

# BILL *of* RIGHTS

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# INSTITUTE

## Life, Liberty, and the Pursuit of Happiness

*Instructor Answer Guide*

Chapter 3: 1763-1789

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## CHAPTER 3 INTRODUCTORY ESSAY: 1763–1789

### Review Questions

- Which of the following best describes the fiscal consequences of the French and Indian War?  
**Answer: B. The French and Indian War exploded the British national debt and tax burden, leading to Parliament's decision to tax the colonies to pay the war's cost.**
- Which act marked the first serious constitutional dispute over Parliament's taxing the colonists without their consent?  
**Answer: C. Stamp Act**
- At the conclusion of the French and Indian War, what was the political status of the territory west of the Appalachian Mountains?  
**Answer: A. Colonial settlers were forbidden to cross the Appalachian Mountains.**
- What was the main purpose of the Stamp Act Congress?  
**Answer: D. To formalize the colonial complaints against Parliament**
- What legislation was imposed on Massachusetts as a punishment for rebellious behavior during the "Tea Party" in December 1773?  
**Answer: A. Coercive Acts**
- How did the British use the institution of slavery as a tool against the colonists in the Revolutionary War?  
**Answer: B. By promising freedom in exchange for slaves' support, the British encouraged Patriots' slaves to rebel against their owners.**
- Which of the following best describes the role of American Indian tribes in the Revolutionary War?  
**Answer: B. American Indians often sided with the British, although some fought alongside the colonists.**
- Which of the following best describes the motives of the French military during the Revolutionary War?

Answer: B. The French military supported the American patriots against France's rival, the British, to raise France's own global political and economic standing.

9. What purpose did the Articles of Confederation serve?

Answer: A. The Articles of Confederation served as the structure for the first government of the new United States.

10. Which of the following best describes the evolution of American colonists desiring independence?

Answer: D. Incremental shifts toward independence were not complete even during the Revolution, because tens of thousands of American colonists remained loyal to Britain.

11. Which of the following did not contribute to the call for a Second Continental Congress in 1776?

Answer: D. The successful alliance between American colonists and France to wage war against the British

12. Which of the following best describes George Washington's leadership of the Continental Army?

Answer: B. Long-term strategist willing to use new tactics to gain victories and boost morale

13. Which battle is significant because it resulted in the creation of a successful alliance with the French?

Answer: C. Battle of Saratoga

14. A change in perception about American white women was the idea of Republican Motherhood, which

Answer: B. emphasized the importance of raising patriotic children to participate in the newly formed republic.

15. The Articles of Confederation were designed to

Answer: A. maintain state sovereignty, preventing the usurpation of power by a central government while allowing the states to function as a unit in military and diplomatic matters.

16. Which of the following constitutional issues most definitively highlighted the divide between Northern and Southern delegates at the Constitutional Convention?

Answer: C. The Three-Fifths Compromise

17. Shays' Rebellion is most similar to which earlier event in American history?

Answer: A. Bacon's Rebellion

18. Which political faction was suspicious of the new Constitution and wary of the stronger authority of the federal government?

Answer: D. Anti-Federalist

19. After ratification of the Constitution, the Bill of Rights was designed to

Answer: A. calm Anti-Federalist fears and protect individual freedoms from a stronger federal government.

## Free Response Questions

1. Explain how a debate over liberty and self-government influenced the Continental Congress's decision to declare independence in 1776.

Answer: Students' answers may vary, but students should identify one central factor (e.g., Lexington and Concord, the Intolerable Acts, the Boston Port Act) and explain how a desire for liberty factored into the argument put forth in the given example(s).

2. Describe the role of women during the American Revolution.

Answer: Women served the revolution by continuing to run farms and households in the absence of male household members, contributing to the colonial economy as well as household income. Many

women also produced valuable supplies needed by the army or served it as nurses or cooks. Women also called themselves “Daughters of Liberty” and made the boycott of British goods feasible by producing homespun clothing, allowing colonial men and women to resist buying British textiles.

3. Explain how the debates over individual rights and liberties continued to shape political debates after the American Revolution.

Answer: After the American Revolution, individual rights and liberties continued to be at the center of political debates. Shays’ Rebellion gathered strength in response to what the rebels saw as direct threats to their own liberty and freedom. The debates during the Constitutional Convention around the size and scope of government were framed in the context of how best to protect the rights of individual citizens and ensure their liberty was maintained. During ratification, these discussions continued, with the Anti-Federalists claiming that a strong federal (national) government would centralize power and become tyrannical, whereas the Federalists argued that a strong national government was essential for stability and the maintenance of liberty.

4. Describe the changes and continuities in North American attitudes toward executive power between 1763 and 1789.

Answer: After the French and Indian War, the colonists were, in general, supportive of the British crown and an executive. However, after Parliament’s abuse of its power of taxation and maintenance of standing armies on their soil in time of peace, the colonists became increasingly wary of executive power, so much so that they did not include an executive branch in their new nation’s original framework, the Articles of Confederation. After several years under this government, however, and with the passage of time since the end of the Revolution, citizens realized that an executive was necessary for a federal government to enforce laws created by the legislature and to unify the country. As demonstrated by the ratification debates, this was not a unanimous opinion: Many still disapproved of the executive despite the ratification of the Constitution in 1789.

## **AP Practice Questions**

1. This passage from Mercy Otis Warren’s history of the American Revolution alludes to which factor leading to colonists’ discontent after the French and Indian War?

Answer: A. The relative independence the British granted the North American colonies before the 1760s

2. Which of the following statements best describes how colonists justified their opinion that taxation by Parliament was unfair?

Answer: A. They argued that they had no direct representation in Parliament and thus Parliament had no power to enforce taxes.

3. On the basis of the information in the excerpt provided, the author would agree with all the following statements except

Answer: B. This new federal constitution was written after considerable careful thought and debate.

4. Which of the following best describes the author’s approach to the challenge facing the states after the Constitutional Convention?

Answer: B. Many political leaders believed the governing structure established by the Articles of Confederation was not strong enough and more structure was needed.

5. In the excerpt provided, the violent conflict described in 1775 most directly contributed to which of the following events?

Answer: C. Calls for military and political action, which resulted in the meeting of the Second Continental Congress

6. The context surrounding the event in the excerpt provided may best be described as

Answer: C. incremental buildup of tension throughout Massachusetts over British occupation and legislation.

7. Which of the following ideas would be best supported by historians using the excerpt provided as evidence?

Answer: B. That women and families supported the troops during the Revolution

8. Lord Dunmore's intent, as indicated in the excerpt provided, is best described as

Answer: B. a desire to undermine the colonial revolt against the crown and acquire more loyalists to fight in the colonies.

9. The excerpt from Dunmore's Proclamation highlights which of the following about the early years of the American Revolution?

Answer: A. The variety of reasons people chose to identify as a loyalist or patriot

## **NARRATIVES**

### **Pontiac's Rebellion**

#### **Review Questions**

1. Which of the following is true about the American Indian warriors during Pontiac's Rebellion?

Answer: C. American Indians used guerrilla war tactics to defeat the organized British troops.

2. Which of the following best describes the effects of the Royal Proclamation of 1763?

Answer: B. It reserved a portion of the British colonial landholdings for American Indians, to prevent future conflict.

3. Which of the following best describes the context of Pontiac's Rebellion?

Answer: B. The American Indians were worried about the consequences of their allies, the French, being forced from the area as a result of the imperial war.

4. One reason Pontiac's Rebellion was initially successful was

Answer: A. Chief Pontiac allied with multiple American Indian groups to resist British encroachment

5. Which of the following did not occur during Pontiac's Rebellion?

Answer: D. Europeans generally treated the American Indians with respect for their personal beliefs and culture.

6. What was the British colonial reaction to the Proclamation Line?

Answer: A. Many felt the British had sided with American Indians and did not recognize the needs of the British colonists.

#### **Free Response Questions**

1. Briefly describe the relationship between the Seven Years' War and Pontiac's Rebellion. How are the two events connected?

Answer: British soldiers remained stationed in forts on lands previously held by the French as part of the settlement of the Seven Years' War. After the Seven Years' War, American Indians wanted to regain their territory and force out any form of colonial rule. Pontiac's Rebellion was, therefore, a

result of the Seven Years' War, because Pontiac and his army would not have rebelled against the British had the British not taken over that territory as a result of the war.

2. Should Pontiac's Rebellion be considered a "rebellion," as it is known by most historians today? Justify your answer, and if you believe it should not be called a "rebellion," propose a new name for this event.

Answer: Answers may vary. Students may argue that this should be considered a rebellion because the Treaty of Paris turned over control of the territory to the British, who technically governed it and thus the Ottawa tribes who lived there. On the other hand, students may argue that American Indians were justified in fighting for their land and were never treated as British subjects, so they were not rebelling as subordinates but rather fighting as an equally sovereign nation for territory.

3. Was the Royal Proclamation of 1763 a fair settlement of American Indians' grievances that led to Pontiac's Rebellion? Explain your reasoning.

Answer: Answers may vary, although students should assess why the settlement to reserve lands for American Indians was a fair response to their desire to hold their own territory

4. How could the Royal Proclamation of 1763 lead to future problems in the British colonies? Provide specific examples in your response.

Answer: The Royal Proclamation of 1763 could lead to colonial rebellions because it forbade veterans and other colonists to settle west of the proclamation line, which they felt entitled to do. It could also lead to further disputes with American Indians because they were still not recognized by the British government as independent nations. Furthermore, colonists who settled west of the proclamation line prior to 1763 might also come into conflict with American Indians there or rebel against the British for taking their land away or even for not treating them as equal British subjects within the colonies.

## **AP Practice Questions**

1. The Proclamation Line of 1763

Answer: B. cut the colonists off from land that had previously been open to settlement

2. Which of the following is true about the settlement of the area west of the line established by the Proclamation of 1763 after Pontiac's Rebellion?

Answer: D. Colonists who had previously settled in this land refused to leave, creating more tension within the British colonies.

3. Which of the following best describes the significance of Pontiac's Rebellion and its connection with the Proclamation of 1763?

Answer: A. The establishment of the proclamation line created animosity between the British government and colonists.

4. One important consequence of the belief expressed in the excerpt was

Answer: B. American Indian tribes allied with each other to try to defeat the British

5. The sentiments expressed in the excerpt provided most directly caused which of the following events?

Answer: C. An uprising of American Indians challenged British frontier forces and resulted in concessions that angered the colonists.

6. Which of the following events in U.S. history is most similar to the excerpt provided?

Answer: C. The Battle of Tippecanoe pitted U.S. citizens against the Shawnee tribe over the Indiana territory.

## Stamp Act Resistance

### Review Questions

1. Which of the following would not have been taxed by the Stamp Act?

Answer: C. Quills and wax for sealing; Teacher Note: Quills and wax for sealing were not included. Stamps, which were required on paper goods such as legal documents and publications, were taxed.

2. What was the purpose of the Stamp Act?

Answer: D. To increase revenue and help defray the cost of keeping British soldiers on the frontier after the Seven Years' War

3. What does "taxation without representation" mean?

Answer: B. The colonists did not elect the representatives in Parliament who passed the tax.

4. Which colony was the first to organize a legislative protest against the introduction of the Stamp Act?

Answer: C. Virginia

5. The Stamp Act overturned the policy of salutary neglect, which for years had

Answer: A. allowed the colonists to govern themselves without too much interference

6. Which of the following is the most accurate statement about the Sons of Liberty?

Answer: B. They encouraged and orchestrated protests that sometimes included the burning of effigies and destruction of property.

7. Which of the following does not describe a significant effect of the Stamp Act Congress?

Answer: D. It represented a turning point in history when the colonists united in their resolution to separate from Great Britain.

### Free Response Questions

1. Explain how the British, given their views of the relationship with British North America, believed themselves justified in imposing the Stamp Act on the colonies.

Answer: The imperial relationship might be thought to justify the British imposing the Stamp Act on the colonists because, according to the traditional theory of mercantilism, the purpose of colonies is to enrich the mother country. If the local needs of the colony required the mother country to spend more money, it was reasonable to expect the colonists to pay their fair share toward their own protection from foreign threats.

2. Explain why the colonists reacted as they did to the Stamp Act. What was the basis of their argument, and what were they trying to achieve?

Answer: Some colonists reacted violently to what they perceived was a fundamental abolition of their rights as Englishmen, because they were being taxed without the consent they could give if represented in Parliament. They were trying to send a message to Parliament that such taxation and acts violated their social contract with Britain and would not be tolerated.

### AP Practice Questions

1. Which of the following statements best describes the purpose of the Stamp Act Congress as demonstrated by the excerpt?

Answer: D. To write petitions to King George III and Parliament calling for the repeal of the Stamp Act

2. The Stamp Act Congress based its grievances on which of the following principles?



Answer: A. Parliament's relationship to the citizens of England is similar to the colonial legislature's relationship with the British colonies.

3. Which of the following best describes the way the English tradition of rights shaped colonial resistance to the Stamp Act?

Answer: B. The Stamp Act was viewed as an impediment to self-government, which the practice of salutary neglect had encouraged.

4. A historian might use the excerpt provided to support

Answer: A. the gradual shift toward colonial resistance to Great Britain's ruling government after the French and Indian War

5. Which of the following best describes the response to the excerpt provided?

Answer: C. Increased British legislation that introduced direct taxes on the colonists

6. Which of the following groups would most likely support the sentiments and viewpoints provided in the previous answers?

Answer: B. Patriots

## **The Boston Massacre**

### **Review Questions**

1. Which of the following methods was not used by colonists to protest the Acts passed by Parliament after the French and Indian War?

Answer: D. Forming militia and securing funds to declare a war for independence

2. The Boston Massacre refers to

Answer: B. the episode in which a Boston mob attacked British soldiers who then fired into the crowd, killing five colonists

3. Which of the following provides an example of colonists participating in an economic protest against the Townsend Acts?

Answer: B. Women creating homespun clothes instead of purchasing imported goods

4. What was the effect of the Boston Massacre engraving and funeral procession in other colonies?

Answer: A. Patriots in other colonies interpreted the Boston event as a danger to all colonies.

5. What was John Adams' intention when he defended the British redcoats involved in the Boston Massacre?

Answer: C. Adams desired to prove that the colonists, regardless of their political rage, would always uphold the rule of law.

6. Which of the following was Britain's direct response to the Boston Massacre?

Answer: C. Repeal of all Townsend Act taxes except the one on tea

7. Which of the following best contextualizes the Boston Massacre?

Answer: D. British customs officials were headquartered in Boston to enforce the newly declared Townsend Acts.

### **Free Response Questions**

1. Briefly summarize the interactions between the British government and North American colonists that led to the Boston Massacre.

Answer: The British government sought to collect taxes from the colonists to help offset the cost of maintaining the Empire. When these taxes proved to be unpopular, the British turned to force to



ensure that their authority in the colonies was maintained. When this subjugating authority met colonial resistance, tensions grew rapidly.

2. Explain how John Adams's defense of British troops in Boston demonstrated the strength of the rule of law in colonial America.

Answer: John Adams based his arguments on establishing that no one—whether British officer or colonist—was above the law, which is the principle of the rule of law. Adams also supported giving the soldiers a fair trial, which reinforced the right to a fair trial in front of a citizen jury. Only through due process of law could justice be served. Moreover, Adams shifted the blame from the soldiers and officers to those who made imperial policy for the colonists.

## AP Practice Questions

1. The principle expressed in the English Bill of Rights that contributed most to the tensions in Boston was

Answer: B. a standing army should not be kept among them during a time of peace

2. Taken as a whole, the English Bill of Rights most clearly demonstrates the British belief in the principle of

Answer: C. the rule of law

3. The excerpt gives historians insight into the

Answer: A. likelihood that authors who opposed British policy exploited the event for political gain by omitting certain details

4. An important consequence of the account described in the excerpt was that the

Answer: A. British soldiers were acquitted on the grounds of self-defense

5. Which of the following best describes a reaction to the event described in the excerpt?

Answer: C. Patriots used the event to galvanize citizens by producing images and rhetoric.

## The Boston Tea Party

### Review Questions

1. All the following constitutional principles directly prompted the colonists to participate in the Boston Tea Party except

Answer: A. federalism

2. Which of the following best explains the justification for Parliament to pass the Intolerable Acts, or Coercive Acts?

Answer: C. Parliament claimed the laws were necessary to punish the city for mob action and loss of property as a warning to other cities that Parliament would not be resisted.

