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INSTITUTE

Life, Liberty, and the Pursuit of Happiness

Instructor Answer Guide

Chapter 2: 1607-1763

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CHAPTER 2 INTRODUCTORY ESSAY: 1607–1763

Review Questions

- Which of the following was not a reason that colonization became a major focus of European exploration in the Americas during the period from 1607 to 1763?
Answer: D. Cooperative native populations invited colonization to increase trade.
- Why did Spain value its interests in the Caribbean, Mexico, and Peru more than it valued colonies along the Atlantic seaboard in North America during the period from 1607 to 1763?
Answer: D. Spain focused its efforts on the possessions that were most likely to directly enrich the empire with gold and silver.
- During the sixteenth century, all the following provided an incentive for continued European exploration and colonization of the New World except
Answer: C. an appreciation of the cultural accomplishments of American and African societies
- England's Queen Elizabeth I created military and political tension with Spain when she
Answer: A. refused to recognize Spanish claims to all North American territory
- The establishment of colonies in Jamestown by the English, in Quebec by the French, and in Albany by the Dutch is best explained by which of the following statements?
Answer: C. Spain's focus on the Caribbean, Mexico, and South America opened the door for other nations to establish footholds in North America.
- The French successfully established territorial claims in
Answer: B. the St. Lawrence River Valley
- The formation of the House of Burgesses in Virginia indicates the English
Answer: C. established a representative government in their North American colonies
- All the following were accomplishments of English settlements in Virginia by the early 1600s except
Answer: A. the discovery of gold and other precious metals in North America
- The most significant American Indian group in New England that came into conflict with English settlers in Massachusetts in the 1630s was
Answer: C. the Pequot
- Which of the following best describes the outcome and consequence of the Pequot War of 1636–1639?

Answer: C. The Pequot were defeated by the combined forces of the English, the Narragansett, and the Mohegan.

11. All the following were factors that led to the eventual end of American Indian resistance to European explorers and colonists in North America except

Answer: A. the relatively few Europeans who came to the Americas

12. Which best describes the impact European diseases had on Native American populations?

Answer: C. Native populations were decimated throughout the Americas.

13. What was the “Middle Passage”?

Answer: B. The second leg of the profitable triangular trade route that transported humans from West Africa to the Americas to be sold as slaves

14. Which of the following statements regarding the African slave trade is most accurate?

Answer: B. Brazil and the West Indies were the most common destinations for African slaves.

15. What was the purpose of slave codes in the North American colonies?

Answer: B. To set laws defining the legal status of enslaved individuals

16. Which of the following statements best reflects the reasons for slavery in North America?

Answer: A. Labor-intensive crop production required cheap labor.

17. Pilgrims were referred to as “separatists” because

Answer: C. they thought the Church of England could not be reformed and they needed to separate themselves from it

18. Roger Williams founded the colony of Rhode Island after he was forced to flee Massachusetts because of his

Answer: D. disagreement with the established religious authorities

19. How did the establishment of Maryland contrast with that of the New England colonies?

Answer: C. Maryland was founded as a safe haven for persecuted Catholics.

Free Response Questions

1. Explain the different types of labor systems that emerged in the settlement of New England and Virginia.

Answer: Virginia’s warm climate was perfect for labor-intensive crops, whereas New England’s cool climate was suited to less labor-intensive crops. New England was settled in family-based communities that focused on self-sufficient agriculture and skilled labor. There was little to no need for slave labor in New England, although it was legal and did exist to some degree. In Virginia, and eventually in other southern colonies, a plantation system began to develop as large tracts of land were acquired by an emerging land-owning class that produced profitable crops like tobacco. Initially, the labor system that emerged in the South was based on indentured servitude; this labor system eventually evolved into slave labor.

2. Explain the motivations for English immigration to New England and to the Chesapeake regions in North America.

Answer: The first settlers in the Chesapeake region were the men and women who settled Jamestown and Virginia. Their main motivation was wealth; initially hoping to find gold, they found their wealth in tobacco. The cultivation of labor-intensive tobacco plants led to the need for cheap labor (indentured servants and then slaves) and large plots of land (plantations). The New England region was settled by families and even whole communities motivated by desire for religion freedom and the ability to practice the beliefs of their own sects away from the persecution of the Church of

England. Puritans and Pilgrims (“Separatists”) believed the Church of England to be corrupt. Puritans wanted to establish a “city upon a hill”; the Pilgrims did not.

3. Compare the motivations of England and France in their settlement in North America.

Answer: Beginning in the sixteenth century, England and France demonstrated an interest in establishing North American outposts (eventually to evolve into permanent settlements) to challenge Spain’s domination there. France began with trade centers and worked with American Indians to gain access to the lucrative fur trade, while French missionaries strove to convert the local population to Catholicism. Also interested in economic gain, the English quickly progressed from trade and a search for gold in the Jamestown area to establishment of more permanent, family-based communities. The English communities not only created wealth for England but also provided a haven for religious minorities in England (New England area).

AP Practice Questions

1. According to the excerpt from Roger Williams, his *Letter to Providence* challenges what prevailing norm?

Answer: C. Religious orthodoxy

2. Which of the following statements would a historian use to support the argument presented by Roger Williams in the excerpt provided?

Answer: D. People should be able to practice the religion of their choice.

3. This excerpt from John Winthrop’s sermon, given while en route to the Massachusetts Bay Colony, might be used by a historian to support the development of which of the following ideas in U.S. history?

Answer: D. American exceptionalism

4. Which of the following best expresses the main idea of the excerpt provided?

Answer: A. We must serve as an example to others.

NARRATIVES

The English Come to America

Review Questions

1. Which European empire was the first to grow wealthy from its New World possessions during the sixteenth century?

Answer: B. Spain

2. What was the source of tension between England and Spain in the sixteenth century?

Answer: A. Competition for wealth and religious differences

3. What was the significance of the House of Burgesses?

Answer: A. It was the first European representative body in the New World.

4. During the late sixteenth century, the English established a colony that later failed at

Answer: D. Roanoke

5. The first profitable cash crop established in the Virginia colony was

Answer: B. tobacco

6. The colony of Jamestown was located in a region controlled by the American Indian leader

Answer: C. Wamsutta

Free Response Questions

1. Explain how English settlements in North America established patterns of exchange and private enterprise that affected the eventual development of the United States.

Answer: After a slow start and the “starving time,” the Jamestown settlement became an economic success with the introduction of tobacco by John Rolfe. More fundamentally, the introduction of private property rather than communal ownership allowed the settlers to keep the fruits of their labor and gave them an incentive to work hard. Given a profitable crop and the right incentive structure of private property, a plantation system was born.

2. Explain the initial motivation for English to come to North America in the early seventeenth century.

Answer: After the establishment of successful Spanish colonies, the English wanted to challenge their European rival’s control of the Atlantic Ocean. The Chesapeake region of North America served as an ideal location for a base of operations for English pirates authorized to capture valuable cargo bound for Spain.

AP Practice Questions

1. Which of the following is a plausible inference a historian could make about European exploration in the early seventeenth century, based on the information in the map provided?

Answer: A. Waterways were extremely important to early settlements.

2. What was the major reason the English wanted to establish a colony in the region depicted in the map provided during the sixteenth century?

Answer: A. They saw the region as a strategic location from which to strike at Spanish treasure ships.

3. A historian would use the excerpt provided to support which of the following arguments?

Answer: A. The English had a predominantly religious motive in establishing the Virginia colony.

4. What was the major reason the English wanted to establish a colony in the region depicted in the map provided during the sixteenth century?

Answer: B. gain personal wealth

The Anglo-Powhatan War of 1622

Review Questions

1. The “headright system” established in 1616 by the Virginia Company of London is best described as

Answer: B. a grant of 50 acres of land to people who paid for their own or someone else’s passage to Virginia

2. John Rolfe was responsible for

Answer: D. bringing tobacco to Virginia as a cash crop

3. After the “starving time” in the winter of 1609–1610, there was a brief period of peaceful coexistence between the English and Powhatans. What was the main reason for this time of peace?

Answer: B. The marriage between John Rolfe and Pocahontas

4. The event that directly led to the Second Anglo-Powhatan War was

Answer: C. the Jamestown Massacre in 1622

5. What happened to Anglo-Powhatan relations after the death of Opechancanough?

Answer: C. Opechancanough's successor negotiated a peace treaty with the English.

6. Which statement best describes the precedent established by interaction between the English and Powhatan during the first half of the seventeenth century?

Answer: C. The English established a policy of domination over the American Indians that continued through the remainder of the Colonial Era.

Free Response Questions

1. Explain how the interaction between English settlers and the Powhatan led to conflict.

Answer: As the English settled in what is now Jamestown, the Powhatan became concerned that the increased number of white settlers would pose a threat to their way of life. At first, a siege against the English was put into effect, which led to the "starving time." Following this, after the colony recovered, a short period of peace occurred after John Rolfe and Pocahontas were married. War broke out after the Jamestown Massacre in 1622. After several years of fighting, the English and Powhatan signed a peace treaty, but the English continued to encroach on American Indian lands for the remainder of the Colonial period.

2. Explain the impact on the Jamestown area of the development of the tobacco crop.

Answer: As Jamestown developed and stabilized, the English settlers needed more land to grow tobacco. Profits attracted still more English settlers, requiring even more land for plantations. The takeover of native lands led to conflict and the Second Anglo-Powhatan War.

AP Practice Questions

1. The excerpt best supports which of the following conclusions?

Answer: D. The expanding English colony steadily displaced American Indians.

2. Which statement about the Anglo-Powhatan Wars is best supported by the excerpt?

Answer: C. The interactions between the American Indians and English in the first 40 years of Virginia settlement were often turbulent and violent.

The Founding of Maryland

Review Questions

1. Maryland was founded by

Answer: D. Cecil Calvert

2. Maryland was founded as a haven for

Answer: C. Catholics

3. One major result of the English Civil War was

Answer: A. the execution of King Charles I by Parliament

4. Maryland's Act of Toleration in 1649 did which of the following?

Answer: B. Protected the free practice of all sects of Christianity in Maryland

5. From 1649 to 1660, the rule of England under Oliver Cromwell

Answer: A. was based upon Puritan beliefs and discrimination against Catholics

6. As a result of the Glorious Revolution in England in 1689, what action was taken in Maryland?

Answer: B. The Act of Toleration was revoked.

7. Who came to the throne of England as a result of the Glorious Revolution in 1689?

Answer: C. William and Mary

8. Which of the following documents set colonial America on a path toward religious freedom, which later became a cornerstone of U.S. democracy?

Answer: D. Maryland's Act of Toleration

9. Which of the following statements about colonial Maryland is most accurate?

Answer: A. Although Maryland started as a haven for Catholics, Protestants quickly became the majority.

10. How did the founding of Maryland compare to the founding of Virginia?

Answer: A. While Virginia's settlers had largely economic goals, and Maryland's founders had largely religious goals, both colonies were slow to achieve these goals.

Free Response Questions

1. Explain the role Maryland played in the development of the tradition of religious liberty in the United States.

Answer: With the passage of the Act of Toleration, the colony of Maryland laid the groundwork for religious toleration and the freedom of religion eventually found in the U.S. Constitution. Although "toleration" was reserved for Christian sects, Maryland's role was a first step in which persons of different religious backgrounds were guaranteed political rights in the same colony. However, for many years, Catholics in Maryland still controlled politics, despite the fact that Protestants were close to outnumbering them. After the Glorious Revolution in England, Protestants not only were able to sweep to political power in Maryland, they were also able to wrest all rights from Catholic Marylanders.

2. Explain the motivation for Catholics to migrate to North America.

Answer: After the English Reformation, with one exception, England was ruled by Protestant monarchs. During this period, some English remained loyal to the Catholic Church, though they were persecuted to varying degrees. By the 1630s, however, many Catholics desired to leave England. King Charles I granted land in the colonies to the Calvert family to serve as a Catholic haven in North America. This colony was named after King Charles's wife Henrietta Maria and was called Maryland.

AP Practice Questions

1. Which of the following religious groups was not protected by the Maryland Act of Toleration?

Answer: A. Jews

2. Which of the following best summarizes the attitude toward religious beliefs expressed in the document provided?

Answer: A. Christians should be allowed to practice their faith without fear of persecution.

