americans had the right to use the Mississippi River and store goods in New Orleans, as the items waited to be transferred to larger ocean-going ships.

Things changed In October of 1802 when Spain made a treaty to give the Louisiana Territory to France. This was bad for Americans since France was a much more powerful and threatening country to have next to them than Spain was. At the same time, Spain no longer allowed Americans to store goods in New Orleans. This was very harmful to the Americans who used the Mississippi River to get their goods to market. Americans were so upset some wanted to go to war and capture New Orleans.

President Jefferson sent a minister to France to see if the United States could buy New Orleans and some of the land around it. The minister was allowed to spend up to \$10 million.

When the minister arrived in France in April 1803, he learned the French were willing to sell all of the Louisiana Territory, including New Orleans. The territory would double the size of the United States. It would cost \$15 million, more than he was allowed to spend. To write to President Jefferson and get a response would take three months. He couldn't wait that long and decided to agree to buy it.

The United States government did not have the money to pay France, so Gallatin had to figure out how to make the payment. However, Gallatin was delighted to get the Louisiana Territory by making a purchase instead of through war. He had the United States pay for the Louisiana Purchase without raising taxes!



Student Handout: Gallatin and the Louisiana Purchase

Activity Worksheet

1. One of President Jefferson's cabinet members, James Madison, wrote that the purchase of the Louisiana Territory would "do much good as well as to prevent much evil."

Directions: Write two reasons why the purchase of the Louisiana Territory would be good for the United States. Make sure you write your answers in complete sentences.

2.) Imagine you are America's minister to France in 1803. You are only authorized to spend up to \$10 million to buy New Orleans and its surrounding land from France. Then France offers you all of the Louisiana Territory for \$15 million. This is 20 times bigger than what you were sent to buy! You can't wait for three months to get permission to spend more money. You decide to buy it.

Directions: Write a journal entry, as if you were the minister to France. Include your feelings about exceeding the amount you were allowed to spend and at least one explanation of why you decided to go ahead with the purchase anyway. Your journal entry should be written in complete sentences.

Lesson: Gallatin and the Lewis and Clark Expedition

Teacher Instructions

In this lesson the students will use a student reading to learn about the planning and eventual success of the Lewis and Clark Expedition. Just like today, when you go on a trip you plan and pack. Meriwether Lewis planned and packed for the expedition. The activity sheet has the students match some of the supplies Lewis brought with what type of supplies they were. The students also write about how they think planning may have helped the expedition.

GUIDING QUESTION:

Did planning help lead to the success of the Lewis and Clark Expedition?

OBJECTIVES:

By the end of this lesson the students will be able to:

- List four important categories of equipment the expedition took with them
- List two of the Corp of Discovery's accomplishments

MATERIALS

- Copies of the handouts

PROCEDURES:

1. Read the teacher background information on Albert Gallatin
2. Introduce the guiding question to students.
3. Hand out copies of the student reading and the activity sheet.
4. Have the students complete the sheets.
5. Review the guiding question.

STANDARDS

- Pennsylvania Standard Area - 8.1: Historical Analysis and Skills Development
 - Standard - 8.1.5.A, 8.1.6.A, 8.1.7.A, 8.1.8.A
- Pennsylvania Standard Area - 8.3: United States History
 - Standard - 8.2.5.A, 8.2.6.C, 8.2.7.D, 8.2.8.D
 - Standard - 8.3.5.C, 8.3.6.C, 8.3.7.C, 8.3.8.C
 - Standard - 8.3.5.D, 8.3.6.D, 8.3.7.D, 8.3.8.D

SUPPORT FOR STRUGGLING LEARNERS

You can read the material out loud to the students or go over the material as a class.

ENRICHMENT ACTIVITIES

At a place near Boseman, Montana, called Three Forks, the Missouri River branches into three rivers. Lewis and Clark were following the Missouri River and named the three branches. Research what they named the three rivers.

Research the portable soup, the air rifle, the keel boat and the iron boat Lewis brought with the expedition. Write a paragraph on their usefulness to the Corp of Discovery.