3. Which of the following was the colonists' primary reason for protesting the Tea Act?

Answer: B. They felt the act violated the concept of representative government.

4. Which of the following best describes a significant change in British North America after the Boston Tea Party and retaliatory Coercive Acts?

Answer: B. Patriots coordinated intercolonial bodies and began articulating an American identity and cause.

5. Which of the following acts of legislation was not part of the Coercive Acts?

Answer: C. The Declaratory Act, which asserted the British right to govern the colonists in any way they saw fit

6. Which of the following best describes Patriotic upheaval in Boston?

Answer: B. The increased tension in the city resulted in ordinary citizens and charismatic leaders erupting in protest.

### Free Response Questions

1. Were the protests in Boston an expression of popular sentiment or caused by the leadership of the elites? Explain your answer.

Answer: Although a few notable leaders helped organize the colonial response, the protests were a genuine expression of anger against injustice, by people of many different social classes. The democratic experience of town meetings made ordinary Bostonians ready to speak their minds freely and take action.

2. Explain how the colonists' belief in individual and political rights and liberties influenced their resistance to the Coercive Acts. What was the British response?

Answer: The colonists believed the Coercive Acts violated their rights and liberties as Englishmen in several ways. (1) Economic liberty and property rights were violated by the closing of the harbor to trade, forced quartering of British troops, and taking of frontier land claims. (2) Their right of self-government by their own consent was violated through the banning of town meetings and placement of colonial government under greater royal control. (3) They feared that religious liberty would be violated by the opening of frontier lands to a Roman Catholic enemy in Canada. (4) Their right to a trial by jury was violated by the law allowing British officials accused of capital crimes to be tried in England. The colonial response was increasingly unified opposition to British violation of traditional constitutional rights.

### AP Practice Questions

1. Which group would most likely agree with the sentiments expressed in the excerpt provided?

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

2. The Bishop of St. Asaph, Jonathan Shipley, would support which of the following statements?

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

3. Which of the following best describes the reason for the colonists to dress as American Indians for this protest?

Answer: B. Citizens wanted to protect their identity because their actions were treasonous and punishable by the British.

4. The sentiments that inspired the act of protest described in the passage provided are best reflected in which of the following events in U.S. history?

Answer: B. Shays' Rebellion, in which American citizens protested high state taxes by forcibly closing courts and protesting in town squares

5. A direct result of the actions described in the excerpt provided was

Answer: B. legislation passed by the British to punish the citizens of Boston and make an example of them

## Thomas Jefferson and the Declaration of Independence

### Review Questions

1. Which of the following documents did the most to shift public opinion toward independence in early 1776?

Answer: B. *Common Sense*

2. Which of the following is the most accurate description of the process of declaring independence?

Answer: D. The writing of an official declaration was precipitated by increased British aggression, and full-scale war was imminent, which was a tipping point for Congress.

3. Which document was a national bestseller that argued for American independence and convinced many colonists to become Patriots?

Answer: A. *Common Sense*

4. Which of the following best explains the process of writing the Declaration of Independence?

Answer: B. After multiple calls for independence, a committee was created to collaborate on a document that would go through revisions and debate.

5. Which colony was the first to call for “free and independent states?”

Answer: C. Virginia

6. Which of the following documents did not influence Thomas Jefferson as he wrote the Declaration?

Answer: D. Thomas Hobbes’ *Leviathan*

7. When the Continental Congress approved the Declaration of Independence, it

Answer: A. was the culmination of thorough debate and extensive negotiation necessary to achieve a unanimous decision.

8. The Declaration of Independence did not include

Answer: D. an Olive Branch Petition listing conditions that, if met by the British, would result in the colonists’ withdrawing the Declaration

## Free Response Questions

1. Identify and explain two different ideological origins that shaped colonial thinking about independence and republican self-government.

Answer: Thomas Paine’s *Common Sense* appealed to the masses by laying out the aggressions of the British Empire and blatantly declaring the irreconcilable differences between the British and the colonists. John Locke stated the natural rights of “life, liberty, and property,” which influenced John Adams and also Thomas Jefferson in his “life, liberty, and the pursuit of happiness.” Jefferson drew from his own *Summary View of the Rights of British North America* as well as the Virginia Declaration of Rights.

2. How was the adoption of independence part of a moment of great deliberation and compromise for the colonies?

Answer: Many in Congress, such as Robert Morris and John Dickinson, did not believe independence was inevitable at that time. Moreover, the document itself was written with a series of revisions and collaboration about the most effective argument and the grievances to be included. As a legislative body, Congress ultimately agreed on a finalized version, which demonstrated the resolution of its deliberations.

## AP Practice Questions

1. Why did John Adams tell Abigail Adams that the preamble to the May 15 Resolution was “a compleat Separation” and “a total absolute Independence, not only of her Parliament but of her Crown”?

Answer: B. Reason and conscience dictated that colonists could no longer proclaim allegiance to Britain.

2. Which of the following most accurately describes the relationship between the Declaration of Independence and the Virginia Declaration of Rights?

Answer: A. The Declaration of Independence partially echoed the Virginia Declaration of Rights, featuring similar language and ideals.

3. According to Thomas Jefferson, what was the purpose of the Declaration of Independence at the moment of its drafting?

Answer: B. To express common political principles and their basis in natural rights

4. Which of the following is not a main assertion of Governor Hutchinson when discussing the Declaration of Independence?

Answer: D. He understands the complaints of the colonists and empathizes with them but argues that with some concessions, they can be folded back into the Empire.

5. The excerpt provided could be used by historians to support which of the following arguments?

Answer: B. Delegates from southern colonies would find it difficult to explain how rights of enslaved people are unalienable.

## **Washington Crossing the Delaware**

### **Review Questions**

1. Which of the following best describes the goal of Washington's famed crossing of the Delaware River on December 25, 1777?

Answer: B. To ambush German Hessian troops and seize an opportunity for a victory

2. Which of the following was not a difficulty faced by Washington in the winter of 1777?

Answer: D. Through poor leadership, Washington led his militia into multiple battles they couldn't win, suffering many casualties.

3. Which of the following best explains the significance of the victory at Trenton from the viewpoint of the Americans?

Answer: D. The popular support generated from this battle renewed enlistments and support from the colonists to continue fighting against the British.

4. Which of the following actions best illustrates Washington's strategy of innovation and necessity?

Answer: A. With enlistments ready to expire, Washington led a surprise attack on Christmas morning designed to boost morale and motivate his troops.

5. Which of the following best describes the condition of Washington's army in 1776?

Answer: B. Malnourished, undersupplied, vulnerable to sickness, but inspired by their leader

6. Which of the following best describes one of the British military's most important advantages?

Answer: C. A supreme naval force that successfully captured most colonial port cities without difficulty

7. How were many of the Continental army's needs financed in the winter of 1777?

Answer: C. Robert Morris, a very wealthy merchant and a Patriot, provided for the army from his personal funds.

### **Free Response Questions**

1. In his appeal to his soldiers to remain with the army, how did General George Washington convey the ideals of the Revolution?

Answer: General Washington persevered against seemingly insurmountable odds by making it clear that he rejected tyrannical power, even though it was within his grasp, by exercising the power of his example in enduring all the hardships of war with his soldiers and by persuading them to stay in the

fight by any means necessary. He appealed to their patriotism, their love of home and family, and their better nature in imploring them to do their duty.

2. In the years after the Revolution, Washington's crossing of the Delaware became a powerful and symbolic memory. Explain how Washington's actions represented the developing cultural values of the new nation.

Answer: Answers may vary. Example: Washington's outnumbered and exhausted force crossing the Delaware in treacherous conditions represents the resilience, rugged independence, and fearless attitude that many saw being embodied in the American spirit. In addition, Washington leading from the front and encouraging his men by example embodies the republican spirit that many hoped the new nation would maintain.

### **AP Practice Questions**

1. Which specific British law best illustrated Paine's point that the British intended to recognize no limitations on their rule?

Answer: D. Coercive Acts of 1774

2. Which of the following constitutional principles is most evident in the excerpt provided?

Answer: B. Individual and political liberty

## **The Battle of Saratoga and the French Alliance**

### **Review Questions**

1. All the following were factors in securing French aid to the Americans during the Revolution except

Answer: B. the French government's sympathy for the American ideals of liberty and individual rights

2. How did the French alliance change the war for the Americans?

Answer: A. France provided crucial military support and legitimate recognition of American independence, which strengthened the Americans militarily and politically.

3. Who was the prominent American sent to France to secure an alliance during the war?

Answer: C. Benjamin Franklin

4. How did the Continental Army successfully thwart the British in the forests of New York?

Answer: B. They slowed progress by cutting down trees over their path and dismantling bridges, thus keeping the British from their supplies.

5. All the following resulted from the Battle of Saratoga except

Answer: D. George Washington was promoted to Commander in Chief of the Continental Army after this stunning victory

6. Which of the following was not a result of the French alliance during the American Revolution?

Answer: D. An enormous profusion of French food travelled through the colonies, resulting in new diet staples and cuisine styles before the close of the conflict.

### **Free Response Questions**

1. Explain how competition between the French and British ultimately aided the American effort for independence.

Answer: Because the French and British both had overseas colonies and competed intensely economically, it was in France's best political and economic interests to demonstrate its prowess over the British by whatever means necessary. Therefore, assisting the rebels, who were barely proving

they were a match for the British, would ensure that the French could help Britain's major colonies remove themselves from Britain's control, weakening as well as embarrassing the mighty British Empire.

2. Explain how Benjamin Franklin's attire while attending court in Paris might have represented an emerging, distinctly American culture image or value.

Answer: Benjamin Franklin's "backwoods" attire appealed to the new simple and republican image that Franklin wanted the French to associate with the new American nation. His simple dress would have stood in stark contrast to the lavish court that surrounded him and made him a topic of conversation as well.

## **AP Practice Questions**

1. The image shown could be used to support which one of the following conclusions?

Answer: C. Benjamin Franklin was revered in Paris as an internationally renowned scientist and a manifestation of American republicanism, which served him in negotiating with the French for more funds.

2. Which of the following best describes the causal link between the America victory at Saratoga and French military aid to Americans?

Answer: A. The victory at Saratoga proved the potential of the American troops and demonstrated to the French that the Americans could possibly defeat the British.

3. Which of the following best describes the context of the excerpt provided?

Answer: B. The defeat of the British at Saratoga proved that the Americans had the strategic ability to win the war. United by their mutual resentment of the British, the Americans and the French agreed to work together until the colonies were free and not to make separate treaties with the British.

4. What was the primary goal of the French in signing the treaty described in the excerpt provided?

Answer: A. Undermining their imperial rival, Great Britain

## **Virginia Statute for Religious Freedom**

### **Review Questions**

1. The Virginia Statute of Religious Freedom represents adherence to which of the following constitutional principles?

Answer: C. Natural rights

2. Which of the following best explains the difference between George Mason's principle of religious tolerance and the principle of religious liberty championed by Thomas Jefferson and James Madison?

Answer: A. Mason wanted the majority to accept dissenters, whereas Jefferson and Madison believed in liberty of conscience as a natural right.

3. Patrick Henry advocated a religious tax assessment that would

Answer: A. require each citizen's taxes to support a religion of their choice

4. Which of the following was not an effect of Virginia's established Anglican Church before the Revolution?

Answer: D. Dissenters, those who didn't agree with the established religion, were able to practice their own religion as long as they paid a tax assessment.

5. Which of the following best explains how the idea of religious freedom evolved in Virginia?

Answer: A. Over many years, the idea of having an established church gave way to the idea of no established church, then to tolerating multiple churches, and finally to having no government interference whatsoever.

6. The Virginia Statute of Religious Freedom did all the following except

Answer: D. create a severe backlash from devout Baptists, who continued to protest the loss of religious influence on government for decades

### **Free Response Questions**

1. Contrast the differing views on whether a general tax supporting teachers of religion (clergy) could coexist with religious liberty.

Answer: Opponents of Patrick Henry's bill maintained that, because God created the mind free, it was no business of government to take a position favoring or opposing any religion. However, those who favored Henry's bill pointed out that republican government depends on virtue among the people, and religion supports and teaches virtue. As long as government supported religion in a nondiscriminatory way, those who favored Henry's bill did not believe the proposed tax was a threat to religious liberty.

2. What two components of the First Amendment relate to religious freedom? The First Amendment states: "Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the Government for a redress of grievances."

Answer: The two components of the First Amendment relating to religious liberty are the restrictions on Congress stating that Congress must make no law respecting an establishment of religion or prohibiting the free exercise of religion.

### **AP Practice Questions**

1. Which of the following is an accurate statement about the views of Jefferson and Madison?

Answer: B. Both authors agreed that religious liberty was a natural right that should be protected for all citizens.

2. Which of the following least influenced the sentiments expressed in the excerpts provided?

Answer: D. The Mayflower Compact

3. Which of the following present-day development contradicts the sentiments in the excerpt provided?

Answer: B. Most public schools primarily recognize Christian holidays but not others.

4. According to Patrick Henry's bill to collect tax money for the support of Christian denominations,

Answer: C. such a tax would enhance people's morals and virtues, helping to preserve a self-governing republic

5. Which of the following foundational documents influenced the excerpt provided?

Answer: D. Virginia Statute of Religious Freedom, written by Thomas Jefferson



## Shays' Rebellion

### Review Questions

1. Why did farmers in western Massachusetts begin to take up arms and march on courthouses in 1786?

Answer: D. To repay state war debts and meet congressional requisitions for taxes, merchants in eastern Massachusetts began to request the payment of debts, prompting the courts to take farmers' land as payment.

2. Which of the following best describes the result of Shays' Rebellion?

Answer: B. Many farmers returned home to their farms, although some fled across state lines.

3. How was the perspective of Shays' followers different from that of the Massachusetts government?

Answer: A. Whereas Shays' followers felt they were being patriotic in protesting a perceived unjust law, the government thought it was enforcing the rule of law by upholding what the duly elected legislative body had voted on.

4. How did Shays' Rebellion catalyze discussion about the national government?

Answer: B. It highlighted the weakness of the states and the national government, because the states could not control a rebellion and the national government lacked the money to support them in a time of crisis.

5. Which of the following best explains the economic situation in post-Revolutionary War America?

Answer: D. All the states were burdened with debts, and as they struggled to pay them, inflation hindered the overall economy.

6. Why wasn't the federal government able to support Massachusetts in putting down Shays' Rebellion?

Answer: A. The federal government lacked the funds to gather and send troops to New England.

### Free Response Questions

1. What was the impact of Shays' Rebellion on the state of Massachusetts?

Answer: The rebels in Shays' Rebellion hoped to get relief from what they believed was an oppressive level of taxation by the state government that caused farmers to fall behind on their mortgages and therefore lose their farms. They took up arms and attempted to shut down the mechanisms of government that would levy and collect the taxes from them.

2. Explain how the rebels' understanding of their rights and individual liberty affected their decision to protest.

Answer: The rebels' belief in individual liberty and property rights meant they believed in their right to defend their property from government taxes and property confiscations they believed were unjust and oppressive. They believed the rule of law could be justly disregarded if their natural rights were being violated by an oppressive government, as had happened during the Revolution.

### AP Practice Questions

1. Which of the following best describes the influence of Shays' Rebellion on the mindset of many U.S. political leaders such as George Washington?

Answer: A. It demonstrated to them the need for reform in the structure of government under the Articles of Confederation.

2. Which of the following best explains why Shays' Rebellion garnered national attention?

Answer: B. It was the first significant instance of resistance to the new American republic.

3. What did Washington mean by “the superstructure we have been seven years raising at the expence of much blood and treasure”?

Answer: B. The endangered superstructure to which Washington referred in this passage was the new republic under the Articles of Confederation.

4. The excerpt provided was most likely written in response to which of the following?

Answer: D. Shays’ Rebellion in Massachusetts

5. The excerpt provided most directly reflected a growing belief that

Answer: C. the Articles of Confederation required some reform

6. Which of the following was the main intent of the second article of the Articles of Confederation?

Answer: A. Prevent a tyrannical leader from usurping power, like the king of England did

7. Which of the following best describes the impact on Shays’ Rebellion of the central government under the Articles of Confederation?

Answer: A. The national government lacked the power by which it could bring order to the troubled states.