3. Which of the following leaders would most likely support the sentiments in the document provided?

Answer: B. Roger Williams in Rhode Island

4. Which of the following best describes expectations this document placed on Catholics in Maryland in 1638?

Answer: A. To swear allegiance to the king, but not to recognize him as head of the Catholic Church

5. The excerpt provided is primarily concerned with which of the following issues?

Answer: A. Promoting loyalty to the king of England

6. What punishment can be invoked against those who refuse to take the oath referred to in the excerpt provided?

Answer: A. Arrest, forfeiture of land, and exile

Anne Hutchinson and Religious Dissent

Review Questions

1. Anne Hutchinson was a follower of which Massachusetts Bay Colony Puritan minister?

Answer: A. John Cotton

2. Why did Anne Hutchinson persist in holding meetings to discuss the Bible and doctrinal truths after she had been ordered by the General Court to stop this practice?

Answer: D. She felt a duty to attend to the spiritual needs of those who came to her meetings.

3. Why did the General Council prohibit Anne Hutchinson from holding meetings in 1637?

Answer: A. The Puritan authorities took issue with a woman holding controversial meetings to discuss the Bible and Puritan doctrine.

4. At her trial, Anne Hutchinson most likely sealed her fate when she referred to which of the following?

Answer: D. Her belief that she had learned God's will through an immediate revelation

5. What sentence was pronounced on Anne Hutchinson?

Answer: B. She was sentenced to be jailed and then banished from the colony.

6. What was the fate of Anne Hutchinson?

Answer: D. She and some of her children were killed by Siwanoy Indians on Long Island.

Free Response Questions

1. Explain how Anne Hutchinson challenged the normal social and religious boundaries for women in the Massachusetts Bay Colony.

Answer: Though women played an important role in Puritan life, there were limits to their participation. By holding Bible meetings, challenging the religious status of the Puritan magistrates, and continuing to do so after she had been warned to stop, Anne Hutchinson broke the rules for a woman in Massachusetts Bay Colony.

2. Explain why Anne Hutchinson was banished from Massachusetts Bay Colony.

Answer: Anne Hutchinson was banished from the colony because she refused to repent of her perceived crimes. The Puritans believed they were right in their ideas of practice and doctrine, others were wrong, and God wanted society to observe His laws according to the Puritan leaders' interpretation. When Hutchinson did not observe these laws, she was punished with exclusion from the community.

AP Practice Questions

1. What passage in the excerpt provided most seriously violates Puritan beliefs of the mid-seventeenth century?

Answer: B. Her statement that she had a revelation from God

2. Based on the excerpt of Anne Hutchinson's testimony, which statement is not true?

Answer: C. Anne Hutchinson doubted her knowledge of theological matters due to her sex.

3. The excerpt provided supports which generalization about the seventeenth-century Massachusetts Bay Colony?

Answer: B. There was little to no religious toleration.

William Penn and the Founding of Pennsylvania

Review Questions

1. Because of their emphasis on social and religious equality, in the 1600s Quakers were
Answer: A. considered dangerous radicals by many religious groups
2. When granted a tract of land, William Penn founded the English colony of
Answer: D. Pennsylvania
3. All the following were reasons American Indian groups were willing to engage with William Penn except
Answer: D. they saw an opportunity for conquest over the English colonizers
4. The prospect of religious freedom had what result on the Pennsylvania colony?
Answer: B. Diverse immigrants coming to the colony in large numbers
5. The economy of the Pennsylvania colony can primarily be described as
Answer: A. a diversified combination of agriculture and commerce
6. Which of the following was not part of William Penn's vision for his colony?
Answer: D. The exclusion of groups based on sex and race
7. The cornerstone of William Penn's religiously tolerant colony was the
Answer: C. lack of an established church

Free Response Questions

1. Explain the motivation for immigration to Pennsylvania during the late seventeenth century and the impact that immigration had on the development of the British North American colonies.
Answer: First, there was abundant fertile land for farming. Second, several members from groups of persecuted religious sects in Europe came to Pennsylvania because of William Penn's toleration of various religions. Quakers, especially, came to America where they could freely practice their faith, as did Baptists and Presbyterians, because there was no established church to persecute or discriminate them. The practice of religious toleration in Pennsylvania was a foundation of the idea of religious freedom that developed as the British colonies grew, eventually leading to the creation of the U.S. ideal of freedom of religion, despite the fact that most colonies (and then states) continued for a time to have an established church.
2. Explain the different principles about religious beliefs that guided the governments of Pennsylvania and Massachusetts.
Answer: The guiding principles of the government of colonial Pennsylvania were religious tolerance and equality. William Penn, a member of an oppressed religious sect in England, founded Pennsylvania on the principle that any individual who believed in "the one Almighty and Eternal God" was free to practice his or her beliefs. On the contrary, Massachusetts was very limited in its tolerance of religious practices. People who did not following the teachings of the established church were often punished by arrest or exile from the colony.

AP Practice Questions

1. Which of the following could a historian use to describe William Penn's inspiration for the action in the scene depicted?
Answer: A. Penn's Quaker beliefs in equality and fair treatment
2. The actions portrayed in the image provided challenge which prevailing norm of the seventeenth century?

Answer: B. Conquest of American Indians' land with violence or economic pressure

The Fur Trade

Review Questions

1. The fur trade between American Indians and Europeans began

Answer: B. when European explorers and fishermen began to trade for supplies with American Indians during the presettlement era

2. For North America, one major result of the fur trade was

Answer: C. a disruption in North America's ecosystem

3. As a result of the fur trade, some American Indian nations received which of the following from Europeans?

Answer: C. Muskets

4. Which European nation established the friendliest trade relations with American Indians?

Answer: D. France

5. *Coueurs de bois* were all the following except

Answer: D. French mercenaries

6. The fur trade had a significant impact in all the following areas except

Answer: A. the expansion of slavery

Free Response Questions

1. Explain how the fur trade led to cooperation and conflict between American Indians and Europeans.

Answer: After initial contacts between North American Indians and Europeans, the Europeans began to expand further inland in North America, and the French, Dutch, and English began to trade for fur pelts. The French were on friendlier terms with the American Indians than were the English or Dutch; they learned American Indian languages, lived among them, and did not intend to threaten them in any way. As trade between American Indians and the Europeans developed more, conflict between all groups began for control of regions around the Great Lakes. The Europeans wanted to expand their domain, sometimes by force, thus creating violent conflicts and colonial wars.

2. Explain how the fur trade related to the imperial rivalry among European powers.

Answer: As England, France, and the Netherlands established and developed their fur trade with American Indians, different Native American nations, on occasion, would compel their European ally to help them fight in a conflict against other Indians. These conflicts sometimes escalated into full-blown wars between European powers, such as the French and Indian War. These wars eventually grew to become battles for control and domination of North America.

AP Practice Questions

1. Which of the following most likely precipitated the account in the excerpt provided?

Answer: B. American Indians around what are now the Great Lakes had agreed to allow the English to trade for fur.

2. The French differed from the English in their attitude toward American Indians in that the French

Answer: C. lived peacefully among the American Indians, creating more personal relationships with them

Bacon's Rebellion

Review Questions

1. Who was the governor of Virginia at the time of Bacon's Rebellion?

Answer: C. Sir William Berkeley

2. Which of the following statements best describes the role of Nathaniel Bacon during the late seventeenth century?

Answer: C. Bacon came from a family of wealth and privilege but rallied poor farmers to oppose the wealthy and elite leaders in Virginia.

3. Nathaniel Bacon carried out which of the following actions?

Answer: B. He burned the capital city of Jamestown.

4. What was the first representative legislative body of Virginia (created in 1619)?

Answer: D. House of Burgesses

5. Which of the following describes a significant result of Bacon's Rebellion?

Answer: A. The wealthy planter class gained greater control of Virginia politics and economics.

6. Which of the following describes a long-term result of Bacon's Rebellion?

Answer: A. By the end of the seventeenth century, African slaves had largely replaced indentured servants as the main labor force for the wealthy planter class.

7. Which of the following was a major complaint of Nathaniel Bacon and his followers?

Answer: D. All American Indian tribes were a threat to English colonists and must be eliminated.

8. Which of the following is an accurate overall description of Bacon's Rebellion?

Answer: B. A clash between the eastern shore's landed gentry who controlled the colonial government and the poorer, frontier-based small farmers, along with slaves and servants

Free Response Questions

1. Explain how Bacon's Rebellion illustrated conflicts between classes in colonial Virginia.

Answer: Bacon's followers mostly were small farmers who, because of depressed tobacco prices, struggled to pay taxes. Many of these farmers wanted to take and move onto American Indian land. Berkeley's proposed policies to build forts (through increased taxes) and limit settlement farther west was interpreted by Bacon's followers as the government was not looking out for the common Virginian but rather was protecting the wealthy planter class that dominated Berkeley's government, and American Indians. As the rebellion progressed, indentured servants and slaves also joined Bacon's ranks, which alarmed the ruling planter class even further.

2. Explain the effects of Bacon's rebellion on slavery and American Indians.

Answer: After Bacon's rebellion was put down, wealthy planters pushed frontier boundaries for land farther, west which caused more conflict with American Indians, who, in turn, found themselves pushed farther west. The number of indentured servants immigrating to the colony decreased as economic conditions in England improved, so planters increasingly invested in African slaves as a source of labor, and the institution of slavery was codified into Virginia law.

AP Practice Questions

1. According to the excerpt provided, which is most accurate description of colonial Virginia prior to Bacon's Rebellion?

Answer: A. Virginia in the 1600s had fewer racial stigmas than it did in the 1700s.

2. According to the excerpt provided, what does Dr. Berlin believe the period after Bacon's Rebellion brought about in Virginia?

Answer: D. A colony dominated economically by a plantation system with a racially defined slave labor force

3. According to the 1662 law in the excerpt provided, what is the status of the child of an enslaved mother and an Englishman in Virginia?

Answer: C. The child was born a slave.

4. The excerpt provided can be accurately described as an example of

Answer: B. slave codes

The Salem Witch Trials

Review Questions

1. During the late seventeenth century and the events surrounding the Salem witch trials, what was considered “spectral evidence”?

Answer: C. Evidence based on visions and dreams

2. How was the use of “spectral evidence” in trials of those accused as witches different in the New England colonies and in England?

Answer: A. In English law, spectral evidence was grounds for suspicion, not proof.

3. What was the fate of those who confessed to being witches in Salem Village?

Answer: B. Only those who refused to confess were hanged—for clinging obstinately to Satan.

4. Why was the conviction rate of accused witches in Salem so high?

Answer: A. People were not hanged if they confessed, so many confessed to save their own lives.

5. What event launched the beginning of witchcraft accusations in Salem?

Answer: C. A young girl began having strange fits.

Free Response Questions

1. Analyze potential causes of the witch trials in Salem and the surrounding area of Massachusetts. Which is the best explanation? Justify your answer.

Answer: Potential causes of the Salem witch trials were complex and include political uncertainty between the loss of the Massachusetts charter in 1684 and the granting of a new one by the English crown in 1691; tensions between those who lived near the town of Salem and those who were more likely to be subsistence farmers; resentment by villagers about paying taxes to maintain a distant town church, which contributed to villagers wanting independence; fear of Indian attacks, tensions between a traditional Puritan lifestyle and an increasingly worldly outlook, envy or jealousy between neighbors, and even a possible outbreak of a hallucinogenic fungus. Student responses on the best explanation will vary but should be supported with specific evidence.

2. Explain why the accusations of witchcraft were acceptable to Puritans in seventeenth-century Massachusetts.

Answer: Puritans believed in the existence of the Devil and witches, and that witchcraft was punishment for sin. Critics of the trials at the time distrusted the use of spectral evidence as proof, not that witches could not exist. In addition, Puritan society was not accepting of what was considered aberrant behavior. In fact, any behavior that was not considered normal or pious would be “of the devil,” and therefore the individual in question could be considered a witch.

AP Practice Questions

1. The view expressed in the excerpt provided reflects the request made by Mary Easty to

Answer: B. keep the accused and “confessing witches” apart

2. Which of the following most likely led to the events described in the excerpt provided?

Answer: D. The strict religious practices in seventeenth-century colonial New England

The Stono Rebellion

Review Questions

1. What was the name of the largest slave uprising in the British North American Colonies?

Answer: C. Stono Rebellion

2. Which European rival to the British issued a proclamation enticing slaves to run away to Florida for freedom?

Answer: C. Spain

3. What economic activity in South Carolina relied on slave labor?

Answer: D. Farming of labor-intensive cash crops like rice

4. What did not motivate South Carolina slaves to remain subservient to their masters?

Answer: D. Relative autonomy on Sundays

5. What allowed enslaved workers to complete their assignments daily and then have time to themselves?

Answer: B. Task system

6. Which of the following was a covert way in which enslaved people resisted their forced labor?

Answer: A. Sabotaging farm tools to slow down work

7. What best describes the way the Stono Rebellion ultimately ended?

Answer: B. An impromptu militia of white planters used weapons to wound and maim the rebellious slaves.