ASSESSMENT

Answer to the matching section

fishing hooks and lines
lead for bullets
coats
blankets
gunpowder
doses of diaphoretic (sweat inducer)
telescope
steels for striking to make fire
bright-colored cloth
maps
syringes
doses of physic (to clear the body)
knapsacks
writing paper, ink and pencils
hatchets
pocket mirrors
tables for finding longitude and latitude
chronometer (needed to calculate longitude)
surveyor's compass
beads of assorted colors
muzzle-loading rifles

1. Camp
2. Arms
3. Clothes
4. Clothes
5. Arms
6. Med.
7. Map
8. Camp
9. Presents
10. Write
11. Med.
12. Med.
13. Clothes
14. Write
15. Camp
16. Presents
17. Write
18. Map
19. Map
20. Presents
21. Arms

Answers to the accomplishment of the Corp of Discovery:

Many answers will work but some are: They returned with information, maps, plants, and animals. Also they established relations with American Indian nations.

Lesson: Gallatin and the Lewis and Clark Expedition

Student Reading

President Jefferson was very interested in exploring the land between the Mississippi River and the Pacific Ocean. Americans didn't know what was there. Maps from the time are mostly blank in this area. Jefferson was interested in not only the geography, but everything – including the plants, animals, soils, climate and American Indians.

Even before he learned that America could buy the Louisiana Territory he had Congress fund a secret mission to explore the area. Meriwether Lewis was selected as one of the commanders. He chose William Clark to be the other. When Jefferson learned that the United States would purchase the Louisiana Territory the mission became even more important.

Gallatin shared Jefferson's interest in the expedition. He believed this area would be the first land outside of what was then the boundaries of the United States to be settled by Americans. It would be important to plan and prepare for this major exploratory mission.

In the spring of 1803 Lewis was taught how to calculate longitude and latitude, math and astronomy by a well know surveyor. He learned general health care and got advice on what medicines to bring from a respected doctor. Professors taught him about plants and animals. He also started buying supplies. The expedition would take 3,500 pounds of equipment with them.

They also thought about what kind of men to have join the expedition. They needed hunters to provide food, smiths to repair their equipment, guides and interpreters.

In May of 1804 the expedition, called the Corp of Discovery, left. They traveled up the Missouri River, over the Rocky Mountains and down the Columbia River to the Pacific Ocean. Then they traveled back. It took them over two years. The land was vast and wild. Throughout the journey they explored, mapped, met with American Indians and gathered information. They returned with a wealth of information, maps, plants and animals. Only one Corp of Discovery member had died and they had established peaceful relations with many American Indian nations. It was a great success.



Student Handout: Gallatin and the Lewis & Clark Expedition

Activity Worksheet

Gallatin helped supply and plan the expedition, which was important to the success of the journey.

Directions: Next to each item write the abbreviation of what category of equipment it belonged to. This is just a partial list. They brought many other things with them.

Categories of equipment:	
Arms	Arms, guns, weapons and ammunition
Camp	Camp supplies for food, shelter and warmth
Clothes	Clothing for the members of the Corps of Discovery
Map	Mapping equipment
Med.	Medicine and medical supplies
Presents	Presents for the American Indians
Write	Writing materials, books, tables and charts

fishing hooks and lines
lead for bullets
coats
blankets
gunpowder
doses of diaphoretic (sweat inducer)
telescope
steels for striking to make fire
bright-colored cloth
maps
syringes
doses of physic (to clear the body)
knapsacks
writing paper, ink and pencils
hatchets
pocket mirrors
tables for finding longitude and latitude
chronometer (needed to calculate longitude)
surveyor's compass
beads of assorted colors
muzzle-loading rifles

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

After careful planning the expedition was a success. List two of the Corp of Discovery's accomplishments.

Lesson: Gallatin and New Geneva

Teacher Instructions

Students will use the student reading to learn about Gallatin's business ventures. The activity work sheet has them identify reasons the businesses did not succeed. Then the students will work in groups to decide if Gallatin was a good businessman.

GUIDING QUESTION:

Was Gallatin a good businessman?