## The Constitutional Convention

### Review Questions

1. Which of the following was not an item for debate during the Constitutional Convention?

Answer: D. The taxes each citizen would be required to pay

2. During the Constitutional Convention, states were divided in their arguments as

Answer: A. northern versus southern states

3. During the Constitutional Convention, the idea to base representation on population and have ratification take place in special conventions was part of which plan?

Answer: C. Madison’s Virginia Plan

4. The idea to maintain the Articles of Confederation’s equal representation between the states and a very weak executive branch in this new Constitution was

Answer: B. Paterson’s New Jersey Plan

5. Who lent his prestige to the convention by acting as the leader?

Answer: D. George Washington

6. Which of the following was not a weakness of the Articles of Confederation?

Answer: D. Strong executive branch that vetoed laws from the legislative branch

7. The primary difference between the Articles of Confederation and the proposed new Constitution was the

Answer: A. size and strength of the federal government

8. Which of the following statements best describes the new Constitution?

Answer: A. A bundle of compromises between geographic and demographic factions that outlined the new government

### Free Response Questions

1. What constitutional principles were carried over from the Articles of Confederation to the U.S. Constitution? Which were addressed by the Constitution but not by the Articles of Confederation?

Answer: The Articles of Confederation emphasized natural rights and republicanism by vesting powers in the states themselves. By decentralizing power, the authors of the Articles sought to

create a republic through cooperation and structure, the opposite of a monarchy. This loose cooperation meant that the states all held equal power through equal representation in the legislature. Because the federal legislature had little power, it would be more difficult for the federal government to infringe upon individual liberties and rights. However, this government was ineffective. By including three separate branches of government based on the principle of the consent of the governed and a system of checks and balances, the Constitution maintained the basis of natural rights and republicanism while increasing the effectiveness of government.

2. How did the Constitutional Convention embrace the civic virtue of civil discourse?

Answer: The Constitution represented the collaboration of many political leaders. The convention itself featured many exhaustive debates about the various options and details to be included in (or excluded from) the new government, which benefitted from the participation of representatives from all over the union. Participants argued their view, which led to a deep analysis of each component of the new Constitution. Therefore, the Constitution was created from a basis of consensus and deliberation, representing the act of civil discourse, that was all facilitated by the requirement of secrecy that allowed the delegates to speak freely without fear of public reprisal.

3. Explain how different beliefs about the role of government affected the Constitutional Convention, using political, social, or economic examples.

Answer: Some participants believed that the Constitution should contain a bill of rights to protect the natural rights of citizens from government infringement. However, many believed this was not necessary because many states already protected those rights. Representatives differed on the issue of representation in the legislature. Larger states advocated representation based on population, whereas smaller states wanted equal representation to keep the power of the large states in check. The way representatives were chosen was also a topic of debate; some participants wanted directly elected representatives, whereas others supported legislators chosen by state representatives. Another topic of debate was how slaves would count toward state population and, therefore, representation. Northern states held that if slaves were treated as property in all other regards by slaveholding southern states, they should not count toward the proportional representation, which increased the northern states' relative power in the legislature. Southern states, however, wanted slaves to count as contributing to the population to increase their proportional representation. Economically, states debated how to manage interstate commerce, federal regulation of trade, and the continuance and duration of U.S. participation in the international slave trade.

## **AP Practice Questions**

1. According to James Madison, which of the following statements was not a problem with the government under the Articles of Confederation?

Answer: C. Separation of powers caused the federal legislature to become tyrannical.

2. Which of the following characteristic of the 1787 Constitution directly addressed the issues Madison outlined in the excerpt provided?

Answer: B. Subordination of the laws of the states to those passed by a federal legislature, to be enforced by an executive office

3. Which of the following items discussed during the Constitutional Convention was not a “local interest,” as described by Franklin in the excerpt provided?

Answer: D. Supreme Court creation

4. Which of the following best represents Franklin's intention when discussing this new Constitution?

Answer: A. Acknowledge the compromises that were made while still advocating its acceptance

5. Taken together, these two sections of Article 1 might be applied to allow the government to do which of the following?

Answer: A. Set up a national bank

6. Which of these problems under the Articles of Confederation is most closely related to remedies provided in the Article 1, Sections 1 and 8 excerpts provided?

Answer: B. The central government had no way to raise money for national defense.

7. A historian might use the excerpts provided to demonstrate

Answer: A. an evolution in the political ideas of the Founders

8. What historical event relates to the change in the powers of the national government articulated in the excerpts provided?

Answer: B. The failure of the federal government to address Shays' Rebellion

## **The Ratification Debate on the Constitution**

### **Review Questions**

1. Who of the following were key advocates for the Constitution?

Answer: A. Alexander Hamilton, John Jay, and James Madison

2. Who of the following refused to sign the Constitution because, in their opinion, it gave too much power to the federal government?

Answer: D. George Mason, Elbridge Gerry, and Edmund Randolph

3. What key feature, which many Anti-Federalists argued was essential, was missing from the original Constitution?

Answer: C. A bill of rights

4. Which of the following was the primary source of disagreement between the Federalists and the Anti-Federalists when debating the merits of the Constitution?

Answer: B. Size and scope of the federal government balanced with that of the states

5. The Anti-Federalists' distrust of corrupt elite politicians is best exemplified by their adamant insistence on the

Answer: C. Bill of Rights, which articulated the rights of each person

6. One advantage the Federalists had during the ratification debate was that

Answer: B. highly organized authors published essay after essay supporting and explaining the new form of government

7. Many Anti-Federalists argued that the Constitution's strong national government was

Answer: B. too similar to the monarchy from which colonists had fought to be free

8. How did the debate for ratification ultimately end?

Answer: C. Each state ultimately ratified the Constitution, despite close votes and thorough debates.

### **Free Response Questions**

1. How did the ratification debate demonstrate republicanism in the United States' founding?

Answer: The state legislatures called special ratifying conventions of the representatives of the people, meaning that Constitution was ratified by popular conventions according to popular sovereignty. Throughout the period of ratification, Federalists and Anti-Federalists voiced their

opinions to the public, which demonstrates the importance of individual opinions on government issues.

2. How was the deliberative process of making and ratifying the Constitution a key moment in the history of republics?

Answer: Before this moment, legislative decisions and governmental designs in most parts of the world had originated primarily from a few powerful individuals who wanted to serve their best interests and maintain their power, rather than by many individuals basing their arguments on Enlightenment philosophies for the benefit of all citizens. The ratification process brought an additional layer of consent of the governed, which ensured, though indirectly, that the new form of government had the approval of the majority of the people, in contrast to the traditional mode in which political decisions were made and enacted regardless of public opinion.

### **AP Practice Questions**

1. The image shown best supports which argument of the ratification debate?

Answer: D. The need for states to support and ratify the Constitution to guarantee the existence of a republican union

2. Which of the following best describes the purpose of The Federalist essays?

Answer: B. To convince delegates and people to support the Constitution to secure ratification

3. Which of the following is an accurate statement about Anti-Federalist and Federalist beliefs in constitutional principles?

Answer: A. Anti-Federalists argued for the value of limited central government, whereas Federalists maintained that natural rights to life, liberty, and property would be best protected under a strong central government.

4. Which of the following pieces of outside evidence provides context for this document?

Answer: A. Many citizens were concerned that individual rights were not expressed in the Constitution and demanded the addition.

5. Which of the following did not influence the addition of the Bill of Rights?

Answer: D. The French alliance inspired the founders to adopt the French form of government.

6. Which of the following explains why the amendments provided were not included in the original Constitution?

Answer: A. State delegations at the Convention argued that additional amendments were unnecessary because most states already had a Bills of Rights.

7. Which political faction primarily advocated the document excerpted previously?

Answer: D. Anti-Federalists

### **Mercy Otis Warren**

#### **Review Questions**

1. Mercy Otis Warren's family and friends did not include

Answer: A. John Hancock

2. Mercy Otis Warren's most important work was

Answer: D. a history

3. During the Revolution, Mercy Otis Warren actively supported

Answer: B. Patriots

4. After the Revolution, Mercy Otis Warren was known for her critique of

Answer: B. the Constitution

5. Warren and her contemporaries advanced the idea of Republican Motherhood because

Answer: A. it elevated the status of motherhood to civic importance and respect by making mothers responsible for instilling patriotic values in their children

6. Warren's accomplishments do not include which of the following?

Answer: D. shattering gender norms by remaining unmarried and demanding the right to vote.

### **Free Response Questions**

1. Explain how Mercy Otis Warren's gender affected her position in society.

Answer: Answers may vary but should mention that Warren's gender meant she was unable to serve in the military or participate in the political process. It also meant she had to go against societal norms and conventions and the social pressure that accompanies them in order to have her voice heard. She could use her voice and intelligence only in a supporting way because she was unable to take an active part in making policies or decisions.

2. What did Mercy Otis Warren do to overcome the limits on her influence?

Answer: Warren cultivated her talents as an author to help advance the ideas of liberty through her writing, in the hope of influencing the men actively engaged in the politics of the revolution and the people of the colonies. She also worked to cultivate friendships with influential men and their wives to further advance the ideas she cared so passionately about.

3. Explain how Mercy Otis Warren sought to advance the ideals of the American Revolution.

Answer: Warren joined covert meetings of patriots, made suggestions for structuring committees of correspondence and unifying colonial resistance, published works that openly mocked the British colonial government and drew a hard line between true patriots and traitors, and cultivated friendships with influential men.

### **AP Practice Questions**

1. Which of the following best describes the major characteristics of American politics in the 1790s?

Answer: D. The political debates in the 1790s centered around the constitutional powers of the national government.

2. What does this passage reveal about the side Warren took in the political debates of the 1790s?

Answer: B. It reveals Warren to be a Jeffersonian-Republican, because of her fear that the government will no longer be responsive to the people.

3. Which of the following groups would agree with Warren's excerpt?

Answer: D. Anti-Federalists

4. The sentiments expressed in the excerpt provided contributed to which of the following events?

Answer: B. Public demands that a bill of rights be added to the Constitution to address some of these concerns

5. What outside information would a historian use to contextualize the sentiment in this document?

Answer: B. Warren's strict adherence to Revolutionary values of liberty and self-government

## **DECISION POINTS**

### **George Washington at Newburgh**

#### **Review Questions**



1. Which of the following best describes why Continental Army officers were angry and threatening to rebel against their leadership?

Answer: C. The officers had neither been paid as promised by the Confederation Congress nor were they guaranteed pay once the war ended.

2. What important constitutional precedent did Washington establish at Newburgh?

Answer: A. Military subordination to civilian control

3. Which of the following was an immediate cause of the growing unrest among Washington's troops?

Answer: A. An anonymous address calling for a military coup had circulated throughout the camp.

4. Which of the following best provides context for explaining why American Revolutionaries distrusted standing armies?

Answer: C. A variety of historical examples of armies overthrowing republican governments created suspicion of a standing army.

5. How did the attempted military coup of 1783 ultimately end?

Answer: B. Washington's display of sacrifice and humility dissipated the tension and resulted in even greater respect for the commander in chief.

6. Which of the following actions sealed Washington's character as one of republican virtue?

Answer: C. Peaceful transfer of power from commander in chief of the military to the legislative ruling body of the new nation

7. Which of the following describes republican virtue?

Answer: B. Faithful adherence to the civic duties of government in an ethical and principled manner even at personal sacrifice

### **Free Response Questions**

1. Do you think Washington's dramatic gesture of putting on his glasses was planned or spontaneous? How does your answer conform to what we know about Washington's character?

Answer: Answers may vary, but examples of possible answers include the following: I think Washington rehearsed this. Washington loved the theater and understood the importance of the dramatic gesture to his leadership. I think Washington's gesture of needing his glasses showed his vulnerability and humility to his men.

2. Explain how Washington's actions helped to reinforce the United States' development as a republic.

Answer: Answers may vary, but examples include the following: Washington's choice to rebuff the conspirators and avoid taking power himself demonstrate that he believed in the republican ideals that motivated the war for independence. Washington chose to follow the path of self-government instead of dictatorship, and this deliberate action at a time of crisis helps build the symbol of the "indispensable man."

3. One historian claims that Washington acted "virtuously putting the public good first, in part because he believed in the idea of an American republic and wanted to be known in the hearts and minds of the people as a servant of that republic." Do you agree with this interpretation? Explain.

Answer: Answers may vary, but examples include: Washington was acting virtuously because, as he states in his speech, he was advocating for Congress to defer to the needs and rights of the people. Washington was not acting virtuously, because he probably knew this maneuver would appeal to



soldiers' sense of liberty and ultimately bring him more praise and power. He acted for his own fame and immortality.

4. What do you think would have happened to the United States had Washington been unable to prevent a military overthrow of the civilian government?

Answer: The American Revolution might have resulted in a military dictatorship, just as other revolutions had. The army may have taken control of Congress, which would have led to the breakdown of constitutional principles throughout the Union. Students' responses should offer evidence for their opinions.

## AP Practice Questions

1. In his Newburgh speech, Washington highlighted which of the following major weaknesses of the Confederation Congress?

Answer: C. The Congress was slow to raise money from taxes and duties.

2. In his speech at Newburgh, Washington assured his army that

Answer: D. Congress would eventually pay the men, and no man or institution had the right to strip men of their liberties.

3. Which of the following best describes the way Washington viewed the Newburgh conspiracy?

Answer: A. He was understanding and sympathetic toward the disgruntled soldiers.

4. Which of the following best describes the significance of Washington's actions at Newburgh?

Answer: A. Washington ensured that the United States would not have a revolution that ended in military dictatorship.

5. The event depicted in the image provided challenged what prevailing norm of the time?

Answer: A. A military leader kept control after the conflict was over.

6. The action in the image provided most directly caused

Answer: A. a swell of patriotism and trust in Washington as a virtuous leader.

## Loyalist vs. Patriot

### Review Questions

1. What best describes the Patriots before and during the American Revolution?

Answer: B. Patriots supported the cause of liberty and independence for the colonies, which meant active support of the war effort.

2. What best describes the Loyalists before and during the American Revolution?

Answer: B. Loyalists continued to support the British Parliament or king, believing their economic or political interests would be best served by fighting for, or at least speaking up for, the British.

3. Which of the following generalizations is true about Loyalists, Patriots, and neutrals?

Answer: C. There was no deciding factor; instead, each person made choices on the basis of political beliefs, economic opportunity, and proximity to war.

4. How did the Revolutionary War affect the U.S. relationship with the Church of England?

Answer: D. The Church of England was associated with Loyalists, so Patriots distrusted it to such an extent that the reputation of Anglicans was marred after the conclusion of the war.

5. Which of the following is not true about the relationship between African Americans and the Loyalist Cause?

Answer: C. Free Blacks overwhelmingly supported the Loyalists because that gave them opportunities elsewhere in the British empire.

6. If the Patriots had lost the war, what would have been a likely consequence for them?

Answer: A. Patriots would be punished for rebelling against the Crown, and the organizers would likely face death.

### Free Response Questions

1. Explain why the American Revolution was a civil war.

Answer: The choice people made during the American Revolution was complex and could even divide families (as it did Benjamin Franklin and his Loyalist son William). Historians have found no common pattern to predict how groups would pick a side.

2. Explain how religious beliefs and social standing influenced some colonists' decisions to choose a side in the American Revolution.

Answer: Those whose religions supported pacifism, such as Quakers and Mennonites, remained neutral and often had their patriotism questioned as a result. Anglicans were often associated with the Loyalist cause (sometimes unfairly), because the Church of England was the official state church in many colonies and the British monarch was the head of that church.

3. Explain how economic realities influenced some colonists' decisions to choose a side in the American Revolution.

Answer: Poorer settlers along the frontier sometimes had Loyalist leanings because they favored a far-off king over eastern elites. In places immediately affected by the war, economic concerns often forced colonists' hands in picking a side. Farmers whose farms and livestock were plundered by either side would promptly choose the other side. Artisans of occupied New York City were under pressure to remain Loyalist or they would no longer be able to work. Bostonians were motivated by British policies that shut down their port and, therefore, hurt their livelihoods.

### AP Practice Questions

1. Which of the following would best contextualize the sentiments in the excerpt provided?

Answer: A. British troops opened fire on colonists, signaling a willingness to use violence.

2. Which group would most likely support the argument in the excerpt provided?

Answer: A. Patriots

3. A historian might use the sentiments from the excerpt provided to support the

Answer: A. lack of united feelings about American independence

4. Which of the following conclusions can be drawn from the excerpt provided?

Answer: A. Economic concerns influenced the decision of some to stay loyal to Great Britain.