8. Which was not an impact of the Stono Rebellion on the social structure in South Carolina during the middle of the eighteenth century?

Answer: C. Freedom for those who instigated the rebellion

9. What was the immediate impact of the Stono Rebellion on South Carolina?

Answer: C. New laws that attempted to further restrict the autonomy of enslaved people

Free Response Questions

1. Explain the extent to which the Stono Rebellion changed the system of slavery in British North American colonies.

Answer: The Stono Rebellion resulted in fear of more slave rebellions across the South. Laws were passed to put restrictions on the lives of slaves; they were not allowed to buy alcohol or learn to read and write. Overall, the Stono Rebellion made the life of a slave more restricted and kept slaves under the watchful eye of the plantation hierarchy.

2. Explain the circumstances that allowed for the rise of the Stono Rebellion.

Answer: About twenty slaves took advantage of an offer made by the Spanish Empire (in nearby Florida) to grant runaway slaves their freedom. The Stono Rebellion began when those slaves killed two white men; the slaves began a rampage in revenge for the brutality suffered on plantations; this attracted more runaways and led to the killing of more whites in South Carolina. Eventually reaching a total of about one hundred runaways, the rebellion met its demise when an organized band of white men attacked the runaways and killed most of them.

AP Practice Questions

1. What was the intent of the authors in enacting the legislation cited in the excerpt provided?

Answer: A. Physical and mental restriction of slaves

2. The excerpt provided can best be understood in the context of

Answer: B. a failed slave revolt

The Great Awakening

Review Questions

1. Many historians believe the Great Awakening helped set the stage for the American Revolution. Which of these ideas best supports that argument?

Answer: A. Evangelical teaching during the Great Awakening proposed that each individual believer was equal before God, which made it easier to accept the radical implications of democracy.

2. How did local ministers feel about George Whitefield and other traveling preachers coming to their towns uninvited?

Answer: B. They worried that revivalists undermined their spiritual authority.

3. Which of these was not a way in which the ministry of the Great Awakening challenged social conventions?

Answer: D. Sometimes children were allowed to preach from the pulpit.

4. Who were the “Old Lights”?

Answer: D. Ministers and their parishioners who insisted upon sober and rational religious practices and rejected the style of the evangelical preachers

5. Who were the “New Lights”?

Answer: B. Followers of Great Awakening evangelical preachers whose sermons were notable for their emotion and dramatic appeal

6. It has been argued that the Great Awakening contributed to a decline in the importance of established religion during the second part of the eighteenth century, because

Answer: C. the revivals had weakened the hold of established churches in colonial America

7. George Whitefield was immensely popular as a preacher in the colonies because

Answer: C. he appealed to the emotions of his listeners, many of whom experienced the “new birth” of evangelical conversion

8. How did the Great Awakening affect laws in those states that supported an official religion through taxation?

Answer: A. Members of the “new” religions resented being assessed for a church they did not attend, so they called for an end to the practice.

Free Response Questions

1. Explain how the Evangelical teaching of the Great Awakening challenged barriers based on social class.

Answer: Answers should discuss the significance of the tendency for men with no theological training to answer a strong calling to preach, delivering sermons that were highly charged, sometimes with frenzied displays of emotion. The message of the radical preachers resonated with those lower on the social ladder. Common people loved the emotional, radical preaching. The preaching also broke down other barriers by appealing to African Americans, American Indians, and women, and even encouraging them to preach in some cases.

2. Explain how the Great Awakening laid some of the groundwork for the American Revolution.

Answer: Answers should include information about the equality of participants the Great Awakening often encouraged. Moreover, challenging religious authority made it easier for colonists to question authority in other areas, such as politics and society hierarchy.

3. Explain the connections between the Great Awakening and the first clause of the First Amendment.

Answer: Evangelicals often called for an end to government-backed religious denominations. In Virginia during and after the American Revolution, Baptists used their new numbers and influence to challenge the religious establishment in Virginia and then throughout the new nation. This ultimately helped inspire the First Amendment's prohibition of the "establishment of religion" and its guarantee of "free exercise" of religion at the federal level, though state establishments were not disturbed. By the time of the Constitution, the founders had come to believe that freedom of conscience was an inalienable right of all individuals.

AP Practice Questions

1. Which conclusion would a historian not draw from the excerpt provided?

Answer: A. That Nathan Cole took only a slight interest in hearing George Whitefield

2. Based on the excerpt provided, how could a historian describe Whitfield's appeal to his audience?

Answer: C. Whitefield's effect was almost overpowering.

Benjamin Franklin and the American Enlightenment

Review Questions

1. Benjamin Franklin's Poor Richard's Almanack is an example of his

Answer: B. entrepreneurial success

2. Which of the following highlights Benjamin Franklin's high regard for civic virtue?

Answer: A. His founding of the Junto

3. How was Franklin's Academy of Pennsylvania unique among the early colonial universities, such as Harvard and Yale?

Answer: D. It focused on business and public service instead of religious training.

4. Which statement best describes Benjamin Franklin's religious outlook?

Answer: D. He was skeptical of organized religion and focused instead on moral virtue.

5. Throughout his life, Benjamin Franklin held all the following roles except

Answer: D. farmer

6. Because of the myriad roles he held in his lifetime, Benjamin Franklin typified what larger movement?

Answer: B. The Enlightenment

7. Which of these statements best expresses how the American Revolution was influenced by both the Enlightenment and the Great Awakening? Both movements emphasized

Answer: A. the value of the individual and equality of all people, contributing to the idea that sometimes established institutions and power structures should be challenged

Free Response Questions

1. Explain how Benjamin Franklin influenced the development of democracy in the mid-eighteenth century.

Answer: Inspired by the outcome of the John Peter Zenger trial, Benjamin Franklin planned to use his talent for writing and his printing press to criticize policies of the government, when appropriate.

His actions were among the foundations of freedom of the press, a significant principle in U.S. political development.

2. Explain how Benjamin Franklin's scientific ideas and practices influenced colonial society.

Answer: Benjamin Franklin was responsible for many inventions, including bifocals and a more fuel-efficient fireplace stove. He did not apply for patents on any of his scientific and technological developments because he wanted all humankind to benefit from his work. At the same time, Franklin served as president of the American Philosophical Society and as Postmaster General, and his work set the prime example of an American using the philosophy of the Enlightenment—seeking and sharing new knowledge, using reason, and questioning accepted norms. All his work demonstrated his values to the world: freedom of the press, freedom of religion, and the value of education and strong civic institutions.

AP Practice Questions

1. A historian might use the image of Benjamin Franklin to support which of the following statements?

Answer: C. Enlightenment thinking such as Franklin's was based on science and reason.

2. Which of the following could a historian use to support Franklin's reputation as a thinker of the Enlightenment?

Answer: D. Franklin's role in the founding of the Academy of Pennsylvania

3. The Enlightenment had the most significant impact on

Answer: C. the ideals behind the American Revolution

Albany Plan of Union

Review Questions

1. Benjamin Franklin's Plan of Union faced all the following obstacles except

Answer: D. British endorsement of the recommendations cited in the Albany Plan

2. What was the intended purpose of the Albany Congress in 1754?

Answer: C. Strengthen unity in the event of war with France in the west

3. Why did the British fear a failure of their alliance with the Iroquois?

Answer: C. Britain could not afford to go to war with France without the assistance and/or neutrality of the Iroquois.

4. Why was unity among the colonies an elusive goal in the 1750s?

Answer: B. Political and cultural differences among the colonies made union difficult.

5. What did Benjamin Franklin and the Albany Congress suggest on the topic of colonial confederation?

Answer: B. A legislature would be formed with representation determined by each colony's contribution to the common treasury.

6. Which of the following statements is true regarding the Albany Plan of Union?

Answer: C. It was generally ignored by colonial government and the British.

Free Response Questions

1. Explain how reaction to Benjamin Franklin's idea for the Albany Plan of Union reflected prevailing political thought at the mid-point of the eighteenth century in British North America.

Answer: Since their inception, the various colonial governments had operated somewhat independently of each other. The New England colonies did have some experience with unity,

especially when it came to dealing with local American Indian nations, but for the most part, the northern colonies each had their own political and economic life. When Franklin proposed his plan for a colonial unity, it was met with indifference from the northern colonies and Parliament, mainly because each party believed it would be giving up some autonomy.

AP Practice Questions

1. The political cartoon published by Benjamin Franklin suggests

Answer: D. colonial governments needed to form a confederation to successfully protect their interests against threats by the French and by American Indians

2. In his cartoon, Benjamin Franklin combined the New England colonies into one group and listed the other colonies individually. What does this say about the New England colonies?

Answer: B. The New England colonies had a practice of cooperating on issues that were shared concerns.

3. Benjamin Franklin created the image in response to

Answer: C. concerns that the colonies were facing threats of attack by the French and by American Indians

A Clash of Empires: The French and Indian War

Review Questions

1. To provide defense against a French counterattack, George Washington built a fort called

Answer: A. Fort Necessity

2. Despite its name, the French and Indian War was fought between

Answer: D. the French and the British along with their respective American Indian allies

3. George Washington had his first experience of military authority when leading a group of soldiers from

Answer: C. Virginia

4. Another name for the French and Indian War is

Answer: D. the Seven Years' War

5. What natural resource was so abundant in the Ohio River Valley that the American Indians, the French, and the British all desired it?

Answer: C. Fur-bearing animals

6. Why did the French send troops to secure the Ohio country in 1753?

Answer: A. To connect their imperial strongholds in Canada and Louisiana

Free Response Questions

1. Explain the extent to which the French and Indian War was an imperial conflict, as well as a frontier conflict.

Answer: The French and Indian War began as a frontier conflict when George Washington attacked a French military party on what was claimed as English territory in the Ohio River Valley. For the first two years of the struggle, American militiamen along with English soldiers fought against the French and their American Indian allies on the imperial side of the conflict.

2. Explain how the French and Indian War changed the relationship between the British and the American colonists.

Answer: At the end of the French and Indian War, the relationship between the British and their American colonists, instead of becoming closer, became strained. The British treasury had been

depleted of funds, and Britain believed the colonies should pay some of the cost for British protection and support in a war that had begun in colonial territory.

AP Practice Questions

1. Which of the following best describes the point of view of the soldier based on the excerpt provided?

Answer: B. He resents that he has not received the benefits of Englishmen's liberty.

2. Which of the following most accurately describes the impact on the colonies of the conflict described?

Answer C. The English needed the colonies to help pay the cost of their defense and so increased taxation.

Wolfe at Quebec and the Peace of 1763

Review Questions

1. What issues resulting from the French and Indian War contributed to changes in British colonial policy after the war?

Answer: B. Policies intended to increase tax and customs revenue from the colonies were implemented by the British government.

2. The ultimate British victory over the French in 1763 eventually resulted in

Answer: A. attacks on British settlers by Indians

3. The Proclamation of 1763

Answer: B. prohibited North American colonists from purchasing and settling lands west of the Appalachian Mountains

4. Pontiac's War in 1763 was a conflict that broke out in response to

Answer: B. British policies that angered American Indians in the Great Lakes region

5. The end of the Seven Years' War changed the dynamic in North America in all the following ways except

Answer: A. the French presence in the Great Lakes region continued to complicate British policy toward American Indians in the Ohio River Valley

Free Response Questions

1. Describe the major turning point in the French and Indian War.

Answer: Prime Minister William Pitt refocused the war by making the North American theater the most significant location of the fighting. With that and Pitt's willingness to encourage new commanders to adapt to more modern methods of fighting, the English were able to defeat the French in North America. With North America under English control, Britain could then focus on other parts of the globe, eventually forcing the French to surrender in 1763.

2. The French and Indian War ended with a British victory, but created several new problems. Explain.

Answer: Britain had to incorporate a French-speaking population of former enemies, restore peace among American Indian nations who resented British encroachment on their homelands, curb colonial settlement on American Indian land (which colonists resented) and pay the for war. These problems would lead to growing tensions with the American colonists in the years ahead.