OBJECTIVES:

By the end of this lesson the students will be able to:

- List one reason land did not sell in New Geneva
- List two difficulties Gallatin had with the gun-making operation

MATERIALS

- Copies of the handouts

PROCEDURES:

1. Read the teacher background information on Albert Gallatin
2. Introduce the guiding question to students.
3. Hand out copies of the student reading and the activity sheet.
4. Have the students complete questions 1-3 on the activity sheet.
5. Put the students into groups to work on question 4 on the activity sheet.
6. Review the guiding question.

STANDARDS

- Pennsylvania Standard Area - 8.1: Historical Analysis and Skills Development
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 - Standard - 8.2.5.D, 8.2.6.D, 8.2.7.D, 8.2.8.D
- Pennsylvania Standard Area - 8.3: United States History
 - Standard - 8.2.5.A, 8.2.6.C, 8.2.7.D, 8.2.8.D
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 - Standard - 8.3.5.D, 8.3.6.D, 8.3.7.D, 8.3.8.D

SUPPORT FOR STRUGGLING LEARNERS

You can read the material out loud to the students or go over the material as a class.

ENRICHMENT ACTIVITIES

Gallatin's businesses in New Geneva were generally not very successful, however, at the same time Gallatin was developing a reputation for being a good financial leader in Congress. Do you find this unusual? Explain your reasoning.

Glass from the New Geneva glasswork was sold in Pittsburgh and Kentucky. Research the Monongahela River and explain how the glassworks location on the river would help it succeed.

ASSESSMENT

1. Why do you think the land in New Geneva didn't sell and make money?
 - The situation in Geneva got better so that Europeans were not interested in coming to America.
 - The students may use what they have learned in other lessons to surmise that transportation across the mountains was such a barrier that Americans were not that interested in New Geneva.
2. How did Gallatin being in Congress effect his businesses?
 - His time in Congress took him away from his businesses. The businesses always seemed to have problems when he was gone.
3. What were two factors that contributed to the failure of the gun-making business?
 - One factor would be the difficulty in getting employees.
 - Another would be the difficulty in getting good metal.
 - The students may also write that it was a bad idea to depend on one gunsmith.
4. Do you think Gallatin was a good businessman? Explain your answer.
 - Students may answer this either way as long as they explain their answer. They may say he was a bad businessman, because he was gone so much of the time and he didn't devote his energy to his businesses. The students may also point out that it wasn't the best practice to build and stock the store before there were lots of people in the town. They may say he was a good businessman, since when he was on site things seemed to run well.

Lesson: Gallatin and New Geneva

Student Reading

Albert Gallatin loved life at Friendship Hill on the Pennsylvania frontier. When he heard from some people in Geneva, Switzerland that they might like to come to the United States due to the unrest in Europe, he had an idea. He would establish a town for them called New Geneva. He formed a company, "Albert Gallatin and Company," with some of his friends becoming his partners. They bought land right next to his property at Friendship Hill. The plan was that they would make money by selling the land and operating a store in town.

Things got better in Geneva and no one bought the land. The company tried to sell the land to Americans and very few people bought it. Without lots of people in the town the store, which they had built and stocked with goods, also did not do well. It was selling "little or nothing."

The company was not making money. The partners in the company began to fight. Some left.

One partner met some glassblowers and thought they should make glass in New Geneva. The town was right on the Monongahela River, so the product could be shipped out on boats. Also, they could get the sand it needed close by. If they decided to do this, the company needed to spend more money building the glass works. Gallatin did not think highly of this new idea, but they went forward. In 1798 they began blowing glass. By the end of the year they were making a profit. His friend wrote him saying "the quality of our glass is superior."

Still looking for a way to make back the money they had put into the company they came up with another idea. They would make muskets for the state of Pennsylvania. A gunsmith in the area would manage all the work and train the new employees. Unfortunately it was hard to find people to work. Additionally, they could not get good metal locally and had to have it shipped in at a high cost. The muskets were not delivered on time and Gallatin lost money.

Only the glassworks made any money for him. The businesses did well when he was there to supervise them. However, he was usually gone for at least half of the year to attend sessions of Congress. It is strange that in Congress one of the things he became known for was **finance**, or his ability to manage money.



Student Handout: Gallatin and New Geneva

Activity Worksheet

Directions: After reading about Gallatin and New Geneva answer the first three questions. Then following your teacher's directions get into groups to answer the final question.