5. Which of the following places the sentiments in the excerpt in proper historical context?

Answer: B. A system of mercantilism limited the colonists' legal trade options and, therefore, their profits.

6. Which of the following post-war developments ensured a continuation of the sentiments provided?

Answer: B. British manufactured goods continued to flood the market and fare better than U.S. products for decades after the conflict.

### Signing the Declaration of Independence

#### Review Questions

1. Colonists' loyalty to the British Empire was especially high after which conflict?

Answer: C. The French and Indian War

2. Why was George Washington considered an exceptional choice for commander in chief of the Continental Army?

Answer: B. Washington's southern affiliation would bring in more geographical support for the cause and strengthen the chances of victory.

3. All the following were arguments for remaining in the British Empire except

Answer: A. colonists had fair representation in Parliament

4. Which of the following was true about the taxes Britain imposed on the colonies after 1763?

Answer: B. Even if colonists did pay the taxes enacted upon them, they would still be paying far less than the cost of their own defense.

5. Which of the following best explains the colonists' shift toward the Patriot cause?

Answer: A. After multiple failed attempts to reconcile with the king and Parliament, Patriots resorted to stronger measures.

6. If the Patriots achieved military victory over the British, what result was most widely feared?

Answer: B. Following international precedent, the commanding general would take over the government and begin dictatorial rule.

7. Despite the importance of a unanimous vote for the Declaration of Independence, which region of the colonies took the most time in voting "aye" for the document?

Answer: B. Mid-Atlantic colonies

### Free Response Questions

1. Explain why the colonists were exceptionally patriotic after the French and Indian War ended in 1763.

Answer: Patriotism was high in the colonies immediately after the end of the French and Indian War because Great Britain emerged as the greatest European power. The British and their American colonists had comparatively more freedoms than other people across the world, were more prosperous, and had earned prestige by defeating their rival France. In addition, colonists were taxed less by their colonial governments than their British counterparts were taxed back in Europe. They also celebrated removing a fierce enemy and imperial rival to the north and west of the colonies.

2. Explain three reasons why independence was not declared before July 4, 1776.

Answer: Economically, leaving the British Empire would mean disruption of long-standing business relationships under mercantilism, and it was uncertain what would replace them. Colonists commonly understood their quarrel to be with Parliament, not King George III, and they appealed to the king to come to their aid over Parliament. Fear also held the colonists back from declaring independence. The likelihood of winning a war against Great Britain, arguably the world's greatest power at the time, seemed extremely low.

### AP Practice Questions

1. Which of the following was a direct result of the sentiments expressed in the excerpt provided?

Answer: B. A unanimous vote to adopt the Declaration of Independence was achieved.

2. Which of the following political ideas influenced the ideas expressed in the excerpts provided?

Answer: A. The right of people to participate in their government

3. Which of the following events unfolded due to reasons similar to those described in the excerpt provided?

Answer: A. George Washington being appointed commander in chief

4. Which of the following reflects the main idea about the events described in excerpt provided?

Answer: B. Jefferson's background and writing skill ensured his selection as principal author of the Declaration

## **The Annapolis Convention**

### **Review Questions**

1. Which of the following components of the Articles of Confederation frustrated advocates of its reform?

Answer: C. The requirement for unanimous agreement on any change to the document

2. Which of the following is not true of the economic situation faced by the United States in the 1780s?

Answer: D. French support continued after the war, allowing an influx of money to buoy the new economy in the short term

3. Why did some politicians fiercely protect the rights of the states in the Articles of Confederation over the idea of a centralized government?

Answer: A. They wanted strict adherence to the Patriotic cause, which had freed them from a tyrant king and parliament that abused its power.

4. What group was especially open to the idea of a more powerful central government, because of their experience during the Revolutionary War?

Answer: C. Veterans who had suffered without adequate food, supplies, and compensation and were acutely aware of the need for a stronger governmental authority

5. Which of the following events led many nationalists to articulate the need for a centralized government and lay the foundation for the meeting that would achieve it?

Answer: C. Shays' Rebellion

6. What was the original intent of the Annapolis Convention?

Answer: B. To articulate a better way for the government to regulate interstate and foreign commerce

7. Who did not support the idea of strengthening the national government by amending or altering the Articles of Confederation?

Answer: A. Patrick Henry

8. Which of the following describes the primary issue that galvanized nationalists to try to reform the Articles of Confederation?

Answer: A. The government's inability to regulate interstate and foreign commerce, especially in the face of economic adversity

### **Free Response Questions**

1. Explain why the Annapolis Convention marked a decisive moment in the movement for constitutional reform.

Answer: Before Annapolis, those who believed the Articles of Confederation left the Continental Congress too weak to govern effectively had followed a process of piecemeal reform. In effect, the Annapolis Convention was saying the entire Articles should be amended and could not be reformed under the existing guidelines set forth in the document. This marked a radical change in political strategy, and no one could be certain of the outcome.

2. Explain why each of the following supported the Annapolis Convention:

a. James Madison

Answer: Madison supported the convention because his attempts to amend the Articles to regulate commerce were thwarted and he realized that a new tactic must be tried to address the growing economic problems facing the new republic.

b. The officer corps of the Continental army and their commander in chief, George Washington

Answer: The officer corps of the Continental army, and especially their commander in chief, George Washington, experienced the frustrations of a central government too weak to adequately equip them during the Revolutionary War.

c. Alexander Hamilton

Answer: Hamilton also experienced the frustrations of a lack of supplies, money, and troops during the Revolutionary War as a key member of Washington's staff. Though bolder than Madison in his politics, Hamilton did share Madison's view that the Articles needed large-scale, rather than piecemeal, reform.

### **AP Practice Questions**

1. Which of the following was a direct result of the sentiments explained in the excerpt provided?

Answer: A. A later meeting was set to discuss in-depth changes to the Articles of Confederation.

2. Which of the following gives the excerpt historical context?

Answer: A. Ineffective government control of interstate commerce and chaotic domestic rebellions

3. Which characteristic of the Articles of Confederation was the focus of reform for the Annapolis Convention?

Answer: A. Most of the power belonged to the states, which were unwilling to work together.

4. Which Revolutionary idea and prevailing political norm was challenged by the address provided?

Answer: B. Power should remain as local as possible, residing mostly in the state governments.

5. The excerpt reflects a growing belief among a small group of elite individuals that

Answer: C. the authority and jurisdiction of the Federal Government needed to be augmented

6. The "Insurgents" described in the newspaper article provided were most likely influenced by which of the following?

Answer: B. Increasing taxes levied by the states to pay American Revolutionary War debt

7. What was an indirect result of the turmoil caused by actions such as the one described in the article provided?

Answer: D. The Philadelphia Convention

# POINT-COUNTERPOINTS

## Is the Constitution a Proslavery Document?

### Handout A: Point-Counterpoint Graphic Organizer

Issue on the Table		
Claim A	Did the framers of the Constitution, as abolitionist William Lloyd Garrison, Illinois senator Stephen A. Douglas, and some contemporary historians claim, create a proslavery document, or did they, as Douglas's contemporary Abraham Lincoln and other historians claim, create a document that put slavery on the path to ultimate extinction?	Claim B
Summarize this argument in one sentence, using your own words: Answer: Claim A believes that in demarcating an end to the international slave trade in the Constitution, the framers ultimately helped end slavery through careful wording within this document, and therefore the Constitution is ultimately antislavery.	Compare the two arguments. To what extent do these claims support or oppose each other? Answer: The two arguments are not in complete opposition to each other. Both note that founders had varying opinions and beliefs about slavery that ran the full spectrum from adamantly supporting slavery to advocating for immediate abolition.	Summarize this argument in one sentence, using your own words: Answer: Claim B believes the framers represented diverse perspectives on the issue of slavery, and the Constitution reflects the attempts to reconcile the disparities in opinion on this controversial issue. Although each side walked away thinking that they had bested the other, ultimately, they failed to address the issue, leaving it to be resolved by future generations.
Select and record the sentence or sentences that best demonstrate the historian's argument: Answer: Answers may vary, but examples of acceptable answers include: Claim A: "Within twenty years—a generation—Congress could put the slave trade, and thus slavery, on the road to extinction."		Select and record the sentence or sentences that best demonstrate the historian's argument: Answer: Answers may vary, but examples of acceptable answers include: Claim B: "Each side secured the best settlement of the issue that it could get."

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

Answer: Students may agree with Claim A or B but should support their opinion with specific evidence from whichever essay they choose.

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 journals from private correspondence from the framers on the issue of slavery to see if the founders had differing public versus private views on the issue, minutes from the Constitutional Convention to see the arguments used at the time by the founders, and memoirs on the process of drafting the Constitution.

Explain how this debate highlights how the interpretation of the Constitution and debates over rights, liberties, and definitions of citizenship have affected American politics and society.

Answer: Answers may vary, but student responses may include statements similar to the following: The debate over slavery during the framing of the Constitution demonstrates that individuals had varying views on the topic of slavery from the very beginning of the republic. This disagreement influenced debate in the Constitutional Convention and demonstrates that government often compromises to make the most people happy and/or enact changes that would divide the people. The decision to allow slavery of course affected the enslaved men and women's everyday lives and also ensured future political conflict over the same issue, which would come to a head in the Civil War.

## Were the Anti-Federalists Unduly Suspicious or Insightful Political Thinkers?

### Handout A: Point-Counterpoint Graphic Organizer

Issue on the Table		Claim B
Claim A	Were the Anti-Federalists incoherent and out of touch with the current political realities as their Federalists opponents claimed, or did they offer insightful warnings about complex issues that would plague the United States under the Constitution?	
<p>Summarize this argument in one sentence, using your own words:</p> <p>Answer: Claim A states that the Anti-Federalist message was that power corrupts, and Anti-Federalists Brutus, Centinel, and Federal Farmer offered coherent concerns about factions and tyranny.</p>	<p>Compare the two arguments. To what extent do these claims support or oppose each other?</p> <p>Answer: Both historians agree that the Anti-Federalists had some level of influence on the politics of the early republic.</p>	<p>Summarize this argument in one sentence, using your own words:</p> <p>Answer: Claim B argues that the Anti-Federalists were not an organized or homogeneous group of opponents to ratification of the Constitution, but they did make substantive critiques of the document, which pressed the Founders to make important changes.</p>
<p>Select and record the sentence or sentences that best demonstrate the historian's argument:</p> <p>Answer: Answers may include for Claim A: "The Anti-Federalist message was that political power corrupts and that representatives in every branch, at every level of government, must be kept on a short leash even though the sovereign people elected them. Their concern was minority faction and tyranny in government."</p>		<p>Select and record the sentence or sentences that best demonstrate the historian's argument:</p> <p>Answer: Answers may include for Claim B: "the Anti-Federalists exerted tremendous influence on the politics of the Early Republic and created enduring understandings of constitution interpretation. They were influential political losers."</p>



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

Answer: Students may agree with Claim A or B but should support their opinion with specific evidence from whichever essay they choose.

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 full writings of Anti-Federalists Brutus, Centinel, and the Federal Farmer to read their arguments against the Constitution in their own words, and Federalist No. 23 and No. 38 to read the Federalists critiques of the Anti-Federalists.

Explain how this debate highlights how political ideas, beliefs, institutions, party systems, and alignments have developed and changed.

Answer: This debate shows that differences in interpretations of power and how power should be structured in the government are as old as the country itself. According to Claim B, the Anti-Federalists were not only influential in the politics of the early republic but they created an “enduring understanding of constitution[al] interpretation.” Debates over the scale and appropriateness of the power of the government continue to the present day.

## PRIMARY SOURCES

### John Dickinson, *Letters from a Farmer in Pennsylvania*, 1767–1768

#### Sourcing Questions

1. Who was John Dickinson and to whom was he writing?

Answer: John Dickinson was a lawyer from Pennsylvania who was both a framer and a Founder. He was writing an open letter to the colonists in British North America.

2. What was his topic?

Answer: Dickinson was discussing the inappropriateness of the Townshend Acts passed by the British Parliament.

3. What do you think his goal for writing the piece?

Answer: Dickinson's goal was to establish that the Townshend Acts were an unwise and unnecessary act by the British government.

#### Comprehension Questions

1. In the first three paragraphs, why does the author argue that Britain's policy toward the colonies is unjustified?

Answer: Dickinson appeals to the past experience of the colonies as evidence for why the Townshend Acts are not necessary. He claims the Acts break from sound precedent.

2. How can established precedents, or established methods, create stability in government?

Answer: Maintaining consistent policies based on sound precedent allows for government to be predictable. Established precedent can help prevent government excess by binding it through custom.

3. According to the author, the same arguments made against the Stamp Act also apply to the Townshend Acts. What is his argument?

Answer: The author refers to the argument that the colonists ought not to be taxed without giving their consent: in short, taxation without representation.

4. What reason does the author give for the establishment of colonies in North America?

Answer: Where colonies in the past were established for military purposes, he claims the colonies in North America were established to expand the trade of the mother country. They were created to produce and acquire goods the mother country required.

5. What does the author claim is necessary for the colonies to prosper?

Answer: Dickinson claims that liberty is essential to the prosperity of the colonies. The lack of heavy regulation and intervention by the crown allows them to prosper.

6. What British policy toward the colonies is the author describing in these paragraphs?

Answer: The author describes British policy toward the colonies as salutary neglect.

7. What constitutional principle does Dickinson use to support his argument?

Answer: Dickinson uses the constitutional principle of property rights to support his argument.

8. What does the author say the colonies have provided to Great Britain?

Answer: The author claims the colonies provided Great Britain with wealth, power, and glory through their trade and prosperity.

9. Who might the author imply by the word "strangers"?

Answer: The author may mean the various causes for which Great Britain has fought in the past century, particularly against the absolute monarchy and aggressive military policies of France.

10. Why might the author have signed anonymously as “A Farmer” and not with his name?

Answer: Having the author’s name attached to a piece can influence the reader through personal biases. For example, if a particularly powerful or notable individual is the known author of a piece, readers may be looking for bias, or hold that person’s associations and prior actions against him or her, regardless of the argument the author makes in the individual piece. Most colonists were farmers, so signing the letter in this way would have allowed colonists to identify with the author and, by extension, his arguments.

## Historical Reasoning Questions

1. What natural rights does the author use to justify his argument?

Answer: Dickinson uses the natural rights of property rights, individual liberty, and representative government to justify his argument.

2. Which actions taken by the British government disturb the author?

Answer: They have placed a tax on British goods to raise revenue directly on the colonists and, in doing so, limited their liberty without their consent. He sees the action as being dangerous and unnecessary.

3. On March 18, 1766, the British Parliament passed two acts: a repeal of the Stamp Act and the Declaratory Act.

a. How might the repeal of the Stamp Act have influenced Dickinson’s arguments against the Townshend Acts?

Answer: Answers will vary but should be soundly written. Example: The repeal of the Stamp Act demonstrated to the colonists that their protests against Parliament’s policies could be successful. In addition, Dickinson may have grounded his arguments in the terms of economic success because the detrimental economic impact of the Stamp Act was the reason for its repeal.

b. Name a passage in Dickinson’s letter that may have been influenced by the repeal of the Stamp Act. Explain your response.

Answer: In paragraph 7, Dickinson refers to the arguments used against the Stamp Act, because he believed it was the soundness of these arguments that led to the repeal of the Stamp Act. In paragraph 9, Dickinson grounds his arguments in the necessity of liberty for economic success, which reflects the success economic reasoning had in the repealing of the Stamp Act. In paragraph 15, Dickinson makes a similar economic argument.

c. How was Dickinson’s letter influenced by the Declaratory Act? Cite a passage in your response.

Answer: Dickinson is sure to assert the sovereignty (authority) Great Britain has over the colonies throughout his piece, but he states that this authority is not dependent on the power to tax for revenue. In paragraph 12, he describes this relationship in detail.

d. How can these two documents help a reader better understand the context of Dickinson’s letter?

Answer: By reading these two acts, a reader is better able to understand the context in which Dickinson is writing. This allows a reader to better understand why Dickinson is making the arguments and why his appeals would have been well received by the colonists he was writing to.

4. Explain the author’s point of view for the North American colonies in the British Empire.

Answer: The author believes the colonies exist to produce and provide goods that cannot be grown in Britain and “to consume goods produced within the empire.” This is part of a broader mercantilist or imperial system operated by the British government.