AP Practice Questions

1. What was the reasoning for the British decision to limit settlement in the west by issuing the Proclamation of 1763?

Answer: B. Expansion of colonial settlements would bring about more conflict with American Indians and require more military protection from the British military.

2. The Proclamation of 1763 angered many colonists for all the following reasons except

Answer: D. they feared defeat by the American Indians if Britain did not rescind the order

DECISION POINTS

Pilgrims to the New World

Review Questions

1. The label "Puritan" describes

Answer: A. Protestants who desired to "purify" the Church of England of all traces of Catholic teachings by working from within

2. The label "Pilgrim" describes

Answer: A. Puritans who separated from the Anglican Church because they believed it was beyond purification

3. Which of the following best describes the Pilgrims interactions with American Indians in the first years of their colony?

Answer: B. Interactions varied among the different groups living in the area.

4. The precedent established in the Mayflower Compact created which of the following foundations for governing?

Answer: B. A society based upon the rule of law

5. The Pilgrims' motivation for migrating to North America was

Answer: A. religious freedom

6. William Bradford's main role in the Plymouth community was

Answer: C. governor of the Plymouth Colony who chronicled the history of the community

7. Which of the following helped motivate both the Pilgrims' voyage to the New World on the Mayflower and the Salem Witch trials?

Answer: A. Concern for purity of the church and obedience to God

Free Response Questions

1. Explain how cultural interaction and competition affected the lives of American Indians once the Pilgrims established Plymouth.

Answer: After establishing Plymouth, the Pilgrims initially had a somewhat unstable relationship with the American Indians. There is debate over whether the Pilgrims initially stole or paid for corn from the local Indians. After some peaceful interactions, the American Indians provided instructions on how to grow food and use fertilizer, which enabled the Pilgrims to produce a better harvest. As the years progressed and the English settlers increased in number and used more land, conflict arose.

2. Explain how ideas about American democracy began to form when the Pilgrims arrived.

Answer: Before leaving the *Mayflower*, the Pilgrims drafted and signed the Mayflower Compact, agreeing that they would follow the rule of law. This policy shaped an early practice of democratic government and civil society as taking place in a “civil body politic.”

AP Practice Questions

1. What was the purpose of this document?

Answer: B. Establish a social contract among settlers of Plymouth Colony

2. In the excerpt, the term “civil body politic” refers to the idea that

Answer: C. the Pilgrims would make decisions on the basis of what was best for the group as a whole

King Philip’s War

Review Questions

1. In what region of North America was King Philip’s War fought?

Answer: B. New England

2. Which American Indian nation was the primary adversary of British settlers during King Philip’s War?

Answer: D. Wampanoag

3. All the following contributed to the start of King Philip’s War in 1674 except

Answer: D. inefficient interpreters from France who generated tension between the American Indians and the English

4. All the following military strategies were successful for the Wampanoag confederation during King Philip’s War except

Answer: C. the selling of English settlers into slavery

5. Which best explains what happened to King Philip (Metacom) during the war?

Answer: C. He was found and murdered by English leader Benjamin Church.

6. In the New England region, all the following were direct effects of King Philip’s War except

Answer: D. French colonists from Quebec united with the English to defeat the American Indians.

7. Which of the following statements is true of the change in relationships between the English and American Indians between the time of the 1622 Powhatan War and King Philip’s War in 1675–1676? By the 1670s,

Answer: A. English settlements had overwhelmed American Indian control in both the Chesapeake region and New England

Free Response Questions

1. Explain what caused the conflict between English settlers and American Indians in New England.

Answer: American Indians were concerned about the geographic expansion and population growth of the English settlers and their own declining population and power. These differences quickly escalated to an armed struggle.

2. Explain the impact of King Philip’s War on the English settlers.

Answer: The fighting between English settlers and the American Indian nations in New England led to a very tense relationship between the Indians and English; skirmishes and distrust continued for decades. Many Indians decided to ally themselves with French settlers, beginning an almost century-long series of wars between the English and French. The English Crown also tightened its control over the New England colonies.

AP Practice Questions

1. What additional impact of King Philip's War on New England can be inferred from the excerpt provided?

Answer: B. willingness to exploit the labor of American Indians

2. Which of the following best describes a long-term effect of King Philip's War?

Answer: B. American Indians began siding with the French in imperial conflicts.

POINT-COUNTERPOINTS

Colonial Identity: English or American?

Handout A: Point-Counterpoint Graphic Organizer

Issue on the Table		
Claim A	There was tension between Patriots and Loyalists in the lead-up to the American Revolution. Did the colonists have an English or American identity?	Claim B
<p>Summarize this argument in one sentence, using your own words: Answer: The summary should mention that though the colonists were separated from England by geography, they still had economic, cultural, and familial connections with their motherland.</p> <p>Select and record the sentence or sentences that best demonstrate the historian’s argument: Answer: Possible answers include: “On both sides of the political divide, men were bound to England by trade and property interests, religious affiliations, and sheer nostalgia for what they persisted in calling ‘the motherland.’” “The anxious desire of colonists to remain culturally English can be seen in petitions to the crown, asserting the political rights of freeborn Englishmen.”</p>	<p>Compare the two arguments. To what extent do these claims support or oppose each other? Answer: Claim A (Gaskill) argues that in asserting traditional English rights contained in the Magna Carta and “the ancient constitution,” colonists were actually more English than those who lived back home in the motherland. Claim B (Hamilton) devotes more time to discussing the differences in regional colonies (Massachusetts, Virginia, Pennsylvania).</p>	<p>Summarize this argument in one sentence, using your own words: Answer: The summary should mention the “hands off” policy that England took toward the colonies and how this instilled a sense of independence in British Americans.</p> <p>Select and record the sentence or sentences that best demonstrate the historian’s argument: Answer: Possible answers include: “Despite their devotion to their British heritage, Americans felt significantly more pride in their colonies they and their ancestors had established.” “British Americans became accustomed to direction their own economic, military, and political affairs, especially after 1700.”</p>

Which argument do you find more convincing? Explain what evidence led you to this point of view.

Answer: Answers will vary. Ensure students support their answer with evidence from the reading.

List at least two primary sources that would provide additional context to help you evaluate the arguments presented in this Point-Counterpoint.

Answer: Answers may include the following: petitions to the crown, protests of the Navigation Acts, accounts from colonial assemblies on day-to-day administration, accounts from Bacon’s Rebellion, charters issued to settlers, personal journals, letters, or other documents could reveal colonists’ views on their home in the colonies vs. England, artifacts reflecting colonial art, architecture, clothing, and so on, compared with English items from the time.

Explain how this debate highlights the development of an American identity.

Answer: Explain how this debate highlights the development of an American identity.

What Was the Great Awakening?

Handout A: Point-Counterpoint Graphic Organizer

Issue on the Table		
Claim A	Was the “Great Awakening” a coherent religious movement or is it a construct of historians looking back at the time period?	Claim B
<p>Summarize this argument in one sentence, using your own words:</p> <p>Answer: The summary should mention that the eighteenth-century revival movements were interconnected and the radical ideas exhibited during the Great Awakening laid the foundation for the American Revolution.</p> <p>Select and record the sentence or sentences that best demonstrate the author’s argument:</p> <p>Answer: Possible answers include: “When considered in a larger chronological and geographic framework, it becomes clear that eighteenth-century revivals were interconnected, inclusive of several denominations, and long lasting.” “The revivals can also be called ‘great’ because they affected so many people in the colonies and because they contained seeds of religious, political, and social equality.”</p>	<p>Compare the two arguments. To what extent do these claims support or oppose each other?</p> <p>Answer: The two historians do concede in their arguments that there was some sort of revivalist movement to which contemporaries responded, but they differ in how cohesive and important the revivalist movement was. By quoting contemporary accounts of overexaggerated crowd sizes, number of converts, and nature of conversion experiences, Claim B does imply that there was, in fact, a movement going on, but that it was misrepresented in ensuing accounts. Claim A states clearly that these revivals were not exaggerated, and their effects were long lasting.</p>	<p>Summarize this argument in one sentence, using your own words:</p> <p>Answer: The summary should mention that the Great Awakening was not one cohesive movement but rather was fabricated by evangelical historians to amplify its significance.</p> <p>Select and record the sentence or sentences that best demonstrate the author’s argument:</p> <p>Answer: Possible answers include: “But they selected and arranged the facts into a story, and, thus they set about fabricating the ‘The Great Awakening’.” “These critics believed that the so-called Great Awakening was attended by more ‘Noise’ than substance and that the narrative was the overblown creation of self-promoting enthusiasts.”</p>

Which argument do you find more convincing? Explain what evidence led you to this point of view.

Answer: Answers will vary. Ensure students support their answer with evidence from the reading.

List at least two primary sources that would provide additional context to help you evaluate the arguments presented in this Point-Counterpoint.

Answer: Answers may vary. Examples include letters or journals or those running or in attendance at a revivalist meeting (New Lights) and those opposed to the revivalist meetings (Old Lights).

Explain how this debate highlights how religious groups and ideas have affected American society and political life.

Answer: Claim A argues that the Great Awakening contained seeds of religious, political, and social equality. Revivalist ministers challenged established churches and sowed the seeds of religious liberty. The more extreme revivalists gave leadership roles to women and nonwhites, and some spoke out on

slavery, which develops the ongoing American question of how or to whom liberty and equality apply. Contemporary critics of the revivalists, mentioned in Claim B, highlight the trend in American history for disagreement and debate, both of which are central to American society and political life.

PRIMARY SOURCES

A City Upon a Hill: Winthrop's "Model of Christian Charity," 1630

Sourcing Questions

1. Who was John Winthrop and to whom is he speaking in this sermon?

Answer: Winthrop was speaking to the Puritans (and non-Puritans) on the fleet of ships about the purposes of their voyage into the New World and their settlement.

2. What was his topic?

Answer: Winthrop discussed two main topics at length: One, the need for cooperation and attention to the public good if the colony is to survive, and two, the theological covenant the Puritans are forming with God to create a "city upon a hill."

3. What do you think his goal was in delivering this sermon?

Answer: Winthrop's goal was political, social, and religious conformity in a tight-knit community of settlers.

Comprehension Questions

1. Why does Winthrop argue that the colonists must be knit together, give mutual consent, and have bonds of love?

Answer: Winthrop argues that the survival of the Massachusetts Bay Colony is dependent upon them working together and cooperating. Failure to cooperate can mean death and the failure of the colony.

2. What kind of authority was recognized in the Massachusetts Bay colony?

Answer: Winthrop says that they were bound together under the authority of civil government and the church, which are closely linked, as they seek to build a godly society and a pure church away from England.

3. Why does Winthrop argue that the public good must supersede private interests?

Answer: Winthrop argues that each must sacrifice some of their own private interests and practice civic virtue while cooperating for the success of the colony and the survival of everyone.

4. Why does Winthrop again appeal to working together?

Answer: Winthrop again appeals to the theme of cooperating in several different expressions because it is so central to the success of the colonial enterprise.

5. What is the nature of the covenant between the Puritan settlers and God?

Answer: John Winthrop and the Puritans believe they have formed a covenant with God. God will bless their enterprise to settle in North America and form a purified church, and they will obey God's laws, practice their religion, and live virtuously.

6. What would happen if the Puritans broke this covenant?

Answer: The Puritans believe that God would punish them collectively if they fail in their mission to build a godly society, create a purified church, or live virtuously.

7. How could the Puritans keep their side of the covenant? What civic virtues must they practice?

Answer: They must be just, humble, cooperative, frugal, patient, liberal, supportive, unified, and peaceful as they worked together toward common goals with mutual support.

8. What does Winthrop mean by "city upon a hill?" What responsibilities does this place upon the Puritans?

Answer: Winthrop argues that the Puritans have a profound responsibility to act as shining example (the “city upon a hill”) to the world for others, especially England, to follow. If they fail, they will humiliate themselves and God.

9. Why does Winthrop keep referring to Israel in the Bible?

Answer: Winthrop refers to Israel because the Puritans see themselves as a chosen people similar to the Ancient Jews in the Bible.

Historical Reasoning Questions

1. Why did the Puritans want to leave England and come to North America?

Answer: The Puritans were heavily persecuted in England for their beliefs and wanted the freedom to practice their religion and establish a purified church away from England. They believed their example of spiritual perfection would provide an example for the reform of the Church of England. These Puritans were not separatists and officially remained part of England and the Church of England.