1. Why do you think the land in New Geneva didn't sell and make money?
2. How did Gallatin being in Congress effect his businesses?
3. What were two factors that contributed to the failure of the gun-making business?

Work as a group to answer the final question. Each person should read their answers to questions 1-3. As a group discuss the question, make a decision and present a group report.

4. Do you think Gallatin was a good businessman? Explain your answer.

Lesson: Gallatin as Secretary of the Treasury

Teacher Instructions

Gallatin moved into the political spotlight when he became Secretary of the Treasury. Students will read about this part of Gallatin’s career. Then using an activity sheet the students will have to make some tough choices to develop the United States budget.

GUIDING QUESTION:

What were Gallatin’s struggles and accomplishments as Secretary of the Treasury?

OBJECTIVES:

By the end of this lesson the students will be able to:

- Define the term national debt
- State Gallatin’s view on the national debt
- List three important items the US spent money on during the time Gallatin was Secretary of the Treasury

MATERIALS

- Copies of the handouts

PROCEDURES:

1. Read the teacher background information on Albert Gallatin
2. Introduce the guiding question to students.
3. Hand out copies of the student reading and the activity sheet.
4. Have the students complete the sheets.
5. Review the guiding question.

STANDARDS

- Pennsylvania Standard Area - 8.1: Historical Analysis and Skills Development
 - Standard - 8.1.5.A, 8.1.6.A, 8.1.7.A, 8.1.8.A
- Pennsylvania Standard Area - 8.3: United States History
 - Standard - 8.2.5.A, 8.2.6.C, 8.2.7.D, 8.2.8.D
 - Standard - 8.3.5.C, 8.3.6.C, 8.3.7.C, 8.3.8.C
 - Standard - 8.3.5.D, 8.3.6.D, 8.3.7.D, 8.3.8.D

SUPPORT FOR STRUGGLING LEARNERS

You can read the material out loud to the students or go over the material as a class.

ENRICHMENT ACTIVITIES

1. Throughout his 68 years of public service Gallatin became friends with many influential people. Research one or more of the people listed below. Make a multi-media report on the person and their connection to Albert Gallatin.

Patrick Henry	James Madison	John Quincy Adams	John Jacob Astor
Thomas Jefferson	James Monroe	Marquis de LaFayette	Meriwether Lewis
George Washington	Henry Clay	John Marshall	William Clark

ASSESSMENT

Check to see if the students have added correctly to get the total budget.

There are no correct answers for going into debt or not, however, the student will need to provide a valid explanation for why they acted the way they chose.

There is not a correct answer to whether the students found it difficult to create a budget.

Lesson: Gallatin as Secretary of the Treasury

Student Reading

Albert Gallatin moved into the spotlight when he became Secretary of the Treasury; first under President Jefferson and then under President Madison. It was a post he would hold for nearly 13 years.

As Secretary of the Treasury he was responsible for all the federal government's finances. The government would raise money by collecting taxes on imported goods, the sale of government land and by selling bonds. The government spent money on running the government and funding legislation passed by Congress. If they took in more money than they spent they would have a **surplus**. If they spent more money than they took in the government would have a **debt**. When Gallatin took office the federal government had a debt of \$83 million. It was mostly from fighting the American Revolution. This debt was called the national debt. Gallatin thought that the reduction of the national debt was the main thing he should work on. It was difficult, since there were so many things the new nation could use. By 1812 he had reduced it to \$45 million.

As a member of President Jefferson's **cabinet**, or circle of close advisors, the president often ask his opinion on a wide range of subjects and policies. He wrote reports, including one where he supported improving and expanding roads and canals and another where he suggested having a fund to help develop manufacturing. Despite his dislike of debt he enthusiastically supported the purchase of the Louisiana Territory.

President Madison asked Gallatin to serve as an American minister to negotiate the end of the War of 1812, and with that Gallatin ended his time as Secretary of the Treasury and began a new career as an American diplomat.