5. What does the author mean when he claims the colonies had “perfect liberty”?

Answer: The author is referring to the policy of salutary neglect and citing the limited government control the British government exercised over the colonies when they were initially founded. The “perfect liberty” he claims the colonies had was their ability to operate freely in pursuit of their own best interests and retain all the benefits their labor produced.

6. How was this “perfect liberty” threatened by the actions of the British government?

Answer: The revenue-raising acts limited the colonists’ liberty by taking their property without their consent. Dickinson believes the new British policies go too far in regulating the actions of the colonists and will limit their freedom and thereby their prosperity.

7. Given the context of this letter, would you call the author a radical? Why or why not?

Answer: Answers will vary: Students answering “yes” should cite his declaration of limits upon British authorities. They may mention there is an assumed sentiment for resistance against what is seen as illegitimate authority. Students answering “no” should cite his calls for prudence and moderation, his appeals to custom, and the absence of any calls for revolt or leaving the empire to represent that he is taking a moderate approach toward rectifying the colonists’ disputes with Great Britain.

8. The author of the letter, John Dickinson, eventually declined to sign the Declaration of Independence. Why do you think he did not sign?

Answer: John Dickinson advocated for a more moderate approach to settling the colonists’ disputes with Britain. He did not think violent rebellion or a break with Britain would lead to safety and prosperity for the colonies.

9. What other documents would help you more completely answer question 8?

Answer: Answers may vary, but they should be well reasoned and fit within the context of the question. An example answer: It would be helpful to review any speeches that Dickinson gave against the signing of the Declaration of Independence or against any form of violent rebellion. It would also be helpful to read any personal letters in which Dickinson opposed independence.

## **Thomas Paine, *Common Sense*, 1776**

### **Sourcing Questions**

1. Describe the historical context of this document. What major events had already taken place by January 1776? What major events did this document precede?

Answer: The Stamp Act, Sugar Act, Tea Act, and the Coercive Acts had already been implemented by the British. In addition, the Boston Massacre, Boston Tea Party, and the battle of Lexington and Concord had taken place. Therefore, colonies had engaged the British militarily, and protests against the British and other forms of rebellion had occurred. The Second Continental Congress had been called; however, the Declaration of Independence had not yet been drafted.

2. Who was the intended audience of this document? Be as specific as possible.

Answer: The intended audience of this document was likely colonists who were neutral on the issue of independence or who were relatively uninvolved with politics.

3. What was this document’s intended purpose?

Answer: Paine probably wanted to express his thoughts on the current state of the relationship between Britain and the colonies as it was perceived by many colonists, hence the anonymous publication. Also, if he was writing to average colonists, he may have wanted to make them aware of the situation and rally their support for the people in Boston or for more rebellions and protests against the British.

### Comprehension Questions

1. Why did some argue that reconciliation with Great Britain would be beneficial? List at least three reasons.

Answer: Great Britain has allowed America to flourish financially; Great Britain has protected the colonies; Great Britain is the “parent country” and deserves thanks and loyalty.

2. To Paine, how was Britain failing in its role as a “parent” to the colonies?

Answer: Britain persecuted many groups domestically, which led to the population of the colonies in the first place. In addition, Britain has attacked the colonies and taken advantage of them economically through taxes.

3. What was occurring in Boston at this time?

Answer: The British Army is occupying Boston and has closed the Boston Harbor due to colonists’ actions.

### Historical Reasoning Questions

1. To Paine, is independence inevitable? Why or why not?

Answer: Yes, independence is now inevitable, according to Paine, because the British have taken too many actions against the colonists to be able to repair the relationship. The egregious taxes, occupation of Boston, engaging in military conflicts in 1775, and the overhanded control of colonial affairs have damaged the imperial relationship with the American colonies irrevocably.

2. Summarize Paine’s argument. How does he encourage people to support the cause of independence from Britain?

Answer: Paine uses vivid metaphors and strong, persuasive language to vilify the British and make the claim that reconciliation is no longer possible, due to their actions.

3. Which words or phrases are most convincing in Paine’s argument?

Answer: Answers may vary. For example, students may cite: “There are injuries which nature cannot forgive;” “her motive was INTEREST not ATTACHMENT; that she did not protect us from OUR ENEMIES on OUR ACCOUNT, but from HER ENEMIES on HER OWN ACCOUNT;” or “that seat of wretchedness will teach us wisdom.”

4. What arguments against independence does Paine cite? How does he refute each of these claims?

Answer:

Claim Paine has heard <b>against</b> independence:	Paine’s argument to <b>refute</b> this claim:
A. Great Britain has allowed America to flourish financially.	Britain provided for the initial economic thriving of the colonies, but if the relationship is to continue, it will stunt America’s economic growth.
B. Great Britain has protected the colonies.	Britain did this to protect its own financial interests, not to protect the people of the colonies.

C. Great Britain is the “parent country” and deserves thanks and loyalty.	Rather than being the “children” of Britain, American colonies were settled as “asylums” for refugees of British tyranny and persecution, and so the colonists owe Britain no loyalty.
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5. How was *Common Sense* likely viewed by a citizen of Boston? Consider all that has occurred in Boston up to this point (see Stamp Act Resistance Narrative, The Boston Massacre Narrative, and/or The Boston Tea Party Narrative to refresh your memory).

Answer: Citizens of Boston would likely strongly agree with Paine’s argument because they lived under British occupation. Many citizens have participated in mass demonstrations against the British government, and those who have not participated would still be closely connected to the incidents, protests, and growing dissent among colonists.

6. How might a Bostonian’s opinion of *Common Sense* differ from that of a New Yorker? What explains these differences?

Answer: New Yorkers have not experienced the same treatment firsthand, so they may be less likely to agree with Paine or may require more convincing. New York is a wealthy trading post, and many may want to continue the relationship with Britain to maintain their position of wealth and power. At this time, the colonists do not necessarily identify with one another on a national level and so a New Yorker may not necessarily sympathize with the abuses of Boston.

7. Based on Paine’s perspective and argument, why would *Common Sense* have been appealing to many colonists who had been neutral until this point?

Answer: Paine insults those who advocate reconciliation, calling them sycophants and cowards and their arguments foolish, which appeals to people’s need for belonging to an accepted group. Therefore, neutral colonists may have been convinced, because Paine thoroughly refutes the opposition’s argument in a manner that is persuasive, based on observed circumstances and common understandings about the role of government and actions, rather than political theories and philosophy. This makes the document accessible to the common reader.

8. How would *Common Sense* serve as effective propaganda at this time?

Answer: Because the document is strongly worded and dramatic, it would likely cause a splash in society, because it puts into words the motivations behind actions such as the Boston Tea Party. Also, it is worded plainly enough so that the masses can understand his argument. Paine comments on the current events of the time, uses insulting and persuasive imagery and metaphors, and has a clear and consistent argument.

9. Despite Paine’s argument, why might colonists remain reluctant to support independence at this time?

Answer: Paine’s argument is radical, and those who are unaffected by the actions of the British (or may not witness them firsthand) may not know the extent of Britain’s actions. They may fear that independence is an impossible quest, which will result in even harsher backlash against the colonies. Also, they may fear for their own financial interests, property, liberty, or even their lives, all of which they are enjoying under the British.

10. How does Thomas Paine’s *Common Sense* represent a change in public opinion in the colonies during this period?

Answer: That Thomas Paine’s pamphlet sold so quickly and prolifically demonstrates that public opinion is no longer secretly considering independence in closed rooms and hushed tones, but openly discussing and even advocating for it as an option. This marks the shift from the American colonists

seeing independence as not only impossible but a mistake, to it becoming not only a possibility but a choice that may benefit colonists in the long run.

11. How does the rhetoric of this piece compare with the earlier rhetoric of John Dickinson's *Letters from a Farmer in Pennsylvania*?

Answer: Whereas Dickinson appealed to the precedents established by the British government and their betrayal of these processes, Paine attacks the British and calls for full independence. Dickinson advocates a change in action on the part of the mother country. In addition, Paine is actively persuading his audience to turn against the British.

12. Whose writing had a greater impact on the movement towards independence: Dickinson or Paine? Explain your reasoning.

Answer: Answers may vary, but examples of each side include: Paine had a greater influence on independence because he advocated directly that independence was inevitable. Arguably, his work was also more widely read, so he helped sway a large portion of the population toward supporting independence, which was essential. Dickinson had a greater influence on independence because he was an early voice in the movement who helped plant the seeds in the minds of readers about the harmful betrayal of the British. Although he did not later advocate for independence, he helped voice the discontent that later led to independence.

13. Explain how Paine's argument demonstrates the growing ideal of freedom in the colonies at this time.

Answer: Paine's argument expresses that freedom entails breaking completely from Britain, an ideal that was radical but widely shared, or it would not have been able to spread so widely through Paine's writing.



## **Joseph Plumb Martin, *The Adventures of a Revolutionary Soldier*, 1777**

### **Sourcing Questions**

1. Joseph Plumb Martin was a private for most of his military service. Why is his first-person account of the life of a common soldier especially important in understanding the American Revolution? How might his experience have differed from that of his commanders?

Answer: Many historical accounts relate events and contributions of prominent figures such as Washington, Putnam, or Wayne, but it is less common to focus on the contributions of those who held lesser ranks. To get a complete picture, it is important to “see” the events through the eyes of a private as well as a general. Martin’s book reflects (though not necessarily in these excerpts) that the experience of officers was usually quite different from that of enlisted men because the officers were somewhat distanced from the privations that Martin endured.

2. From time to time in the narrative, Martin directly addresses his audience as “reader.” Who was his intended audience? Be as specific as possible.

Answer: Martin believed his account would appeal to a general audience of people who were interested in the sacrifices of the common soldier. Publishing the book when he was seventy years old, Martin was disappointed that the American people seemed to want to forget about the war.

3. What was Martin’s purpose in publishing his account? To what extent did he achieve his purpose during his lifetime? To what extent was his purpose realized after his lifetime?

Answer: Martin hoped to inform and inspire readers to respect the contributions of soldiers. Because the book did not sell well, he may not have thought he achieved his purpose. However, today his work is considered a very important primary source for historical research.

### **Comprehension Questions**

1. What is different about the “siege and defence of” Fort Mifflin? According to Martin, why is this victory not as widely publicized and celebrated as some other battles?

Answer: Martin explains that the battle got little publicity because it did not involve the most prominent figures of the Revolution, and that the common soldier never gets the recognition he deserves.

2. Why does Martin steal from the home in Milltown?

Answer: Martin steals from the home in Milltown because the soldiers were not provided enough to eat.

3. What was dangerous about Martin’s actions in Milltown or Mount Holly?

Answer: Sneaking into this yard was dangerous because it could have been the home of Loyalists, who may have given away his position, or he could have been captured.

4. What factors make Martin’s travel especially difficult?

Answer: Factors making Martin’s travel especially difficult include his sprained ankle, rain, road conditions, and lack of provisions.

5. Explain Martin’s reference to a “continual lent.”

Answer: Martin compares the persistent scarcity of necessities for the soldiers to the Lenten practice of sacrifice by denying oneself something important for a temporary period to get closer to God. He does not indicate in this passage that soldiers felt closer to God as a result of their meager provisions.

6. Martin notes that soldiers were in “excellent fighting trim, as [they] were starved and as cross and ill-natured as curs.” Explain what he means by this statement.

Answer: Martin is alluding to the fact that although the soldiers were malnourished and emaciated, they were ready to fight for freedom no matter what, even though their chances of winning were small.

7. To what extent were you surprised to see what Congress sent to the soldiers for their Thanksgiving meal? Why does Martin say the donation would “make the world stare”?

Answer: Students might have expected a more generous gift from Congress to the Continental soldiers. Martin conveys his own surprise, as well.

8. Why does Martin say that the soldiers were naked?

Answer: Martin says that the soldiers were naked because they lacked even the most basic clothing necessary for survival in winter, such as shirts, shoes, and blankets.

9. What keeps Martin from considering dispersion?

Answer: Martin writes that he did not consider “dispersion,” because he was committed to making any sacrifice necessary to defend his “injured country.”

10. What does Martin think of the way the Congress is providing for the Continental Army?

Answer: Martin is frustrated and disgusted by the lack of provisions. Examples are shown in the sarcastic tone he uses in conveying the thanksgiving incident, and how, in the last sentence, he describes himself and his fellow soldiers as pigs.

## Historical Reasoning Questions

1. Martin uses sarcasm throughout this piece when describing the conditions of soldiers and how they were treated. Cite at least two examples of this.

Answer: Examples of sarcasm in Martin’s writing: He describes poles covered with leaves as a “capital shelter from winter storms.” He writes that he and his fellow starving soldiers “were sure of giving the British a drubbing . . . [and] the British thought better of the matter.” He refers to the meager Thanksgiving rations as “sumptuous, extraordinary, superabundant.”

2. Why do you think Martin uses sarcasm? Consider his audience and purpose in writing this text.

Answer: Martin uses sarcasm to appeal to an audience who would understand the joke of the situation: fellow revolutionary veterans. In addition, he probably wanted to make the hardships of war accessible, light, and fresh seventy years after the war.

3. Describe Martin’s tone in regard to the condition of the soldiers.

Answer: Martin seems frustrated and disgusted, but not demoralized, when describing the condition of the soldiers. By plainly describing the extreme hardship they endured, he wants his readers to grasp the dedication to duty demonstrated by the soldiers.

4. In light of the Thomas Paine quotation that Martin uses, explain what Martin meant by “Great men get great praise, little men get nothing.”

Answer: Martin comments that the ordinary soldier’s sacrifices are not often considered noteworthy, but their bravery and good conduct are essential to victory.

5. Explain Martin’s analogy in calling “Necessity” his master and “Fatigue, Hunger, and Cold” his constant companions.

Answer: He considers his actions to be ruled by whatever it takes to survive in the face of very persistent difficult conditions.

6. What evidence does Martin give that he practiced civic virtues such as initiative, self-reliance, courage, and persistence?

Answer: He took only one fowl when he could have taken many more. He did not think of dispersion (deserting his post) because he was determined to persevere in the defense of his country.

7. How do you think Congress would have responded to Martin's criticisms? Which perspective do you agree with more?

Answer: Congress agreed that the army's situation was untenable, but they had no way to compel the states to send troops or money to support the cause. Student answers about the perspective they agree with more may vary.

8. How did the treatment of soldiers during the Revolution differ from the treatment of commanders?

Answer: The commanders are always dressed in nice uniforms. They also had headquarters and were respected by Congress. Commanders such as Washington were given national recognition, support, and celebration.

9. Explain why soldiers like Martin continued to fight in the Revolution despite the harsh conditions they endured.

Answer: Soldiers carried on because they believed in the cause of liberty and independence, regardless of what it cost them to earn it. For example, Martin says they were determined to carry on in defense of "our injured country."

10. How might Martin's attitude about the nation's responsibility to military personnel relate to similar criticisms today?

Answer: Martin did not believe that common soldiers received the necessary support, provisions, recognition, and respect that they were due. One hears similar criticism regarding medical care and other provisions for today's veterans and their families. Some soldiers today may feel that they do not receive adequate recognition by their country nor appropriate or sufficient care after their military experience.

## **Art Analysis: Washington Crossing the Delaware**

### **Sourcing Questions**

1. Who painted this work?

Answer: Emanuel Leutze painted this work.

2. In what context was this painting created? What might this reveal about the author's purpose in painting this scene?

Answer: Leutze painted this work as revolutions were sweeping across Europe in 1848. He may have been inspired by the example of the American Revolution and hoped to inspire fellow revolutionaries with his work.

### **Comprehension Questions**

1. Describe the men in Washington's boat. What does their attire reveal about the makeup of the Continental Army?

Answer: The men in the boat are meant to represent a cross-section of the American colonies including, at the front and back of the boat, farmers in broad hats, a man in a Scottish bonnet (with a red pom-pom), a man of African descent facing backward to Washington's right, and a frontiersman wearing a coonskin cap. These men would have looked very different than the professional soldiers and mercenaries of the British army.

2. Describe Washington's stance. Why do you think the artist portrayed him this way?

Answer: Washington is standing at the front of the boat, boldly staring ahead. He is depicted heroically, which indicates the artist admired Washington and wanted his viewer to admire him as well.

3. List at least three specific details in this painting that present historical inaccuracies.

Answer: Answers may include: the men crossed in boats with high sides, not row boats; all men would have stood during the crossing; horses and artillery also crossed, not just men; the men crossed at night, so there would have been little to no light; the men crossed in the middle of a bad winter storm, which is not shown here.