2. What were some difficulties that the settlers expected to face in the New World?

Answer: They feared various diseases, starvation, and attacks from American Indians. During the first winter, almost two hundred settlers perished from a fever, other diseases, and starvation, confirming their worst fears. But the colony endured and grew, because most of the settlers came as families and were hard-working farmers, artisans, and fishermen.

3. Why was cooperation and mutual support so critical to the settlement and survival of the Massachusetts Bay Colony?

Answer: The colony needed cooperation and mutual support to survive, because the settlers depended upon each other for their livelihoods, physical safety, spiritual support, and a stable civic society with governing institutions.

4. Were religion and government separated or closely linked in Massachusetts Bay?

Answer: Religion and government were closely linked in the colony, because the franchise (vote) was extended to all male citizens who were church members. The General Court also enforced the Ten Commandments and suppressed heresy.

5. How did migration to other parts of New England, the creation of new towns, and the establishment of new religious congregations contribute to the breakdown of the original covenant in the ensuing decades?

Answer: The original covenant began to break down because people were more spread out geographically in new, autonomous towns and church congregations that were dedicated to their own ideas rather than just the public good of the whole colony. Later migrants lacked the religious zeal of the first generation of Puritans.

Bacon vs. Berkeley on Bacon’s Rebellion, 1676

Sourcing Questions

1. Who was Nathaniel Bacon?

Answer: Nathaniel Bacon was a wealthy, recent migrant to the colony of Virginia whose writing supported the claims of the landless and poor who wished to send military forces to capture American Indian lands.

2. Who was Sir William Berkeley?

Answer: Sir William Berkeley was the long-serving governor of the Virginia colony who appealed to individuals who supported peace and order in the colony.

3. After reading the background description, who do you think their respective audiences may be?

Answer: Nathaniel Bacon was writing on behalf of the poor and landless individuals of the colony who wished to acquire land from the American Indians for their own benefit. Governor Berkeley was writing in favor of peace, stability, and order in the colony, thus supporting wealthier, established individuals whose trade interests would benefit from the peace.

4. Why do you think these men would write these two documents?

Answer: Both men were writing to make a public declaration and defense of their position. They wished to obtain broad support for their position to obtain their own objectives for the colony.

Comprehension Questions

1. With what failures does Bacon charge Governor Berkeley?

Answer: Bacon claims Berkeley ruled unfairly by unjustly taxing the people and failing to build fortifications or otherwise adequately prepare to defend against attacks by American Indians.

2. In Bacon's view, how is Governor Berkeley corrupt?

Answer: Bacon accuses Berkeley of placing his friends in the government offices of the colony and monopolizing the beaver trade to benefit from his office.

3. How does Bacon assess Governor Berkeley's job of defending the colony against attacks by American Indians?

Answer: Bacon asserts Governor Berkeley did a poor job of defending the colony and accuses Berkeley of negligence in defending the colony against widespread frontier attacks by American Indians, who killed colonists and destroyed their property.

4. Which group does Governor Berkeley target with the army?

Answer: Bacon argues that instead of properly using the army that the assembly raised against American Indians who were the enemy, the governor turned the army against the colonists in suppressing their liberties.

5. Why does Bacon call Governor Berkeley a traitor to the colony?

Answer: Bacon argues that Governor Berkeley was a traitor because he was a corrupt leader and failed to protect the colony against American Indians.

6. What does Bacon demand of Governor Berkeley and his supporters?

Answer: Bacon demands that they must surrender themselves within four days and submit themselves to the will of the people for punishment.

7. How does Berkeley defend his actions as governor?

Answer: Berkeley claims he defended the colony against American Indians and distributed equal justice to all colonists.

8. How does Governor Berkeley describe Bacon's actions in taking up arms against the royal colonial government?

Answer: Berkeley says Bacon's rebellion against royal authority in the colony was treasonous and no different than rebellion in England.

9. How does Governor Berkeley compare his record to that of Bacon? How does he insult Bacon?

Answer: Berkeley says he faithfully and justly served the colony for 34 years and lost fewer men defending the colony than Bacon did in only two years.

10. How does Governor Berkeley promise to treat friendly versus hostile American Indians?

Answer: Berkeley asserts he will treat friendly American Indians as allies but will prosecute a war firmly against any treacherous or enemy American Indians.

11. What principles does Berkeley claim to value as a governor?

Answer: Berkeley says it is his duty to defend the colony against domestic and outside enemies and to preserve the rule of law to protect public safety and order.

Historical Reasoning Questions

1. What caused social and economic conflict in Virginia in the mid-1670s?

Answer: Sources of conflict in the colony included the demand of the landless for expansion for land, falling tobacco prices, and higher taxes.

2. Why did tensions and fighting with American Indians cause a split in the colony?

Answer: The landless and poor colonists demanded access to cheap land and wanted to fight American Indians aggressively to acquire more land. The governor and wealthier people wanted greater peace and stability in relations with American Indians. Many colonists on the frontier were angry about violent raids by American Indians and wanted greater protection by the government.

3. Did realistic alternative solutions to civil war exist in the colony between the Bacon and Berkeley factions?

Answer: Answers will vary. Possible alternatives might include a vigorous public debate in the representative assembly, the House of Burgesses, and the governor's council. The government might have tried to address the concerns of the population more constructively. Bacon's followers might have been more patient with the government, rather than rebellious.

4. Could the divisions in Virginia be described as rooted in the perspectives of different social classes, or did other factors complicate the story? Explain your answer.

Answer: Answers will vary. The different classes viewed the problems of the colony differently and urged different solutions that contributed to the civil war. However, there were also wider economic and political factors such as falling tobacco prices or political corruption that transcended class divisions and were questions for the public good.

5. What were the consequences of Bacon's Rebellion for the colony?

Answer: The capital was burned, and news of the chaos of civil war reached England. As a result, the crown dispatched eleven hundred troops to restore order. Governor Berkeley was recalled to England, and the new government reopened trade with American Indians, started frontier patrols to protect outlying colonists, and instituted political reforms. Moreover, the migration of indentured servants diminished, and the planters imported more African slaves for labor, replacing class division with race division.

Penn's Letter Recruiting Colonists, 1683

Sourcing Questions

1. Who was the author of this document?

Answer: William Penn.

2. What was his purpose in writing this document?

Answer: William Penn wrote this letter to The Free Society of Traders to encourage additional settlement in Pennsylvania and to assure his investors that they had made a wise choice in supporting his venture.

3. Who was the audience for this document?

Answer: The Free Society of Traders, the recipient of this letter.

4. Based on his purpose, what do you expect to see in this letter?

Answer: William Penn was attempting to persuade his audience that they had made a good investment and that the colony was thriving, so he is probably going to describe the colony in glowing terms.

Comprehension Questions

1. Why do you think Penn began his description of the province with the soil?

Answer: Penn begins his description of the province with the soil because farmers need good soil to raise their crops and to support themselves and their families. Therefore, this encourages emigration to Pennsylvania.

2. Why does Penn compare the land to England?

Answer: Penn compares the colony with England because his audience lives there, and it will be the basis for their understanding of any other place.

3. Do you think this is an exaggerated description of the weather in the colony? Why or why not?

Answer: It is likely an exaggerated description of the weather because Penn implies it is almost always sunny.

4. Why does Penn describe the trees and crops in the colony?

Answer: The wood can be used by settlers or shipped as commodities to be sold for shipbuilding or other industries. The bountiful crops will attract farmers to settle in the colony.

5. What categories does Penn create for the animals in the colony?

Answer: Penn categorizes the animals into food and profit. Some animals will be eaten, and others will be killed for their valuable furs, which would be shipped to Europe.

6. How does Penn know about these medicinal plants?

Answer: Penn says the native people have taught the settlers about medicinal plants. They have special knowledge of local plants that the Europeans do not have.

7. What is Penn suggesting by saying that the best gardens in London “may be improved by our woods”?

Answer: Penn suggests that even the best gardens in London aren’t truly complete without some of the flowers that were found in the colony.

8. Why does Penn discuss the courts and sheriffs?

Answer: Penn wants to assure potential settlers that there is a strong rule of law existing in the colony to protect their natural rights of life and property.

Historical Reasoning Questions

1. Sort Penn’s descriptions of the colony into the following categories: the land, plants and animals, and governmental organization. Why do you think he chose to include information on these things?

Answer: Penn described the land itself (soil, weather, water), which would be bountiful and productive to farmers and those whose livelihood depended on the natural environment. He went on to list the plants and animals available, noting the wide variety of each and how abundant they were. He would include this because settlers would need reliable food sources and investors would want to be sure that they were supporting a venture that could support itself. Penn also made it clear that there were many animals that could be hunted not for food but for other profitable uses, such as for clothing (made from pelts/furs) or oil (from whales). Horses would be essential as draft

animals and for transportation. Penn alluded to friendly relations with the American Indians by saying they taught the settlers how to use various plants for medicinal purposes. After describing the land, plants, and animals, he described the type of government set up in the colony to show his investors that law and order clearly had been established in his colony. All the categories promote the idea that investing and settling in Pennsylvania would be wise and profitable.

2. Propaganda can be defined as one-sided information meant to persuade. Does this account of Pennsylvania qualify as propaganda? Justify your answer with specific examples from the text.

Answer: This letter was clearly meant to persuade the investors in London that Pennsylvania was thriving, and they should continue to support it. Penn listed numerous examples of the bounty of the land, and in several places, he made reference to how it was as good as or better than England.

Examples from the text include:

- "...and in some places a full fat Earth, like to our best Vales in England..." (The land here is as fertile as the best valleys in England).
- "The Air is sweet and clear, the Heavens serene, like the South-parts of France, rarely Overcast" (The weather is as good as the south of France, and it's always sunny).
- "The Natural Produce of the Country... is plenty for the use of man." (There is a wide variety of trees and plants we can use for any purpose).
- "Of living creatures, fish, fowl, and the beasts of the woods, here are divers sorts, some for food and profit, and some for profit only!" (There are so many animals here for multiple uses).
- "The woods are adorned with lovely flowers, for color, greatness, figure, and variety. I have seen the gardens of London best stored with that sort of beauty, but think they may be improved by our woods." (The best gardens in London would be better if they included the flowers that are available here in Pennsylvania).

3. If you were one of Penn's investors in London receiving this letter, what additional information would you want to know about Pennsylvania before renewing your investment?

Answer: Answers will vary but may include asking for more information on the number of settlers, how the towns and settlements are set up, and more information about the relationships with American Indians.

4. If you were a yeoman farmer living in England, would you move to Pennsylvania on the basis of this description? Why or why not?

Answer: Answers will vary but should be supported with evidence such as: (a) Yes, I would have moved to Pennsylvania because Penn made it clear that there was an abundance of natural resources, great weather, and just government. (b) No, I would not have moved to Pennsylvania because it would have been too much of a risk to leave everything behind and start again.

Germantown Friends' Antislavery Petition, 1688

Sourcing Questions

1. Who was the intended audience for this document?

Answer: The intended audience was Quakers attending the meeting in Dublin.

2. Based on their beliefs, why might Quakers have been opposed to slavery?

Answer: The Quaker belief that all people are equal was at odds with the practice of slavery.

3. What two main arguments did the author use to advance their case?

Answer: Slavery violates the Bible's "Golden Rule," and its existence in a Quaker colony hurt the colony's reputation in Europe.

4. Which do you think would be more effective and why?

Answer: Student responses will vary but may include: (a) The moral argument that slavery is wrong would be more convincing because it directly conflicts with the institution of slavery. (b) The practical argument that slavery was hurting Pennsylvania's image would be more convincing because William Penn needed more settlers to come to the colony and the presence of slavery could deter these settlers.

Comprehension Questions

1. What is the "traffick of men-body"?

Answer: The document is referring to the enslavement of Africans and the transatlantic slave trade in human beings.

2. How does the author present the first argument against slavery?

Answer: The author raises the problem that slavery takes away a person's consent to live freely.

3. This document argues that all humans have what liberties?

Answer: The author points out that all human beings have the right to live freely, not to be stolen and removed to a different place without their consent, not to be bought and sold like property, and to religious liberty of conscience.

4. Why does the author compare oppression in Europe with oppression in the colony?

Answer: The author points out the hypocrisy of coming to Pennsylvania to escape persecution of one kind (religious) only to inflict another form of oppression on another group (race-based slavery).