Student Handout: Gallatin as Secretary of the Treasury

Activity Worksheet

Directions: Pretend the Congress of the United States has given you \$25 million to run the country for a year. You have to choose from the items below to create a budget. Gallatin wanted to decrease the national debt. If you spend more than \$25 million you will increase the debt. The pro and con statements may help you choose wisely.

Salaries for federal government workers

- Pro: These workers run the government offices and collect money for the government.
- Con: Less work, or no work, would get done and less, or no money may get collected.

\$4 million

Construct lighthouses

- Pro: Lighthouses help boats navigate safely, which means fewer shipwrecks.
- Con: The money should come from a lighthouse tax on foreign ships.

\$3 million

Louisiana purchase (530 million acres of land)

- Pro: It would double the size of the US and provide land and natural resources.
- Con: It would cost a lot of money to buy.

\$15 million

Ransom money to the Barbary pirates

- Pro: The US ships will be safe from pirate attacks and it is less expensive than a war.
- Con: What they are doing is illegal and paying them just encourages them.

\$1 million

Create a military academy

- Pro: The military would be properly educated and not as dependent on foreign officers.
- Con: The US had done fine so far without an academy.

\$1 million

Military appropriations

- Pro: Having a large, well-funded military would make the US ready in case of attack.
- Con: A big military would encourage getting into wars.

\$4 million

Build a National Road and canal system (every year for 10 years)

- Pro: It would encourage the expansion of business and settlement.
- Con: The states should pay for the projects, since individual states would benefit.

\$2 million

Construct coastal fortifications

- Pro: Coastal fortifications will keep the coast safe from enemies.
- Con: The US hasn't needed the fortifications

\$5 million

Construct frontier fortifications

- Pro: The forts would help prevent American Indian attacks on settlers.
- Con: The area is so large it would be difficult to build enough forts.

\$2 million

Finish new government buildings in Washington DC

- Pro: The employees need places to work and the buildings will impress visitors.
- Con: Fancy buildings are an unnecessary expense.

\$3 million

Three new battle frigates (warships) for the navy

- Pro: The US could defend itself better including protecting merchant ships.
- Con: The US just built six new frigates in the 1790s.

\$4 million

Pay off part of the national debt

- Pro: It is the best policy to pay off the national debt so it doesn't cost more over time.
- Con: There are so many other important needs.

\$4 million

YOUR TOTAL BUDGET

Add up all the money you spent

Did you spend more than \$25 million and go into debt? Write and explain of why you chose to go into debt or not.

Did you find it difficult to make decisions Gallatin had to make as Secretary of the Treasury?

Lesson: Gallatin's Family Life and Timeline

Teacher Instructions

Gallatin was a happy family man and enjoyed being with his wife and children. The family got to experience many locations as Gallatin moved from one political assignment to another. Students will read about Gallatin's family life and where the family lived in the student reading. Then using the dates in the reading, the students will make a Gallatin family life timeline.

GUIDING QUESTION:

What was Albert Gallatin's family life like?

OBJECTIVES:

By the end of this lesson the students will be able to:

- State whether Gallatin had a family
- List two places Gallatin lived
- Form an opinion as to whether Gallatin enjoyed being with his family

MATERIALS

- Copies of the handouts

PROCEDURES:

1. Read the teacher background information on Albert Gallatin.
2. Introduce the guiding question to students.
3. Hand out copies of the student reading and the activity sheet.
4. Have the students complete the timeline.
5. Review the guiding question.

STANDARDS

- Pennsylvania Standard Area - 8.1: Historical Analysis and Skills Development
 - Standard - 8.1.5.A, 8.1.6.A, 8.1.7.A, 8.1.8.A
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 - Standard - 8.3.5.C, 8.3.6.C, 8.3.7.C, 8.3.8.C
 - Standard - 8.3.5.D, 8.3.6.D, 8.3.7.D, 8.3.8.D

SUPPORT FOR STRUGGLING LEARNERS

You can read the material out loud to the students. You may also have some of the timeline completed allowing the students to add fewer events.

ENRICHMENT ACTIVITIES

Map the different places Albert Gallatin and his family lived.

Add Gallatin's career accomplishments to the timeline.