## Historical Reasoning Questions

1. At the time, Washington's decision to cross an icy river with his men was made in desperation, yet this moment in history is presented again and again in American art. What does this reveal about American history and memory?

Answer: At the time of the crossing in 1776, Washington was taking a big risk and victory was not certain. Because Washington's army was ultimately victorious against the British, this moment is an example of extreme bravery and patriotism. In hindsight, this moment has become iconic and inspirational in American history.

2. Compare and contrast these depictions of Washington crossing the Delaware River with his men. If you had to create this scene, what would it look like?

Answer: Accept reasoned answers.

## The Articles of Confederation, 1781

### Sourcing Questions

1. What dissatisfactions with the British system did the drafters of the Articles of Confederation hold? How might this have influenced their design of a new, independent government?

Answer: The drafters of the Articles of Confederation feared tyranny in centralized authority, feared the legislative power of a parliament and the power of national taxation, and were hesitant about standing armies after the events in Boston. This might have influenced them to design a government ruled by many individuals who were representative of states and natural rights, that had limited military or taxing power, and was not led by a single leader.

2. Define **confederation**. Based on this definition, what was the purpose of the Articles of Confederation?

Answer: A confederation is a group that consists of states united in an alliance or league. On the basis of this definition, the Articles of Confederation served to organize the states as an alliance to help protect against any enemies or to agree to the same rules.

### Comprehension Questions

1. Why was this document created?

Answer: In the Articles of Confederation, the framers sought to organize the states loosely, primarily for military protections against other nations: "for their common defense, the security of their liberties, and their mutual and general welfare, binding themselves to assist each other, against all force offered to, or attacks made upon them."

2. How are delegates to Congress appointed under this system?

Answer: State legislatures appoint between two and seven delegates to Congress.

3. Would this system of legislative terms create a stable or unstable system? Explain.

Answer: Reasons for stable: Provides processes for smooth transition of power between legislatures; protects against tyranny. Reasons for unstable: Delegates frequently changing and transitioning; difficult to accomplish long-term goals.

4. Under the Articles of Confederation, how are votes determined?

Answer: Each state delegation counts for one vote.

5. Describe the American military under the Articles.

Answer: States can manage and raise their own armies if the Congress has already declared war or issued orders to do so. States are permitted to raise militia and appoint officers.

6. Under the Articles, who is responsible for laying and levying taxes?

Answer: The state legislatures are charged with laying and levying taxes during a time designated by the national Congress.

7. Describe the federal justice system under the Articles. What powers over the states does Congress have?

Answer: The national Congress can appoint judges to mediate disputes between the states, if need be, and that decision would be final. However, there are no permanent justice systems or structures of the federal government under the Articles of Confederation.

8. Describe the executive power of the federal government under the Articles.

Answer: Executive power is held by a “Committee of the States,” which is appointed by Congress. A president presides over this committee and is limited to a one-year term. This committee has the power to appoint other committees and civil officers, borrow money, and raise money for military purposes.

## Historical Reasoning Questions

1. How are natural rights present in the Articles of Confederation?

Answer: In the Articles of Confederation, the framers attempt to protect natural rights, such as life, liberty, and property, by allowing states to set their own regulations and protections for individual liberties, and maintaining that the national government will intervene should any state encroach upon the rights of citizens of other states (Article IV, Article IX).

2. Describe how the government under the Articles of Confederation was restricted. Why were these restrictions established?

Answer: State legislatures were the primary source of lawmaking in the United States, and the federal government was the “last resort” in terms of justice. In addition, the federal government could not raise and maintain a standing army under the Articles of Confederation. State legislatures appointed delegates, and some laws were passed only with the approval of nine of the thirteen states. These restrictions arose from the experience of the tyranny of the British government, which meant that the drafters wanted the government to be as limited as possible so tyranny was nearly impossible.

3. In what ways could this system of government be considered effective?

Answer: The government built by the Articles of Confederation was effective in that most powers were reserved to the states. This is effective because it protects the natural rights of the people and prevents one person taking advantage of holding too much power.

4. In what ways could this system of government be considered ineffective?

Answer: Because the government cannot have a unified, standing army, the United States may be at risk if attacked under the Articles of Confederation. In addition, because the only true leader is the

president of the Committee of the States, the creation and implementation of new laws would be hampered. Moreover, the government has no system of accountability for its judgments; even if the federally appointed court rules in favor of one state over another, there are no processes for enforcing the sentence.

## **Quaker Anti-Slavery Petition, 1783**

### **Sourcing Questions**

1. Who wrote this document, and to whom was it addressed?

Answer: The individual author is unknown, but it was presented to the U.S. Congress as a statement from the Friends meeting in Philadelphia.

### **Comprehension Questions**

1. To whom do the authors refer in using the phrase “an oppressed part of our fellow Men”?

Answer: Enslaved individuals.

2. According to this passage, what has happened to slaves owned by Quakers?

Answer: Most of those held in slavery by members of the Society of Friends have been granted their freedom.

3. According to the authors, what is the duty of “those who are entrusted with the powers of Government”?

Answer: The authors believe it is their duty, for the good of the country, to call Congress’s attention to the injustices of slavery, because it is the duty of elected officials to advocate liberty.

4. The phrase “Restoration of Peace” refers to the end of what conflict?

Answer: The Revolutionary War.

5. Despite the end of the Revolutionary War, what do the authors fear?

Answer: They fear that slavery will lead to future disasters because it is “contrary to every humane and righteous consideration.”

6. What practical action is requested of the Congress?

Answer: The petition requests Congress to do all within its power to end the slave trade.

7. Participants in this meeting come from which states?

Answer: Pennsylvania, New Jersey, and Delaware, and the western parts of Maryland and Virginia.

8. What is the significance of the fact that 534 men signed this document?

Answer: That so many would put their reputations on the line by supporting an unpopular policy indicates how strongly they held the conviction that the slave trade and slavery are evil and unjust.

### **Historical Reasoning Questions**

1. In the first paragraph of the document, the Society of Friends states that the goal of their assembly is to “promote the cause of **Piety** and **Virtue**.” What action did they take toward that goal?

Answer: Members who crafted and signed the petition sought to promote piety and virtue by taking steps to end the evil and unjust slave trade through the political action of petitioning their elected representatives.

2. Explain to what extent you think the Quakers expected Congress to comply with their petition, and why you think so?



Answer: Accept reasoned responses. The document introduction provides the information that Congress was not very powerful in the first place, and that the Quakers' cause, although virtuous, was unpopular in a country where slavery was almost universally legal.

## **Belinda Sutton, Petition to the Commonwealth of Massachusetts, 1783**

### **Sourcing Questions**

1. Who wrote this document, and to whom was it addressed?

Answer: This petition was written by an enslaved woman named Belinda Sutton, and it was addressed to the Commonwealth of Massachusetts. Sutton likely received help in writing the document from an abolitionist.

2. Why did the author write this document?

Answer: Belinda Sutton was asking for money from her deceased owner's estate as compensation for her work over the course of her life as a slave.

3. Do you think the author's request will be granted? Why or why not?

Answer: Accept reasoned answers.

### **Comprehension Questions**

1. What happens to Belinda when she is 12 years old?

Answer: At the age of 12 years, Belinda is captured by slave traders.

2. Why aren't Belinda's parents captured by slave traders?

Answer: Belinda's parents are considered too old and "unfit for servitude."

3. What is the "floating World" Belinda writes of in the second paragraph? What does she experience here?

Answer: Belinda is describing the Middle Passage. On board the ship, she witnesses Africans chained together in appalling conditions, and she comments that some were happy to die, because it spared them any further misery.

4. What paradox does Belinda perceive in her status as a slave?

Answer: By law, Belinda is the property of her owner. However, she writes that she is a "free moral agent" and therefore accountable for her own actions, yet her time is not her own, because she is the property of another in the eyes of the law.

5. According to this passage, what does Belinda's owner, Isaac Royall, do during the Revolutionary War? What might this reveal about him?

Answer: Royall flees the country ("was compelled to fly"), indicating that he is a Loyalist.

6. Summarize the main idea of this passage in your own words.

Answer: Suggested answer: Belinda worked in the Royall household, without a choice, for over fifty years. Her free labor made her owner's wealth possible, yet she is denied any part of this fortune.

7. What rationale does Belinda give for requesting an income from Isaac Royall's estate?

Answer: First, she appealed to the legislative body as being formed to destroy "vassalage." Second, she appealed to their sense of virtue. Third, she appealed to their sense of justice—of rewarding honest work with pay.

### **Historical Reasoning Questions**

1. Explain how Belinda Sutton's life illustrates slavery's effects on the lives of enslaved men and women.



Answer: Sutton was captured and taken from her home and family as a child, forced to endure the horrors of the Middle Passage, arrived confused and bewildered in a totally foreign land, and then spent her life working for a wealthy family. As the property of that family, she had no legal rights to property or compensation of her own. After the banishment of her owner and confiscation of his property, she had no money with which to support herself or her sick child.

2. The Commonwealth of Massachusetts awarded Belinda a pension of 15 pounds 12 shillings per year in 1783. View an image of the document, signed by Samuel Adams and John Hancock [here](#). Scholars have since discovered that, despite being granted a pension from this request, Sutton re-petitioned Massachusetts five times over the next ten years because of missed payments. Explain how this source and Sutton's story illustrate a debate over the meaning of rights and liberty.

Answer: This source ultimately illustrates the disagreement over morality and legality in the question of slavery, a debate that would be ongoing in American history for approximately another hundred years. Sutton asserts that she is a free moral agent, despite her legal condition as an enslaved woman. Her appeals to religion, justice, virtue, and honesty are mirrored in abolitionist arguments for the end of slavery. Slaveowners would disagree with Sutton's belief that she was free in any sense, and therefore she had no rights, such as using due process to appeal to the legislative body of Massachusetts. By hearing Sutton's petition and granting her request, Massachusetts made a powerful statement, but then failed to follow through on providing Sutton her payment.

## **The Northwest Ordinance, 1787**

### **Sourcing Questions**

1. What was the purpose of the Northwest Ordinance?

Answer: The purpose of the Northwest Ordinance was to establish structures of government for the newly acquired Northwest Territory, as well as to outline policies and procedures to govern this territory.

2. The Northwest Ordinance was drafted in 1787. What was the context of this document? In other words, what else was going on at this time in government?

Answer: The Northwest Ordinance was drafted while the Constitutional Convention was just getting started, meaning the United States was still governed under the Articles of Confederation.

### **Comprehension Questions**

1. In a constitutional system incorporating checks and balances, constitutional powers are distributed among the branches of government. What is the relative distribution of power under the Northwest Ordinance? Which branch of government holds the most power, and how do you know?

Answer: The governor holds most of the power. He has an absolute veto of laws passed by the assembly and legislative council, and he has the power to "convene, prorogue, and dissolve the general assembly" [Sec. 11].

2. The Northwest Territory's Legislative Council is to the legislative branch of the temporary government as \_\_\_\_\_ is to Congress.

Answer: The Northwest Territory's Legislative Council is to the legislative branch of the temporary government as the Senate is to Congress. [Sec. 11].

3. How did the relative power of the Northwest Territory's governor compare with the power of the governors of most states during the Revolutionary period? Why do you think Congress made this decision in planning for the territorial government?

Answer: In almost every case (Massachusetts and New York being the exceptions), the original state constitutions provide for weak governors. That the Northwest Ordinance provides for a strong governor indicates that Congress had become convinced of the value of a strong executive. [Sec. 11].

4. Under the Northwest Ordinance's outline for the form of government, laws are to be made by people in what positions?

Answer: Laws are to be made by the governor, legislative council, and house of representatives. [Sec. 11].

5. Section 13 refers to "fundamental principles of civil and religious liberty, which form the basis [for] republics." Which Articles provide the most detailed evidence of ways those principles are applied and carried out? Give examples.

Answer: Article 1 provides for religious rights and Article 2 provides for the principle of due process through protection of habeas corpus, trial by jury, reasonable fines and punishments, and protection of property rights such as contracts. Article 3 requires justice and liberty for Indians.

6. According to the document, why must education be encouraged?

Answer: Education is necessary for the cultivation of religion, morality, and knowledge, which are prerequisites of "good government and the happiness of mankind."

7. Article 4 provides that "the navigable waters leading into the Mississippi and St. Lawrence . . . shall be common highways and forever free" to inhabitants of the territory and to the citizens of the United States. How does this provision encourage commerce?

Answer: Access to dependable transportation is essential to liberty and commerce.

8. What two policies are articulated in Article 6? To what extent and in what ways might these policies be in tension with one another? What do they illustrate about the conflicted nature of attitudes and policies regarding slavery?

Answer: The two policies are the prohibition of slavery within the territory coupled with a policy that fugitive slaves will be lawfully reclaimed. The evil of slavery is at least tacitly acknowledged alongside a commitment to protect the slaveholder's property in human beings.

## Historical Reasoning Questions

1. Does the Northwest Ordinance support or contradict the following idea: "The principle of federalism is woven throughout the Northwest Ordinance, rejecting the sovereignty of the states that had been a cornerstone of the Articles of Confederation"?

Answer: Support: Although certain self-government practices are guaranteed, the supremacy of Congress over the territory is repeatedly emphasized.

2. What conclusions can be drawn from the Northwest Ordinance about the opinion of its authors regarding a strong versus a weak executive?

Answer: Because the governor is more powerful than the legislative branch, Congress must have been persuaded that good government of this vast territory would require a powerful executive.

3. What is implied by the phrase "the Indians shall never be invaded or disturbed unless in just and lawful wars authorized by Congress"?

Answer: The phrase means that the rights of the American Indians are safe until Congress decides that they are not.

4. Assess the validity of the claim that “religion, morality, and knowledge” are “necessary to good government and the happiness of mankind.”

Answer: The necessity of understanding, good judgment, and virtue among the populace has been a cornerstone of republics for hundreds of years. Ensure that students support their opinion with thoroughly explained reasoning.

5. What are the causes and consequences of this document?

Answer: The Northwest Ordinance provided a temporary government and a plan for orderly settlement and eventual statehood in a huge territory. It set the pattern that would be applied to future growth of America.

6. What evidence is there of the influence of British law and tradition on the creation of the Northwest Ordinance?

Answer: Throughout the document, the significance of representation/republicanism is acknowledged, reflecting the influence of Parliament as a law-making body. Sections 1 and 2 provide multiple examples of the traditional rights of Englishmen.

7. How does the Northwest Ordinance allow for future changes in the territory?

Answer: It sets up a temporary government while creating an orderly system of transition to permanent representation of states in Congress, several times specifying that the future states would be considered equal to already existing states.

8. What constitutional principles are most in evidence in the Northwest Ordinance?

Answer: Answers will vary but should include discussion of at least federalism, republicanism, and protection of individual rights.

9. Representative/republican government is defined as a form of government in which the people are sovereign (ultimate source of power) and authorize representatives to make and carry out laws. How does the Northwest Ordinance reflect the significance of republicanism?

Answer: In every branch and in multiple ways in the temporary government and the provisions for a permanent governing system, the voice of the people through voting was part of the process of naming public officials.

10. The principle of federalism means that the people delegate certain powers to the national government, while the states retain other powers; and the people, who authorize the states and national government, retain all freedoms not delegated to the governing bodies. List and explain at least three ways in which the principle of federalism is evident in the Northwest Ordinance.

Answer: The principle of federalism is evident in the Northwest Ordinance in the following: the appointment of a territorial governor and other governing offices to be appointed by Congress [Sec. 3,4,5]; a Legislative Council nominated by the territorial legislature and approved by Congress [Sec. 11]; the territorial legislature elected a nonvoting member of Congress [Sec. 12]; the Northwest Ordinance provided that the eventual states to be formed from the territory would be considered equal to the original states of the union [Sec. 13]; the territory would forever be part of the United States of America, and its citizens would pay taxes just as in the original states [Art. 4]; and the law included a process for the states that would eventually be created to join the union and have representatives in Congress. [Art. 5]

11. Which Article(s) reflect the virtue of civic responsibility? What commitments are made to American Indians?

Answer: Article 3 provides support for the importance of religion, morality, knowledge, and education. It also requires that good faith, peace, and friendship always be observed toward

American Indians, and that their property be protected, except for any just and lawful wars that may be authorized by Congress. Article 4 provides for just apportionment of taxes.