5. What does the author mean by "some do commit adultery, *in others*"?

Answer: The author argues that selling another man's wife as a slave to a different man was committing adultery on behalf of another person.

6. According to the author, why do some Quakers not want to emigrate to Pennsylvania?

Answer: Some Quakers are appalled that fellow Quakers own other human beings as they would property or cattle.

7. According to the author, what needs to be done to restore Pennsylvania's reputation?

Answer: This document argues that Quakers must stop participating in the buying and selling of human beings as slaves, stop participating in the transatlantic slave trade, and stop splitting up slave families. They must free their slaves to restore the reputation of the colony as supporting freedom.

8. What do the members of the monthly meeting decide to do with this document?

Answer: The matter is too "weighty" or complex for them to make a decision, and they pass it on to the next quarterly meeting.

9. What do the members of the quarterly meeting decide to do with this document?

Answer: The matter is of "too great a weight" for them to make a decision and they pass it on to the next yearly meeting.

10. The yearly meeting discussed this document nearly five months after it is written. What is their ultimate decision?

Answer: They decide not to support the protest because it is too complex.

Historical Reasoning Questions

1. William Penn attracted European settlers to his colony by hiring agents to publish notices about Pennsylvania's political and religious freedom across Europe. What do you think the author of this document would say to one of these agents?

Answer: The author might challenge one of these agents by claiming the colony was being dishonest and immoral, as the existence of slavery was at odds with the promotion of freedom and equality of all people.

2. Each of the successive Quaker meetings decided not to issue a decision either supporting or renouncing this document. Why might they have been reluctant to issue a clear ruling on slavery?

Answer: Quakers who benefited from slavery and the slave trade may have balked at the author's idea that slavery must be ended, because they had a personal, financial interest in keeping their slaves. Quaker leaders may have wished to keep peace in their new settlement.

Washington's Journal: Expeditions to Disputed Ohio Territory, 1753–1754

Sourcing Questions

1. Who was George Washington?

Answer: Washington was a rising member of the Virginia gentry. He was a surveyor and the adjutant general of the Northern Neck of Virginia.

2. What was his purpose in keeping the journal?

Answer: Washington wanted to keep a personal record of the journey and possibly publish the journal to make his journey publicly known to advance his political career. Governor Dinwiddie arranged for the publication of Washington's journal as part of the official report.

Comprehension Questions

1. What is the purpose of George Washington's mission?

Answer: Washington is to deliver a letter from the royal governor of Virginia (and indirectly, the British) to the French, warning them to stop fortifying the contested territory of the Ohio River Valley.

2. How does Washington prepare for his journey along the path to Pittsburgh?

Answer: Washington secures an interpreter, a guide, several men, and supplies.

3. What weather does Washington experience while traveling on the frontier?

Answer: Washington experiences frigid temperatures, snow, and rain during the late fall and early winter while traveling on the frontier.

4. What is Washington's assessment of the fort at Pittsburgh?

Answer: Washington thinks Pittsburgh is well situated for defense and recommended seizing the fort for the British and colonists.

5. What is Washington's relationship to Native Americans in the Ohio River Valley?

Answer: Washington needs the Native Americans for guides and allies.

6. What answer does Washington receive from the French?

Answer: The French answer that they intend to take control of the Ohio River, the fort at the Forks (modern-day Pittsburgh), and the surrounding territory.

7. How does Washington assess French strengths at their forts?

Answer: Washington assesses the quality of the defenses, the number of men, the number of canoes, and other measures of strength to report the intelligence back to the governor.

8. How does Washington and the French fight to control the American Indians?

Answer: The French try to persuade the Indians who were with Washington to stay with the French instead. They use alcohol to achieve that goal. Washington tries several times to get them away from the French to prevent the influence. Both sides view the Indians as potential allies and pawns.

9. What is the French response to Governor Dinwiddie?

Answer: The French respond that they are not obligated to follow the British warning.

10. What difficulties does Washington face while marching home through the frontier?

Answer: An Indian shoots at Washington and Gist, they fall into a half-frozen river in the middle of the night, they experience terrible weather, and their horses cannot continue, so Washington is forced to walk through the wilderness.

11. Does Washington accomplish his mission?

Answer: Yes, Washington accomplishes his mission of delivering the letter to the French military authorities in the Ohio River Valley.

Historical Reasoning Questions

1. What did the mission show about the character of young George Washington?

Answer: Washington endured many physical hardships and showed a great deal of perseverance and resilience in completing his mission. He also learned how to deal with the French and the American Indians in a prudent and diplomatic manner.

2. Why was there an imperial conflict in the Ohio River Valley between the British and French?

Answer: The French had controlled the area and established amicable relations with the American Indians, engaging in the fur trade. The creation of the Ohio Company and its plans to expand into the Ohio River Valley controlled by the French caused the French to build a series of forts along Lake Erie and the Ohio River system. The British were alarmed by French actions and claimed the land in the area.

3. What role did the American Indians play in the imperial struggle?

Answer: The Five Nations of the Iroquois League sought to remain neutral in the struggle and play the rival European powers off each other for the Indians' own advantage in controlling trade in the area, preserving their lands from encroachment, and helping them militarily against their own enemies.

4. How did Washington's actions on the frontier from 1753 to 1755 shape his later military and political career?

Answer: In his mission to the French and two subsequent actions at Fort Necessity and the Battle of Monongahela under British general Edward Braddock, Washington learned civil-military relations, military tactics and strategy, the limits of advancement in the British military, the dubious value of militia, and organization. Washington lost both battles but ironically emerged as a war hero known throughout the colonies because of his courageous actions in defeat, especially under Braddock.

Maps Showing the Evolution of Settlement, 1624–1755

Sourcing Questions

1. What two new technologies allowed for improved maps during the Age of Exploration?

Answer: Geometry and the printing press allowed for improved maps during the Age of Exploration.

2. How can a map reveal more than just physical features?

Answer: Maps can indicate what the cartographer or audience values, such as including more information on waterways rather than land. By choosing what to emphasize or what to leave out, maps can offer clues about what a society deems important.

Comprehension Questions

1. Why did Smith include the two images of American Indians on this map?

Answer: Smith included these images to illustrate the people he encountered in this new land. By choosing to highlight his capture by Powhatan, he was also “selling” his adventure to his audience. By depicting the Sasquesahanoug man as a giant, he made this new land seem more exciting and interesting.

2. Are there more English or native place names on this map? What does this reveal?

Answer: There are more native place names, given that the English were the first Europeans to explore this region. The balance of power at this point in time indicates that the American Indians control the land.

3. Is there more detail in the depiction of coastlines or land? What does this reveal?

Answer: There is more detail in the depiction of coastlines, which reveals that early explorers like Smith depended on navigable waterways to travel anywhere. It also indicates that the English had not really penetrated the interior of the continent.

4. In what ways is Christopher Browne’s map similar to John Smith’s map of Virginia? How is it different?

Answer: Christopher Browne’s map also provides more detail in waterways, like John Smith’s map. The interior of the land in both maps is shown as uncharted or wilderness by depicting trees and mountains with no place names. Differences include that Christopher Browne’s map is facing north, rather than west. It depicts more English place names and no native place names. It shows a larger territory—Virginia, Maryland, Pennsylvania, and New Jersey.

5. How did English territorial claims change between 1624 and 1719, according to these maps?

How did they stay the same?

Answer: English claims changed in that they now controlled much more territory. This is shown by the fact that native place names were replaced with place names that mirror the home county—Kent County, Middlesex County, Isle of Wight County, and so on. These maps reveal that the English continued to place value on navigable waterways and that the interior of the continent was still largely unsettled.

6. How did English territorial claims change between 1719 and 1755? How did they stay the same?

Answer: English territorial claims changed between 1719 and 1755 because they were in control of a greater amount of territory and made significant progress in to the interior of the continent. This map also shows that the English were in direct competition with the French empire for control of land. The detail shown on the coastline indicates that the Eastern seaboard continued to be very important to the English. This map also reveals that the English continued to expand westward into the continent.

Historical Reasoning Questions

1. What role did maps play in the power struggles between Europeans and American Indians?

Answer: Answers will vary but may include that maps were used as tools to support ownership or claims to land. As Europeans better understood the geography of the land, they increasingly came in conflict with the American Indians living there.

2. What role did maps play in the power struggle between European empires?

Answer: Answers will vary but may include that maps were used as tools to support ownership of or claims to land. Maps were instrumental in initiating and solving conflicts, such as disputes over claims to land.

3. How did the three mapmakers adjust their maps to suit different needs during the colonial period?

Answer: John Smith's map was meant to be a guide to other explorers navigating the new colony of Virginia. He also hoped to pique interest in the new colony by including depictions of the American Indians there, who would have appeared very different and intriguing to his European audience. The Browne map shows more detail, makes no mention of the Indians, and was likely a reference point for wealthy elites or those attached to the administration of the colonies either in America or back in England. The Mitchell map expands the scope of territory even further to justify England's claims in the New World over their rival of France.

4. Write a thesis statement that answers the following prompt: Analyze the changes and continuities in English colonial claims from 1624 to 1755.

Answer: Although English claims in the New World continued to value navigable waterways and coastlines, they changed in that they greatly expanded the amount of territory they controlled, and they also replaced native place names with English ones. Other continuities include displacement of American Indians and balance of power continually tipping toward the British. Other changes include territorial claims shift from disputes between English and American Indians to English and other empires, and place names change (e.g., The Sea of Virginia becomes the Atlantic Ocean).

LESSONS

Colonial Comparison: The Rights of Englishmen

Handout C: Graphic Organizer: Colonial Charters

Principle	Virginia, 1606	Maryland, 1632	Massachusetts, 1641	Pennsylvania, 1682	Later Laws?
Rights of Englishmen; protection against arbitrary laws; due process	Answer: Para. 4: . . . as if they had been abiding and born, within this our Realm of England . . .	Answer: X. in all Things shall be held, treated, reputed, and esteemed as the faithful Liege-Men of Us, and our Heirs and Successors, born within our Kingdom of England; XVII. (taxation) to assess and impose the said Taxes and Subsidies there, upon just Cause and in due Proportion . . .	Answer: 1 unlesse . . . by . . . expresse law . . . established by a generall Court and sufficiently published, . . .	Answer: First paragraph (Frame) these liberties, franchises, and properties, to be held, enjoyed and kept by the freemen, planters, and inhabitants of the said province of Pensilvania for ever. . . XXIV (Frame) Neither Penn nor heirs nor assigns shall infringe. . . I (Laws) charter of liberties held fundamental IV (Laws) No. . . tax. . . but by a law IX (Laws) All fees in all cases shall be moderate. . . settled	Answer: Principle of constitutionalism—laws based on higher law Principle of English common law regarding limited government

				by General Assembly	
Laws made by representative assembly	Answer: Para. 3: each of the said Colonies shall have a Council. . .	Answer: VII. . . . free, full, and absolute Power, . . . to Ordain, Make, and Enact Laws, . . . of and with the Advice, Assent, and Approbation of the Free-Men of the same Province, . . . whom we will shall be called together for the framing of laws	Answer: 1 unlesse . . . by . . . expresse law . . . established by a generall Court and sufficiently published, . . .	Answer: II (Frame) freemen shall. . . chuse persons of note for wisdom, virtue and ability as provincial Council II (Laws) “Freeman” defined— qualifications to elect or be elected to council or assembly	Answer: All state constitutions; Article 1, U.S. Constitution
Protection of property rights	Answer: Para. 2: And that they shall have all the Lands . . .	Answer: XI. . . . Trading with the Inhabitants of the Province aforesaid, full License to Ship and Lade in any the Ports of Us . . .	Answer: 1 no mans goods or estaite shall be taken away from him 8 cattel or goods for public use . . . without reasonable prices	Answer: IV (Laws) No . . . tax . . . but by a law XVII (Laws) That all briberies and extortion shall be severely punished.	Answer: Taxation: (Article I, Section 2, Clause 3; Article I, Section 9, Clause 4); (AI-S8-C1 and AI-S9-C6). (AI-S9-C5). Copyright & patents (A1-S8-C8) Punishment of piracy (A1-S8-C10) Prohibition of ex post facto laws (A1-S9-C3)