ASSESSMENT

Dates for elements of the timeline:

<u>1761</u>	Gallatin was born
<u>1780</u>	Gallatin moved to America
<u>1789</u>	Gallatin married Sophia Allegre
<u>1789</u>	Gallatin's wife Sophia died
<u>1793</u>	Gallatin married Hannah Nicholson
<u>1796</u>	Gallatin's son James was born
<u>1800</u>	Gallatin's son Albert Rolaz was born
<u>1803</u>	Gallatin's daughter Frances was born
<u>1849</u>	Gallatin's wife Hannah died
<u>1849</u>	Gallatin died

Here are some places the family lived to include on the timeline:

<u>1786</u>	Gallatin buys the land Friendship Hill, New Geneva, Pennsylvania
<u>1789</u>	Gallatin builds a brick house at Friendship Hill, New Geneva, Pennsylvania
<u>1801</u>	Gallatin and his family move to Washington, DC
<u>1816</u>	Gallatin and his family move to Paris, France
	Gallatin's son supervises the construction of a stone addition to Friendship Hill, Pennsylvania
<u>1821</u>	
<u>1824</u>	Gallatin and his family move to Friendship Hill, New Geneva, Pennsylvania
	Gallatin and his family leave Friendship Hill and eventually settle in New York City, New York
<u>1825</u>	

Lesson: Gallatin's Family Life and Timeline

Student Reading

Albert Gallatin was born to a wealthy family on January 29, 1761 in Geneva, Switzerland. After receiving a good education he moved to America in 1780 to seek a life of adventure.

After moving around and doing many different kinds of work, in 1786, he buys land in western Pennsylvania. He calls it Friendship Hill. Three years later he marries Sophia Allegre and builds a brick house at Friendship Hill. Sadly Sophia dies that same year after only five months of marriage.

It takes a few years before Gallatin started dating another woman. In 1793 he married Hannah Nicholson. Hannah was a "city belle." She missed her family, friends and the city life when she was living with Gallatin in the country at Friendship Hill. The Gallatins soon had a family. Their son James was born in 1796, their son Albert Rolaz in 1800 and their daughter Frances in 1803. Gallatin loved being with his wife and family and missed them when he was separated from them.

When Gallatin became Secretary of the Treasury in 1801 the family moved to Washington DC. The Gallatin's house was always open to guests and politicians were regularly stopping by. The family was glad to have so many friends to talk to.

In 1816 Gallatin is appointed the American minister to France and the family moved to Paris, France. The family loved their time there.

Gallatin began to plan to move his family back to America. In 1821 he sent his son Albert Rolaz to supervise the construction of a large, fancy, new stone addition to his house at Friendship Hill. With the addition completed the whole family moved in in the spring of 1824. Gallatin and his son Albert Rolaz were both very happy in the country at Friendship Hill, but the rest of the family was not. After a year and a half the family left Friendship Hill.

The Gallatin family eventually settled in New York City. There in May of 1849 Hannah dies. Gallatin passed away three months later.



Student Handout: Gallatin's Family Life and Timeline

Activity Worksheet

Directions: Use the student reading to get the dates of the events below. Use this information to make a timeline of Gallatin family life. You can also add where the family was living to the timeline.

Here are some events to include on the family timeline:

- _____ Gallatin was born
- _____ Gallatin moved to America
- _____ Gallatin married Sophia Allegre
- _____ Gallatin's wife Sophia died
- _____ Gallatin married Hannah Nicholson
- _____ Gallatin's son James was born
- _____ Gallatin's son Albert Rolaz was born
- _____ Gallatin's daughter Frances was born
- _____ Gallatin's wife Hannah died
- _____ Gallatin died

Here are some places the family lived to include on the timeline:

- _____ Gallatin buys the land Friendship Hill, New Geneva, Pennsylvania
- _____ Gallatin builds a brick house at Friendship Hill, New Geneva, Pennsylvania
- _____ Gallatin and his family move to Washington, DC
- _____ Gallatin and his family move to Paris, France
- _____ Gallatin's son supervises the construction of a stone addition to Friendship Hill, Pennsylvania
- _____ Gallatin and his family move to Friendship Hill, New Geneva, Pennsylvania
- _____ Gallatin and his family leave Friendship Hill and eventually settle in New York City, New York