## Judith Sargent Murray, “On the Equality of the Sexes,” 1790

### Sourcing Questions

1. What was Judith Sargent Murray’s position in society?

Answer: Murray was born into a wealthy family, so she experienced a more privileged upbringing that allowed her to receive a basic education. Her family’s wealth also allowed her to act on her own desire for more knowledge by exploring the family library.

2. What was Murray’s purpose in writing this essay?

Answer: The introduction asserts that Murray was a champion of female equality, and the title of the source implies the same. It is likely she intended to convince her audience that she believes women are equal to men.

3. Who was her intended audience?

Answer: This essay was published in a magazine, so it was likely read by mostly men, though perhaps other educated women like herself.

### Comprehension Questions

1. Under what four categories does Murray classify intellectual powers?

Answer: Murray categorizes intellectual powers into imagination, reason, memory, and judgment.

2. What two examples does Murray give to illustrate women’s power of imagination?

Answer: Murray says women have a tremendous power of imagination because of their skill in fashions and gossip (“talent for slander”).

3. What is Murray’s tone in providing these examples? How do you know?

Answer: Murray is being sarcastic or playful. She writes “her I bar the contemptuous smile” as an aside when explaining her examples, as if to imply she is smirking as she writes.

4. What does Murray argue about women’s capacity for reason?

Answer: Murray says women are never given the opportunity to acquire knowledge, and as such, it is unfair to say that they are incapable of reasoning like men. Murray states that a two-year-old boy is no wiser than a two-year-old girl and, in fact, the opposite is often true. She implies that boys and girls start on a level playing field, but boys receive the advantage because they are educated and girls are not.

5. Murray places the phrases “to those only of the novel kind” in italics for emphasis. What does this reveal about her opinion on women’s reading choices?

Answer: Murray implies that she finds the expectation that women will only read novels to be limiting. From her vocabulary and skill as a writer, she has been educated more than the average women of her time and likely wishes that it were easier and more common for women to read more widely.

6. Murray places the phrase “learned lady” in italics for emphasis. What connotations did this phrase carry for Murray, and how do you know?

Answer: A learned lady has negative connotations, such as a woman who does not know her place. As an educated and published woman, Murray likely attracts attention that is not always favorable. She likely speaks (writes) from personal experience.

7. How does Murray challenge the argument that educating girls will interfere with their domestic duties?

Answer: Murray states that domestic duties, once learned, do not require “further mental attention.” Her implication is that a proper education will allow girls to have “rational” thoughts that will not

affect their responsibilities as wives and mothers. Such an education will only allow women to contemplate a higher power and all his works (“contemplating the works of the Deity”), giving her argument a religious connotation as well as a logical one.

### **Historical Reasoning Questions**

1. Based on Murray’s examples and arguments in this passage, what were the expectations of a woman in the revolutionary and founding period?

Answer: Women of Murray’s class were expected to be dutiful wives and mothers who run the household. In her introduction, she also alludes to the expectation that young women must subscribe to fashion and amuse themselves with gossip.

2. How does Murray respond to those expectations?

Answer: Murray clearly believes that women are capable of more than the role society expects them to play. Murray outright states in her concluding sentence that women are the equals of men. She skillfully argues that men receive unfair advantages because of their education. By posing rhetorical questions, Murray advances her argument by discrediting those of her opponents.

3. Why do you think Murray is willing to argue that women are equal to men but stops short of asking for a political voice (i.e., the vote)?

Answer: Accept reasoned answers. Scholars have suggested that requesting the vote at this time as “a bridge too far” and first demanding civil rights and rights to education was an important first step.

## **LESSONS**

### **Acts of Parliament**

#### **Handout A: Acts of Parliament**

##### **Warm-Up**

1. Describe the relationship between the American colonies and the British government in 1763, at the end of the French and Indian War.

Answer: The colonies were essentially ignored by the British government under the system of salutary neglect. Otherwise, they were in a mutually beneficial relationship: The British had just fought alongside American colonists in the French and Indian War, and they were victorious. The British also were essential to supporting colonial trade and merchants. Domestically, the colonies were fairly autonomous, making their own laws and operating independent legislatures in each colony.

##### **Analysis Questions**

1. What is this act doing? In other words, what is being enforced through this law?

Answer for Act 1: Sugar Act, 1764: This act taxes sugar, wine, rum, coffee, spices, and silks imported into the colonies or into Great Britain from the colonies. Crucially, it calls for enhanced enforcement of the taxes by customs officials with an aim to cut down on “fraud” (smuggling). (sections II, XXII, XX, XXI, and XXII).

Answer for Act 2: Stamp Act, 1765: This act taxes paper used for a variety of purposes (e.g., legal, business, correspondence, books).

Answer for Act 3: Declaratory Act, 1766: This act declares that Parliament has the “full power and authority” to make laws for all the colonies of Great Britain, overriding the laws that are made by colonial legislatures.

Answer for Act 4: Townshend Acts, 1767: These acts taxed coffee, cocoa nuts, china, lead, paint, glass, tea, and decorative paper, and more effectively and strictly enforced trade laws to prevent smuggling in the colonies.

Answer for Act 5: Tea Act, 1773: This act taxed the exportation of tea to the East Indies and granted licenses to the East India Company to be relieved of the tea taxes and duties, essentially granting the company a monopoly or advantage over other tea companies.

Answer for Act 6: Boston Port Act, 1774: This act closed the port and harbor of Boston, and subjected all ships and vessels in Boston harbor to searches and seizures by the British military and possibly to confiscation of goods.

Answer for Act 7: Quartering Act, 1774: This act required colonists to house and sustain British officers and troops in their homes.

## 2. What goods, services, or trade does this act affect?

Answer for Act 1: Sugar Act, 1764: Affected trade in sugar, coffee, spices, wine, spirits between the colonies and the Caribbean, the colonies and the East Indies, and the colonies and Europe.

Answer for Act 2: Stamp Act, 1765: This affected paper goods and the procedures of the justice system, personal correspondence, and commerce, affecting the buying and selling of essentially every good.

Answer for Act 3: Declaratory Act, 1766: This affected the operations of colonial legislative bodies and governors, rendering “their powers subject to Parliamentary control.”

Answer for Act 4: Townshend Acts, 1767: This affected lead, paper, tea, and paint, further hurting colonial trade.

Answer for Act 5: Tea Act, 1773: This affected the tea trade by turning over a large share of the market to the East India Company, which was exempt from the tax.

Answer for Act 6: Boston Port Act, 1774: This affected trade into and out of Boston, affecting the trade of raw materials from the Northeast and the import of goods produced elsewhere to the port of Boston.

Answer for Act 7: Quartering Act, 1774: This affected people’s personal resources and homes, because they were required to provide for the soldiers whom they housed.

## 3. How does this act affect specific colonies, occupations, or groups of people?

Answer for Act 1: Sugar Act, 1764: This act will limit the availability of sugar, coffee, and spirits in the North American colonies, because they are more expensive to import due to the tax. This will also raise the prices of these goods. The act may shape the culture of the American colonies (e.g., coffeehouses and taverns as social gathering places). The enhanced enforcement and inspection was meant to cut down on smuggling, which would greatly affect New England colonies.

Answer for Act 2: Stamp Act, 1765: This act will affect merchants, lawyers, and publishers in the colonies. This will make it more expensive to buy goods with a bill of sale, more expensive to run a business or law practice, and more expensive to express ideas in newspapers, pamphlets, or books.

Answer for Act 3: Declaratory Act, 1766: This act affects the legislatures of the colonies, rendering them powerless compared with Parliament. This will affect the justice systems of the colonies and the ability for the colonies to operate autonomously.



Answer for Act 4: Townshend Acts, 1767: These affect additional goods and merchants in the colonies.

Answer for Act 5: Tea Act, 1773: This act affects tea merchants in particular, and colonial retailers, who must go through the East India Company.

Answer for Act 6: Boston Port Act, 1774: This act primarily affects the people of Boston, limiting the goods that enter and exit their port, and restricting their trade. This also affects the New England colonies who trade through Boston.

Answer for Act 7: Quartering Act, 1774: This act affects all colonists who are homeowners.

#### 4. Who does this act benefit?

Answer for Act 1: Sugar Act, 1764: This act benefits the British colonial sugar planters from the Caribbean.

Answer for Act 2: Stamp Act, 1765: This act benefits the British government.

Answer for Act 3: Declaratory Act, 1766: This act benefits Parliament by giving it more power.

Answer for Act 4: Townshend Acts, 1767: These acts benefit the British government.

Answer for Act 5: Tea Act, 1773: This act benefits the East India Company.

Answer for Act 6: Boston Port Act, 1774: This act benefits the British government by constricting and controlling all trade within Boston Harbor.

Answer for Act 7: Quartering Act, 1774: This act benefits the British government by lowering military expenses, and it benefits the British soldiers.

### Handout C: Poster Planning, Graphic Organizer, and Conclusion Questions

<i>Act of Parliament &amp; date</i>	<i>What goods or products were affected by this act?</i>	<i>What groups of people were affected by this act?</i>	<i>How would the colonists likely react to this act?</i>	<i>Why would they react this way?</i>
Answer: Sugar Act, 1764	Answer: Sugar, wine, rum, coffee, spices, and silks	Answer: All colonists, particularly merchants of sugar, wine, rum, and so forth	Answer: They may boycott these goods, but may just tolerate the act.	Answer: This is the first act of this nature, and the
Answer: Stamp Act, 1765	Answer: Paper used for a variety of purposes (e.g., legal, business, correspondence, books)	Answer: All colonists, particularly merchants, lawyers, and printers/publishers	Answer: Colonists may boycott these goods or find alternative methods without using paper.	Answer: This would allow them to avoid the tax to demonstrate their disapproval.
Answer: Declaratory Act, 1766	Answer: Not applicable	Answer: Colonial legislatures	Answer: Colonists may petition the Parliament or the king.	Answer: The colonists may feel they need to officially communicate and argue against these laws and abuses of power to the king or Parliament.
Answer: Townshend Acts, 1767	Answer: Lead, paper, tea, and paint	Answer: Colonial merchants	Answer: Colonists may boycott these goods, or may protest or petition the Parliament or the king.	Answer: The colonists may feel they are being abused or are not being heard.
Answer: Tea Act, 1773	Answer: Tea	Answer: Colonial tea merchants	Answer: Colonists may boycott tea or resort to smuggling; colonists, and particularly merchants, may be hurting economically and thus may become even more angry and violent.	Answer: At this point, colonists are seeing that they are being punished and not being heard, because this one of several acts that targets the trade of a specific good.

Answer: Boston Port Act, 1774	Answer: All goods imported to and exported from Boston	Answer: Bostonians and the colonists in Massachusetts	Answer: Colonists may resort to smuggling, violence, or vandalizing the British ships in the harbor.	Bostonians have little other choice to get the necessary goods and sustain their livelihood. Bostonians, in particular, may be angry and turn violent, because this directly affects their lives.
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1. What patterns do you notice in these acts of Parliament?

Answer: These acts focus on the taxation of colonists. Many of the goods that were taxed in these acts include paper goods or raw materials.

2. How did these acts contradict or support the political and cultural values of North American colonists? How did these acts affect colonial identity?

Answer: These acts contradicted the political and cultural values of the American colonists by limiting their autonomy. Colonists were accustomed to making their own decisions about taxation and trade (including the ability to smuggle, which was rampant in New England), and these acts, particularly the Declaratory Act, undermined their political authority. This galvanized American national identity, because most Americans felt the impact of these acts in some way.

3. How do you think the colonists reacted to the Sugar Act of 1764 compared with the Boston Port Act of 1774?

Answer: The colonists likely were angry about the Sugar Act but did not feel the need to turn violent or protest the government, because it was strictly one tax on a variety of goods to raise revenue for the French and Indian War. In addition, the increased enforcement against smuggling would likely affect New England colonies more directly. This act led merchants to organize nonimportation or boycott of British goods. This was an extremely effective tactic that would be used throughout the run-up to independence. The Boston Port Act was directly related to the colonists' attempts to protest other acts by Parliament, so the colonists were likely more violent, angrier, and disenchanting with the British government, with more colonists advocating for independence. Whereas in 1764, independence may have seemed a distant and unlikely possibility, in 1774, it became more of a realistic option and for some, the only option.

5. Between 1764 and 1774, how do you think the relationship between the colonies and Great Britain changed, in part due to these acts?

Answer: As the colonists grew angrier, Parliament became more forceful in trying to assert its authority. This created a hostile relationship between colonists and the British government.

6. Which act do you think was most significant in altering the relationship between Great Britain and the colonies?

Answer: Students' answers may vary but may include the Declaratory Act, the Boston Port Act, or the Quartering Act. Students should provide logical reasoning and support for their answer.

## **Abigail Adams: "Remember the Ladies" Mini DBQ**

### **Warm-up Activity**

To set the stage for the correspondence they are about to analyze, ask students to recall what was happening in July 1775 in Boston, MA.

Answer: Students should recall that, in the siege of Boston, which occurred from April 1775 through March 1776, British troops controlled the city and the port of Boston. The city was the scene of frequent protests and high tension between the British occupiers and Boston residents who opposed their presence.

### **Handout A: Abigail Adams: "Remember the Ladies" Mini-DBQ Packet**

1. Who was the audience for these letters?

Answer: John and Abigail Adams

2. Where was John Adams and what was he doing when he wrote these letters?

Answer: He was in Philadelphia serving in the Continental Congress.

3. What extraordinary challenges did Abigail have in caring for her family alone during the second decade of her marriage to John?

Answer: The family evacuated the city of Boston because it was too dangerous during British occupation of the city, and they moved to the Adams's farm in Braintree. John was away most of the time during that decade, leaving Abigail to manage the children's education, run the farm, and make wise economic decisions during wartime.

4. What is coverture?

Answer: Coverture refers the British common-law custom that denied women legal status once married. Women could not hold property, sue or be sued, nor create a will without their husband's consent.

5. Why do you think Abigail would protest coverture?

Answer: Abigail likely resented that she had no legal power. She dealt with extraordinary challenges in her lifetime and was highly intelligent and capable. To be denied legal status on the basis of sex likely frustrated her.

### **Document 1: John to Abigail, July 7, 1775 and October 29, 1775**

1. John wrote this letter to Abigail in July of 1775. What events were going on around the Adams's home during that time?

Answer: The siege of Boston and British troops occupying the city.

2. List at least three terms John uses to describe Abigail in his July 7 letter.

Answer: John describes Abigail as brave, a heroine, benevolent, virtuous, pious.

3. In this second letter, what does John say is his and Abigail's main responsibility?

Answer: To raise their children so they work hard and behave well.

4. Do you think this responsibility fell more to Abigail or John? Why?

Answer: This responsibility likely fell to Abigail, because she was the one at home with the children and managing the farm.

5. Based on your answers to questions 3 and 4 above, what do these letters reveal about the role of women in the 1770s?

Answer: Women were looked to as pure and good, the conscience and center of the family who ensured that children were raised with good values and a good work ethic.

6. How do you think Abigail felt when she received these letters from her husband?

Answer: Accept reasoned answers.

### **Document 2: Abigail to John, March 31 and April 5, 1776**

1. According to paragraph 1, what does Abigail think of slavery?

Answer: She points out the hypocrisy of calling for liberty while slaves have none, and she also point out that slavery goes against the golden rule (i.e., to treat others as you wish to be treated).

2. These letters were written in the spring of 1776. Where was John Adams during this time?

Answer: He is attending the Continental Congress (see Introduction).

3. What troubles does Abigail have to deal with while managing the family home during this time, according to paragraph 2?

Answer: She is unsure if it is safe to plant their crops or if they should even stay in their home or flee to the woods.

4. What specific actions do you think Abigail had in mind when she wrote her “Dearest Friend” and asked him to “Remember the Ladies, and be more generous and favourable to them than your ancestors...”?

Answer: Abigail is protesting coverture and likely wanted legal equality with her husband.

5. Before going on to the next document, explain what you think John’s response was to Abigail’s request regarding the legal position of women.

Answer: Accept reasoned answers.

### **Document 3: John to Abigail, April 14, 1776**

1. How did John respond to Abigail’s suggestion in her April 5 letter asking him to “Remember the ladies”?

Answer: He laughed.

2. John implies that women seeking rights and protection will lead to what other effects in society?

Answer: Everything will be turned upside down—apprentices and children won’t listen, students, American Indians, and enslaved individuals won’t listen. All these persons have the same legal status as women under coverture.