					<p>Search and Seizure Fourth Amendment</p> <p>Due Process Fifth Amendment</p> <p>(These are just a few examples; there are many more property protections in the U.S. Constitution, as well as in state constitutions.)</p>
Free speech in courts, meetings, and legislative assemblies			<p>Answer: 12 Every man whether Inhabitant or fforreiner, free or not free shall have libertie to come to any publique Court, Councel, or Towne meeting, and either by speech or writeing</p>	<p>Answer: VI (Laws) All persons may plead their cause themselves, or if unable, by their friends</p>	<p>Answer: Free speech or debate in Congress: A1-S6- C1)</p> <p>First Amendment</p>
Equal justice for all		<p>Answer: XXII (Courts will interpret laws to the benefit of Lord Baltimore) Provided always, that no</p>	<p>Answer: 2 Every person within this Jurisdiction, whether Inhabitant or forreiner shall enjoy the same</p>	<p>Answer: V (Laws) All courts shall be open, and justice shall neither be sold, denied nor delayed</p>	<p>Answer: Fourteenth Amendment: equal protection of the law</p>

		Interpretation thereof be made, whereby God's holy and true Christian Religion, or the Allegiance due to Us, our Heirs and Successors, may in any wise suffer by Change, Prejudice, or Diminution	justice and law . . . without partialitie or delay.	VII (Laws) Records . . . in English . . . justice speedily administered	
Jury trial, fair trial			Answer: 29 plantife and defendant by mutual consent to choose whether they will be tryed by the Bensh or by a Jurie, 42 No man shall be twice sentenced by Civill Justice for one and the same Crime,	Answer: VIII (Laws) All trials shall be by twelve men	Answer: Fifth, Sixth, and Seventh Amendments
Reasonable bails and fines				Answer: XVIII (Laws) That all fines shall be moderate	Answer: Eighth Amendment
Protection against cruel and unusual punishment			Answer: 45. No man shall be forced by Torture to		Answer: Eighth Amendment

			<p>confesse . . . unlesse . . .</p> <p>46. For bodilie punishments we allow amongst us none that are inhumane Barbarous or cruel.</p>		
<p>Protection of rights of conscience and religion</p>			<p>Answer: 95 All the people of god within this Jurisdiction who are not in a church way, and be orthodox in Judgement, and not scandalous in life, shall have full libertie to gather themselves into a Church Estaite. Provided they doe it in a Christian way,</p>	<p>Answer: XXXV (Laws) All persons who acknowledge one almighty God . . . shall in no ways be molested or prejudiced . . . in matters of worship.</p>	<p>Answer: First Amendment</p>

Debrief Questions

1. Based on your review of excerpts of these four charters, what rights do you believe are included in the phrase “traditional rights of Englishmen”?

Answer: The common themes present in these documents include protection against arbitrary laws, due process, laws made by representative assembly, protection of property rights, and equal justice for all. These are most likely included in the “traditional rights of Englishmen.”

2. Based on your study of these excerpts, to what extent, if at all, do the most prevalent constitutional themes seem to change over time?

Answer: Over time, the colonial charters included more rights that still are present and protected in laws today. Greater freedoms and equality are protected as time moves forward.

3. What cultural values and political institutions at this early time in the English colonies contributed to the development of an American identity?

Answer: Legislative assemblies and courts ensured that peoples' rights were protected by law and that the law was upheld, even if the monarch was not directly monitoring the activities in the individual colonies.

4. To what extent do these documents foreshadow protections with which you are familiar in the twenty-first century?

Answer: These documents foreshadow the ideas present in the Declaration of Independence, such as "life, liberty, and the pursuit of happiness." In addition, the freedoms protected by the Constitution and particularly the Bill of Rights (i.e., trial by jury, freedom of religion, security of property) are all evident in these charters

Benjamin Franklin Mini DBQ

Handout A: Benjamin Franklin: The First American?

Document 1: A Plan of Conduct, 1726

1. How did Franklin's resolutions affect his course in life?

Answer: Accept reasoned responses. Students may say that, based on the information available in this document packet, Franklin implemented at least resolution 3, "applying himself industriously..."

2. To what extent can the reader have confidence in Franklin's statement that he adhered to the plan "pretty faithfully"?

Answer: Accept reasoned responses. Students may say that it would be surprising if, in a man's autobiography, he confessed to not sticking to his own plan. However, students may know of Franklin's systematic self-improvement plan to increase in virtue, in which he does confess that the virtue of humility often eluded him.

3. What do you think Franklin meant by "a confused variety of different scenes?"

Answer: Accept reasoned responses. Students may note that Franklin's life before the age of twenty years did reflect a confused course, because he learned the printing trade, then ran away from his boss before even earning his wages, jumping from city to city penniless and without a clear objective.

4. Identify some virtues or character strengths that are suggested by Franklin's resolutions, and highlight a phrase or sentence that justifies your response.

Answer: Accept reasoned responses. Students may name frugality, honesty, sincerity, rationality, industry, patience, and kindness, highlighting corresponding evidence in the passage.

Document 2: Maxims from Poor Richard's Almanack (1733–1758)

1. Select three or four of your favorite aphorisms in this selection, put them in your own words, and explain how they relate to American identity or philosophy at the times they were written.

Answer: Accept reasoned responses.

2. Highlight and discuss with your partners a few aphorisms about which you have questions or that you find difficult to understand.

Answer: Accept reasoned responses.

Document 3: Priestley's Account of the Kite Experiment, 1752

1. Using only Priestley's description, draw a sketch of Franklin's kite.

Answer: Accept reasoned responses.

2. What was the purpose of Franklin's kite experiment?

Answer: Franklin hoped to prove that lightning was a form of electricity.

3. Whom did Franklin take with him to assist in his kite experiment? Why did he take only this person?

Answer: Franklin took only his son, William, because he wanted to keep the experiment a secret until he knew whether it would succeed.

4. What was Franklin's first indication that his experiment might be a success?

Answer: Some loose threads of the hemp string began to stand up.

5. Put this passage in your own words: "Struck with this promising appearance, he immediately presented his knuckle to the key, and (let the reader judge of the exquisite pleasure he must

have felt at that moment) the discovery was complete. He perceived a very evident electric spark.”

Answer: Franklin touched his knuckle to the key to find out if he would receive an electric shock, and although the shock might have been uncomfortable, he was delighted, because he had supported his hypothesis that lightning was a form of electricity.

Mercantilism

Handout A: Cartoon Analysis

1. Briefly describe what you see.

Answer: Three servants (colonies) are bringing platters to a large woman at the table (mother country).

2. Who appears to be in a position of power in this political cartoon? Explain.

Answer: The mother country has the authority. She is being served by her colonies.

3. Who appears to be in a subservient role? Explain.

Answer: The colonies are in a subservient role. They exist to supply her with the necessary foodstuffs, raw materials, and precious metals she needs to be a dominant power in the global economy.

4. What do colonies provide to the mother country?

Answer: Colonies provide gold and silver, food, and raw materials.

5. What is the message of the cartoon?

Answer: The message is that the colonies exist to serve the mother country and not the other way around. Evidence will vary.

Handout B: Mercantilism Background

1. List four key principles of mercantilism.

Answer: 1) A nation's wealth should be measured by the amount of precious metal, gold, or silver that it possesses. 2) Colonies provide to the mother country sources of raw material and markets for manufactured products. 3) A strong fleet of merchant ships are necessary to distribute and collect products throughout the empire. 4) The objective is for a favorable balance of trade for the mother country.

2. What event marked a turning point in the colonists' relationship with Britain regarding the enforcement of mercantilist policies?

Answer: The French and Indian War.

Handout C: Mercantilism Primary Sources

Document 1: *Austria Over All, If She Only Will*, 1684

1. What are the principle rules of mercantilism, according to this source (Document 1)?

Answer: The focus of this article to protect the economy of the mother country. Resources within the country should be maximized, and imports should be minimized.

Document 2: Navigation Act of September 13, 1660

2. What is the primary goal of this Navigation Act (Document 2)?

Answer: The master and three-fourths of the mariners must be English. Only English or English colonial ships could carry cargo between imperial ports to keep the profits from carrying the trade within the Empire.

Document 3: Navigation Act of April 10, 1696

3. How many years have passed between the Navigation Act in Document 2 and Document 3?

Answer: Thirty-six years have passed between Sources 2 and 3.

4. What modifications were made to the previous Navigation Act?

Answer: All trade within the British Empire must be done with British-made ships, thus allowing the colonists to enter the carrying trade.

5. What key principles of mercantilism do all three sources share?

Answer: The focus is on protecting the economic interests of the mother country and to regulate the imports and exports to the advantage of Great Britain.

Hypothesis: How might mercantilism have affected the . . .		
<i>New England Colonies</i>	<i>Middle Colonies</i>	<i>Southern Colonies</i>
Effects: Answer: Answers will vary. Colonists were engaged in fishing, whaling, and logging. Whale oil was used in lamps. The soil conditions were poor, but they did produce pumpkins, rye, corn, squash, and beans. Mercantilism provided a market for these products. Mercantilism's restrictions on foreign ships carrying colonial goods ultimately helped the growth of New England's shipbuilding and carrying trade.	Effects: Answer: Answers will vary. They specialized in grains including wheat, barley, and rye. The colonists also produced iron ore, lumber, coal, textiles, furs, and shipbuilding. Mercantilism would provide markets for their goods, but colonists would not always get prices they felt were fair.	Effects: Answer: Answers will vary. Tobacco, cotton, rice, indigo, lumber, and furs were major products from the southern colonies. Large plantations led to the need for labor, and thus the importation of slaves from Africa as part of the Triangular Trade system.
Significance: Answer: These trade restrictions provided markets for colonial products but stunted the growth and freedom of colonial businesses, because they had to ship raw materials back to Great Britain. Colonists did not like restrictions on who they could sell their goods to, nor did they like that they could not be producers of finished goods, merely consumers of these finished or manufactured goods coming from Great Britain.		

Conclusion

Draw a political cartoon or infographic in the space below illustrating the mercantilist relationship between the North American colonies and Great Britain.

Answer: Answers will vary. The cartoon/infographic should reflect an understanding of how mercantilism benefited the mother country.

Civics Connection: The Colonial Origins of American Republicanism

Handout A: The Colonial Origins of American Republicanism Student Packet

Background Essay Questions

1. Where and when did the Enlightenment or Age of Reason begin?

Answer: The Enlightenment began c. 1650 in France. It then spread to other countries in Europe, most notably England and Scotland.

2. What two ideas were central to Enlightenment thinking?

Answer: Empiricism and application of scientific method to rationalize human society

3. What is meant by Lockean rights? Have you encountered these rights in any other documents in your study of American history prior to this course?

Answer: People are born with equal and unalienable rights, no one should deprive anyone else of those rights, and legitimate government is based on the consent of the governed. Students may comment that this language sounds very similar to the opening of the Declaration of Independence.

4. Why did English colonial charters encourage settlers to take extreme risks?

Answer: The crown was hoping to establish profits as they were in competition with other European powers, so charters typically gave a lot of latitude to settlers regarding political, economic, and individual liberties.

5. What rights did English settlers transplant to the American colonies? Where did these rights come from?

Answer: Representation in legislatures empowered to tax them, fair trials, control of one's property, religious liberty, and freedom from arbitrary rule. Magna Carta (1215), common law.

6. How did the European Enlightenment influence the American colonies?

Answer: Elites read the works of Enlightenment philosophers, discussed their ideas, and sought to apply them in the colonies in the American Enlightenment.

Document 1: The Mayflower Compact, 1620 (Agreement Between the Settlers at New Plymouth: 1620)

Comprehension and Principles Questions

1. Who did the signers of this document consider themselves to be?

Answer: The signers considered themselves to be loyal subjects of King James of England.

2. What was the purpose of their voyage?

Answer: The purpose of their voyage was to glorify God, advance the Christian faith, and honor king and country.

3. What was the purpose of this document?

Answer: This document's purpose was to covenant and combine the Separatists into a "civil Body Politic."

4. What did the signers agree to do?

Answer: The signers agreed to make just and equal laws for themselves as needed, and to obey those laws.

5. What governing principle(s) does the Mayflower Compact illustrate?

Answer: The Mayflower Compact illustrates the principle of consent

Historical Reasoning Questions

1. Why did the settlers need to move away from England to glorify God and advance their faith?

Answer: They needed to move away because government persecution and the worldliness of their culture were oppressive, and they wanted to start fresh in a civil society formed according to their understanding of the Bible.

2. How did the signers get the authority to make this agreement?

Answer: The signers got the authority to make the agreement by choosing to cooperate with one another under dangerous conditions that differed from their expectations. The Virginia charter that they originally received did not apply outside of Virginia territory.

3. Which one of these concepts is most prominently reflected in this document: English tradition of constitutional self-government, arguments for freedom of conscience, early American Enlightenment? Be prepared to explain your answer.

Answer: Accept reasoned responses. Students are likely to list English tradition or arguments for freedom of conscience.

Document 2: The Charter of Maryland, 1632

Comprehension and Principles Questions

1. Under whose authority was this document written?

Answer: The document was written under the authority of King Charles.

2. According to this document, who had power to govern Maryland, and what kind of power did he have?

Answer: The Baron of Baltimore and his heirs had “free, full, and absolute power.”

3. Whose advice and consent was the Baron expected to obtain?

Answer: The Baron was expected to obtain advice and consent from the freemen of the colony or their delegates or deputies.

4. What governing principle is illustrated in this phrase: “of and with the Advice, Assent, and Approbation of the Free-Men of the same Province . . . or of their Delegates or Deputies”?

Answer: The phrase, “of and with the Advice, Assent, and Approbation of the Free-Men of the same Province . . . or of their Delegates or Deputies” illustrates the principle of representation or republicanism (also consent).

5. For what purpose were the delegates or deputies to be called together?

Answer: The delegates or deputies were to be called together to make laws “and to constitute and ordain Judges, Justices, Magistrates and Officers.”

6. What two requirements did the charter list for the laws that could be enacted in Maryland?

Answer: Laws in Maryland were required to be reasonable and to conform to laws, customs, and rights of people in England.

7. According to this list, what rights of Englishmen were protected both in England and in the colony?

Answer: Protected rights of Englishmen included the following: [inherit, purchase, possess, use, enjoy, give, buy, sell, and bequeath property] “. . . in the same manner as our Liege-Men born, or to be born within our said Kingdom of England.”

8. What incentive was offered in Article XI?

Answer: Settlers’ right to ship and load any belongings they wished at any English port was protected.

9. What governing principle is reflected in this section?

Answer: This section protects the settlers’ private property rights.

10. What authority did King Charles give to the Baron of Baltimore in Section XII, and why?

Answer: To protect the colony against enemies, King Charles gave the Baron of Baltimore the authority to wage war, raise an army, and deal with captives at his discretion.

Historical Reasoning Questions

1. The charter granted the Baron of Baltimore autocratic powers. What elements of the charter protected the rights of colonists? Would those guarantees of rights be enough for you?

Answer: Colonists' rights explicitly protected in the Charter included the right of representation by delegates or deputies, the right to live under reasonable laws that conformed to the rights of Englishmen, the right to use and enjoy the property in their material goods, and the right to expect military protection. It should be noted that the right to military protection also implies a responsibility to serve in the military as needed. Regarding student opinion as to whether these protections would be sufficient, accept reasoned responses.

2. Which one of these concepts is most prominently reflected in this document: English tradition of constitutional self-government, arguments for freedom of conscience, early American Enlightenment? Be prepared to explain your answer.

Answer: Accept reasoned responses. Students should mention English tradition. Also, because Maryland was founded as a haven for Catholics and observed religious toleration, students might mention arguments for freedom of conscience.

Document 3: The Fundamental Orders of Connecticut: 1639

Comprehension and Principles Questions

1. To what authority did the document appeal in establishing a plan of self-government?

Answer: The document appeals to the authority of the word of God.

2. "We the Inhabitants and Residents. . . do therefore associate and conjoin ourselves to be as one Public State or Commonwealth. . ." illustrates what governing principle?

Answer: The governing principle reflected in this quote is Consent/Popular Sovereignty.

3. According to the preamble, what was the purpose of the government they established?

Answer: The purpose of the government was to maintain peace and union, to preserve the liberty and purity of the Gospel, and to provide laws to guide their civil affairs.

4. How does Order 4 illustrate the principle of limited government?

Answer: It establishes qualifications for the governor and the magistrates, and term limits for governor.

5. What principle(s) of government is illustrated by Order 5?

Answer: Order 5 illustrates Representative/Republican Government. It also describes the General Court's role of law-making, which is a legislative power.

6. According to Order 6, what happened if the Governor and Magistrates neglected or refused to hold the two standing General Courts each year, and what governing principle does this procedure illustrate?

Answer: If the governor and magistrates failed to hold the two standing Courts, the Freemen could petition for the convening of the General Court, involve the Constables to enforce the rule, and, if the Governor and Magistrates failed to comply, the Freemen could meet together as a General Court themselves. The process illustrates the principle of Consent/Popular Sovereignty.

7. What governing principle(s) is reflected in Order 8?

Answer: Order 8 reflects the principles of Representative/Republican Government and Majority Rule/Minority Rights.

8. According to Order 10, what specific powers did the General Court have?

Answer: The General Court had "supreme power of the Commonwealth," including the powers to

- make and repeal laws
- impose and collect taxes
- admit residents to the towns

- dispose of property that does not belong to towns or persons
- call any person into question for suspected crimes
- punish offences
- handle any other matter that concerns the good of the Commonwealth, except election of Magistrates

9. What inalienable rights were explicitly protected in Order 10?

Answer: The Governor was responsible for protecting free speech (and maintaining order) in the General Court. Also, property rights are implied.

Historical Reasoning Questions

1. How did this document provide for republicanism?

Answer: The document provided for republicanism by spelling out a process by which the freemen could elect their leaders, and either force them to carry out their responsibilities, or implement those responsibilities for themselves.

2. Which one of these concepts is most prominently reflected in this document: English tradition of constitutional self-government, arguments for freedom of conscience, early American Enlightenment? Be prepared to explain your answer.

Answer: Accept reasoned responses. Students are likely to refer to English tradition. Also, because the reason for founding the colony in the first place was disagreement regarding religious rights, students might mention arguments for freedom of conscience.

Document 4: John Locke: *The Second Treatise of Government*, 1689

Comprehension and Principles Questions

1. What principles are addressed in Section 4? Highlight or underline evidence for your answer.

Answer: Freedom and equality are explicitly addressed.

2. Describe the limits on liberty.

Answer: Man does not have liberty to destroy himself or a creature in his possession. Because all humans have equal rights, no one ought to harm another.

3. How did one person gain legitimate authority to make laws for others?

Answer: One person gains the authority to make laws for others only through their consent.

4. What was the standing rule regarding people's freedom?

Answer: The standing rule regarding people's freedom was "a liberty to follow my own will in all things where the rule prescribes not," and to be free of the "arbitrary will of another man."

5. If the earth and everything in it belong to all people in common, how does an individual establish private property rights?

Answer: An individual establishes private property rights by mixing his labor with the resources available to all in common.

6. What did Locke mean by property?

Answer: Locke wrote of property in a broad sense, meaning it includes more than just physical belongings. Although those physical things that an individual works for do belong to her, she also owns her thoughts, hopes, talents, and her life and her liberty.

7. How does a community gain legitimate power to judge and punish its members' offenses?

Answer: Locke explained that each member of the society has given up a little of his individual rights in exchange for the safety and security available through the common established law of civil society.

8. When legislators violated the main reason people have formed a society, which was to protect their rights, what did the people have a right to do?

Answer: When legislators endeavored to establish arbitrary power, they put themselves into a state of war against the people and forfeited their power. In that situation, the people had the right to resume their original liberty and establish a new government.

Historical Reasoning Questions

1. In Section 6, Locke wrote, “But though this be a state of liberty, yet it is not a state of license.” What is the difference between liberty and license?

Answer: Liberty is freedom plus responsibility. License is freedom exercised irresponsibly.

2. In Section 87, Locke explicitly defined what he meant by property: “that is, his life, liberty and estate.” In your opinion, what are the most important components of liberty?

Answer: Accept reasoned responses regarding the most important components of liberty.

3. Which one of these concepts is most prominently reflected in this document: English tradition of constitutional self-government, arguments for freedom of conscience, early American Enlightenment?

Answer: Accept reasoned responses. A well-crafted answer could explain any of the three concepts.

Document 5: James Otis: “The Rights of the British Colonies Asserted and Proved,” 1763

Comprehension and Principles Questions

1. What was Otis’s main point in the first paragraph?

Answer: Because British colonies were subject to and dependent on Great Britain, Parliament had lawful authority to make laws for the general good of all subjects of Great Britain.

2. Underline the portion of the second paragraph that best expresses its main idea.

Answer: Students may underline “Every British subject born on the continent of America, or in any other of the British dominions, is . . . entitled to all the natural, essential, inherent and inseparable rights of our fellow subjects in Great Britain.”

3. According to the third paragraph beginning “4thly...”, how must Parliament dispense justice?

Answer: Parliament is obligated to dispense justice by known, settled rules, and not rule arbitrarily.

4. What governing principle is reflected in this paragraph?

Answer: This paragraph reflects the principle of rule of law.

5. What was necessary before the supreme power could take away any part of any man’s property?

Answer: The man must have the opportunity to give consent in person or by representation.

6. According to this passage beginning “6thly...”, how are the bounds of the legislature established?

Answer: Bounds on the legislature are set by God and by nature.

7. What must be the purpose of laws if they are to be legitimate?

Answer: The purpose of laws must be the good of the people.

8. According to the paragraph beginning “In a state of nature...”, what was the result if people were taxed without their consent either in person or through representation?

Answer: If taxed without representation, the people would be unjustly deprived of their liberty and of every civil right.

9. According to the final section, what was necessary to unite the British empire in perpetual peace and prosperity?

Answer: Every part of the empire must be represented in the legislature.

Historical Reasoning Questions

1. Compare this document with the other documents used in this lesson. Which other document is most similar to this one?

Answer: Accept reasoned responses. Students are likely to say that the document most like James Otis's pamphlet is John Locke's *Second Treatise*.

2. Which one of these concepts is most prominently reflected in this document: English tradition of constitutional self-government, arguments for freedom of conscience, early American Enlightenment? Be prepared to explain your answer.

Answer: Accept reasoned responses. A well-crafted answer could explain any of the three concepts.

UNIT 1 ESSAY ACTIVITY

Handout A: Long Essay Rubric

College Board AP History Long Essay Rubric (6 points)

<i>Reporting Category</i>	<i>Scoring Criteria</i>	<i>Decision Rules</i>
A. Thesis/Claim (0–1 pt.)	1 pt. Responds to the prompt with a historically defensible thesis/claim that establishes a line of reasoning.	To earn this point, the thesis must make a claim that responds to the prompt, rather than merely restating or rephrasing the prompt. The thesis must consist of one or more sentences located in one place, either in the introduction or the conclusion.
B. Contextualization (0–1 pt.)	1 pt. Describes a broader historical context relevant to the prompt.	To earn this point, the response must relate the topic of the prompt to broader historical events, developments, or processes that occur before, during, or continue after the time frame of the question. This point is not awarded for merely a phrase or a reference.
C. Evidence (0–2 pts.)	<p>1 pt. Provides specific examples of evidence relevant to the topic of the prompt.</p> <p>OR</p> <p>2 pts. Supports an argument in response to the prompt using specific and relevant examples of evidence.</p>	<p>To earn one point, the response must identify specific historical examples of evidence relevant to the topic of the prompt.</p> <p>To earn the second point, the response must use specific historical evidence to support an argument in response to the prompt.</p>
D. Analysis and Reasoning (0–2 pts.)	<p>1 pt. Uses historical reasoning (e.g., comparison, causation, continuity and change) to frame or structure an argument that addresses the prompt.</p> <p>OR</p> <p>2 pts. Demonstrates a complex understanding of the historical development that is the focus of the prompt, using evidence to corroborate, qualify, or</p>	<p>To earn the first point, the response must demonstrate the use of historical reasoning to frame or structure an argument, although the reasoning might be uneven or imbalanced. To earn the second point, the response must demonstrate a complex understanding. This can be accomplished in a variety of ways, such as:</p> <ul style="list-style-type: none"> Explaining nuance of an issue by analyzing multiple variables Explaining both similarity and difference, or explaining both continuity and change, or explaining multiple causes, or explaining both causes and effects Explaining relevant and insightful connections within and across periods

	<p>modify an argument that addresses the question.</p>	<ul style="list-style-type: none"> • Confirming the validity of an argument by corroborating multiple perspectives across themes • Qualifying or modifying an argument by considering diverse or alternative views or evidence. This understanding must be part of the argument, not merely a phrase or reference.
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