3. What does this first paragraph reveal about the role of women in this time?

Answer: Women have no political power and no civil rights once married. Women have no legal personality—they cannot sue or be sued, uphold contracts, and so forth.

4. How do you think Abigail felt when she received this letter from her husband?

Answer: Accept reasoned responses.

5. Considering documents 1, 2, and 3 together, what can you infer about the relationship between John and Abigail? For example, what emotions and attitudes do you believe were conveyed by each writer and what emotions and attitudes were stirred in each recipient? To what extent do you think each respected the opinion of the other?

Answer: Accept reasoned responses.

### **Document 4: Abigail to John, May 7, 1776**

1. What hypocrisy does Abigail point out to John in her letter?

Answer: Abigail was disappointed in John’s response to her request and pointed out the inconsistency in fighting for liberty while rejecting equality for women. She warned that arbitrary power is likely to be broken.

2. The couplet at the end of this passage is a quote from Alexander Pope, a well-known British poet. Why do you think Abigail quoted him here? What point was she making by doing so?

Answer: Abigail quoted Pope because she and John, as very well-read individuals, would have been familiar with his writings. She may have been making the point that women can covertly exercise the control that men deny them.

## **The Path to Independence**

### **Handout A: Key Excerpts from the Declaration of Independence, July 4, 1776**

1. What is the name of this document and what is its purpose?

Answer: Declaration of Independence; its purpose is to explain why the colonies are justified in breaking away from Great Britain.

2. What argument is being made in this document?

Answer: The Declaration's argument is that it was necessary to dissolve the political bands that had connected the colonies to Great Britain, because the British government had failed to carry out the legitimate responsibilities of government according to the British constitution and common-law tradition of rights.

3. Who is the audience for the document?

Answer: The audience, according to the Declaration itself, is "Mankind" or "a candid world." More specifically, Congress needed to make the case for independence to colonists themselves, to any potential allies in the struggle against England, such as France, as well as the British king, Parliament, and citizens.

4. Give at least two examples of references to natural rights, self-rule, or other Enlightenment ideals.

Answer: References to natural rights and Enlightenment ideals include Laws of Nature and Nature's God, appeals to reason (self-evident truth), equality of mankind, and unalienable rights such as life, liberty, and pursuit of happiness.

5. Describe the overall tone of the document using no more than three words.

Answer: The overall tone for this excerpt might be something like *lawyer's brief*, *persuasive*, *non-negotiable*, *reasonable*.



## Handout B: The Path to Independence Graphic Organizer

	<b><i>October 19, 1765 The Declaration of Rights and Grievances</i></b>	<b><i>October 14, 1774 Declaration and Resolves of the First Continental Congress</i></b>	<b><i>July 5, 1775 The Olive Branch Petition</i></b>	<b><i>July 6, 1775 The Declaration of the Causes and Necessity of Taking Up Arms</i></b>	<b><i>August 23, 1775 The Proclamation of Rebellion</i></b>	<b><i>July 4, 1776 Declaration of Independence</i></b>
1. What actions of the British government precipitated the publication of the document?	Answer: Taxation without representation; depriving colonists of fair jury trials	Answer: Implemented the Coercive or Intolerable Acts, depriving colonists of many of the traditional rights of Englishmen and claiming the power to do so “in all cases whatsoever”	Answer: General Gage sought to impose control in Massachusetts by seizing weapons at Lexington and Concord, provoking skirmishes there.	Answer: The British have ignored the former petitions from Congress, determined to overwhelm the colonists with a show of force. The British are treating the colonists like slaves.	Answer: The king responds to the hostilities by continuing policies believed to be necessary to punish traitors, put down the rebellion, and restore order.	Answer: “A long train of abuses...” including taxation without representation, failure to maintain fair jury trials, taxation for revenue rather than to regulate trade, interference with colonial legislatures, mandatory quartering of troops, and more
2. What is the purpose of the document?	Answer: To protest the Stamp Act and other acts extending the jurisdiction of admiralty courts, and to procure their repeal	Answer: To demand the repeal of all oppressive laws since the 1760s; to inform the public and turn public	Answer: Requesting a redress of grievances as loyal British citizens; restore the former harmony between	Answer: Written immediately after the Olive Branch Petition, this document explains why the colonies have no choice but to defend	Answer: To inform the rebels and the loyal subjects that the traitorous conspiracy would be put down	Answer: to explain why the colonies are justified in breaking away from Great Britain

	<b><i>October 19, 1765 The Declaration of Rights and Grievances</i></b>	<b><i>October 14, 1774 Declaration and Resolves of the First Continental Congress</i></b>	<b><i>July 5, 1775 The Olive Branch Petition</i></b>	<b><i>July 6, 1775 The Declaration of the Causes and Necessity of Taking Up Arms</i></b>	<b><i>August 23, 1775 The Proclamation of Rebellion</i></b>	<b><i>July 4, 1776 Declaration of Independence</i></b>
		opinion against the Parliament	king and his subjects	themselves against British oppression and aggression. They are not demanding independence, but relief from unjust laws.		
3. What argument is being made in the document?	Answer: The Stamp Act violated the rights of Englishmen and was burdensome, grievous, and impracticable.	Answer: The Intolerable Acts must be repealed to restore American colonies and Great Britain to “happiness and prosperity.”	Answer: His Majesty’s ministers are to blame for unwise policies toward the colonies; the king only needs to understand the unconstitutional policies and step in on behalf of colonies.	Answer: Parliament is to blame for passing one oppressive law after another. Colonists are compelled to fight for their liberty; they are determined to “die freemen rather than to live slaves.”	Answer: Rebels and anyone who cooperated with rebels would be punished harshly. Loyal subjects should inform the government of any conspiracies.	Answer: It was necessary to dissolve the political bands that had connected the colonies to England, because the British government had failed to carry out the legitimate responsibilities of government according to the British constitution and

	<b><i>October 19, 1765 The Declaration of Rights and Grievances</i></b>	<b><i>October 14, 1774 Declaration and Resolves of the First Continental Congress</i></b>	<b><i>July 5, 1775 The Olive Branch Petition</i></b>	<b><i>July 6, 1775 The Declaration of the Causes and Necessity of Taking Up Arms</i></b>	<b><i>August 23, 1775 The Proclamation of Rebellion</i></b>	<b><i>July 4, 1776 Declaration of Independence</i></b>
						common-law tradition of rights.
4. Who is the audience for the document?	Answer: King and both houses of Parliament	Answer: Colonists, British supporters of colonists, King George	Answer: King, fellow British subjects on both sides of the Atlantic	Answer: The world; friends and fellow subjects in any part of the British empire	Answer: Civil and military officers; all obedient and loyal subjects. Informing the colonists that their days are numbered.	Answer: "Mankind" or "a candid world." More specifically, the Continental Congress needed to make the case for independence to the colonists themselves, to any potential allies in the struggle against England, such as France, as well as the British king, Parliament, and citizens.
5. Give at least two examples of references to natural rights, self-rule,	Answer: "Essential rights and liberties," "inherent rights	Answer: Life, liberty, property, representation, fair trials, freedom	Answer: Not applicable: There is very little reference to the	Answer: Right of representation, fair trials, self-government by	Answer: Not applicable: This document is not about rights; it is	Answer: References to natural rights and enlightenment

	<b>October 19, 1765 <i>The Declaration of Rights and Grievances</i></b>	<b>October 14, 1774 <i>Declaration and Resolves of the First Continental Congress</i></b>	<b>July 5, 1775 <i>The Olive Branch Petition</i></b>	<b>July 6, 1775 <i>The Declaration of the Causes and Necessity of Taking Up Arms</i></b>	<b>August 23, 1775 <i>The Proclamation of Rebellion</i></b>	<b>July 4, 1776 <i>Declaration of Independence</i></b>
or other Enlightenment ideals.	and duties,” right of representation, right to trial by jury	of assembly and petition, standing army is a threat to liberty	rights emphasized in the other documents. This is an attempt to flatter the king and convince him to give his “gracious attention to this our humble petition,” and so restore the blessings of peace.	their legislatures, justice for those who have murdered colonists, relief from unjust requirements like quartering troops	about the imposition of power.	ideals include Laws of Nature and Nature’s God, appeals to reason (self-evident truth), equality of mankind, and unalienable rights such as life, liberty, and pursuit of happiness
6. Describe the overall tone of this document, using no more than 3 words.	Answer: Any of these or similar: Loyal, devoted, affection toward king, owing allegiance, due subordination	Answer: Any of these or similar: angry, insistent, Parliament violating constitution, treated with contempt, goal to enslave America, no longer affectionate	Answer: Any of these or similar: conciliatory to king; angry with parliament and the king’s ministers; colonists as “Majesty’s faithful servants”; Royal Ministers carrying out “irksome	Answer: Any of these or similar: resolute, reasonable, persuasive, indignation at offences	Answer: Any of these or similar: businesslike; issuing a royal order	Any of these or similar: lawyer’s brief, persuasive, non-negotiable, reasonable

	<b><i>October 19, 1765 The Declaration of Rights and Grievances</i></b>	<b><i>October 14, 1774 Declaration and Resolves of the First Continental Congress</i></b>	<b><i>July 5, 1775 The Olive Branch Petition</i></b>	<b><i>July 6, 1775 The Declaration of the Causes and Necessity of Taking Up Arms</i></b>	<b><i>August 23, 1775 The Proclamation of Rebellion</i></b>	<b><i>July 4, 1776 Declaration of Independence</i></b>
			artifices”; impolitic Ministers; Parliament evil; king: benevolent protector			

## Handout H: The Path to Independence Timeline

### BRITISH ACTIONS

Taxation without representation, deprived colonists of fair jury trials	Coercive or Intolerable Acts, deprived colonists of traditional rights of Englishmen	General Gage tried to seize weapons to use to keep order in MA, provoking skirmishes in Lexington and Concord	British ignored the former petitions from the Continental Congress	King declared colonies to be in a state of open traitorous rebellion	"A long train of abuses . . ."
October 19, 1765 Declaration of Rights and Grievances	October 14, 1774 Declaration and Resolves of the First Continental Congress	July 5, 1775 Journals of the Continental Congress: Petition to the King (Olive Branch)	July 6, 1775 Declaration Setting Forth the Causes and Necessities of Taking Up Arms	August 23, 1775 Proclamation of Rebellion	July 4, 1776

### TONE

Due subordination, loyal	Angry, insistent	Continued anger	Indignant, resolute	Official, businesslike	Solemn, non-negotiable, resolute
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### EFFECTS

Treat as English	Things aren't improving	Last-ditch appeal	Resorting to violence	War is on	Philosophically breaking up
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## Handout I: Discussion Questions and Exit Ticket

1. How does the colonists' argument change over time?

Answer: The colonists' argument changes over time in that, with the exception of the Olive Branch petition, the tone becomes more irate and insistent as their objective moves from redress of grievances to secession.

2. What elements of the colonists' argument form a consistent thread among the documents?

Answer: A consistent thread is evident in references to elements related to freedom, self-determination, traditional individual rights, representation, and limited government.

3. How do British actions affect the tone of the documents? Use at least two actions as specific examples.

Answer: British actions affect the tone of the documents because, as the British double down in determination to maintain control over the North American colonies, the colonists insist more forcefully that the new laws are tyrannical, and sentiment against British rule grows.

4. To what extent were the colonists justified in the course of action demonstrated from 1765 to 1776?

Answer: Accept reasoned responses.

5. Which document demonstrates the largest shift in the colonial government's attitude toward the British? Explain.

Answer: Students may say the Declaration of Independence represents the greatest shift because all of the other documents had the stated goal of reconciliation through British cooperation with colonist demands. On the other hand, they may say that the Declaration of the Causes and Necessity of Taking Up Arms represents the greatest shift, because just one day earlier, those in the colonial government had praised the king and written of their loyalty to him. Accept reasoned responses.

6. Name at least three elements of the Declaration of Independence that are seen in the earlier documents.

Answer: Elements of the earlier documents that are evident in the Declaration of Independence: references to natural rights, right of representation, consent of the governed, limited government, popular sovereignty. Accept reasoned responses.

7. The most important similarity among the documents from 1765 to 1776 is \_\_\_\_\_.

Answer: Regarding similarities, accept reasoned responses.

8. The most important difference among the documents is \_\_\_\_\_.

Answer: Regarding differences, accept reasoned responses.

## Constitutional Convention

### Handout A: The Constitutional Convention

#### Warm-Up

1. Reflect on the Primary Source analysis of the Articles of Confederation. The Articles of Confederation were drafted shortly after the Declaration of Independence. How does the design of this system of government attempt to prevent the tyranny against which the drafters were fighting?

Answer: At the time the Articles of Confederation were written, many people feared a relapse into the monarchical or parliamentary system and wanted to preserve the rights of state governments and limit the power of the central government. Therefore, the Articles did not call for a strong



central or national government; instead the Articles enabled states to reserve the right to govern themselves almost entirely. The public also feared a standing army, so there were no powers to create a standing army given to the central government under the Articles.

2. The Articles were drafted during a time of conflict, not a time of peace. What impact might this have had on the design of the confederation?

Answer: Due to their experience with the tyrannical British parliament and monarchy, the drafters of the Articles of Confederation feared for the security of their natural rights under strong, centralized leadership. Likewise, they feared a standing army could be a tool of the government that would encroach upon those rights.

3. What challenges did the framers of the Articles of Confederation face in crafting a national government for all thirteen colonies?

Answer: The thirteen colonies varied greatly in economy, population, and religion, and so creating a single government that would be acceptable and equally beneficial would be challenging. In addition, the former colonies saw themselves as separate nations and valued autonomy as distinct governments. Some with this mindset greatly opposed a national government that would apply to all equally, because they did not see their economic or political contributions equally.

4. To what extent does the system resulting from the Articles of Confederation seem like it would be an effective system of government? Explain your response.

Answer: Those who say the confederation could be an effective government may reason that this system met the aims of the people at that time, because it protected their natural rights. However, others may answer that it is ineffective because the central government had virtually no power to enforce any laws that may be created or hold states accountable for their actions, which would serve the needs of individual states but not of a unified government. Furthermore, the Confederation Congress's lack of the power to tax made it impossible to adequately fund the war or accomplish other tasks that would benefit the union.

### Comparing the Articles of Confederation with the Constitution

<i>Deficiencies in the Articles of Confederation</i>	<i>Solution in the Constitution</i>	<i>Underlying Constitutional Principle(s)</i>
Answer: Unicameral legislature	Answer: Article I, Section 1	Answer: Separation of powers
Answer: States equally represented	Answer: Article I, Section 2, Clause 3	Answer: Republicanism, consent of the governed

Answer: One branch of government	Answer: Article I, Section 1 Article II, Section 1, Clauses 1-2 Article III, Section 1 Article I, Section 7, Clause 3 Article II, Section 1	Answer: Separation of powers, federalism
Answer: Weak executive	Answer: Article II, Section 2, Cl. 1-2 Article I, Section 7 Clause 3 Article VI, Clause 1 Article VI, Clause 2	Answer: Federalism, separation of powers, consent of the governed
Answer: No judiciary	Answer: Article III, Section 1 Article III, Section 2, Clause 1	Answer: Separation of powers
Answer: Little power to tax	Answer: Article I, Section 2, Clause 3 Article I, Section 8, Clause 1	Answer: Federalism
Difficulty raising armies	Article I, Section 8, Clauses 11-16 Article II, Section 2, Clause 1	Federalism

### **Application: Drawing Conclusions**

1. How did the weaknesses of the Articles of Confederation ultimately lead to the crafting of the Constitution?

Answer: The Articles of Confederation did not hold states accountable to each other and did not supersede state law, which resulted in conflicts and conflicts between states. Thus, the Constitution was created to establish a federal government that made the state governments subordinate to—although separate from—the federal government so that the nation acted as a union, rather than as a “firm league of friendship”.

2. How did the Constitution address those weaknesses?

Answer: The Constitution separated the government into three separate branches: a bicameral legislature, an executive, and a judiciary. Each branch provided checks and balances to the others, ensuring that each branch was held accountable and that all state governments could be held accountable to follow federal laws. In addition, the House of Representatives based representation on population, whereas the Senate represented each state equally, meeting the demands of the large and small states. The power of the military rested with the executive, which not only unified the

state militias as one body against enemies but ensured that all states were protected equally. The power to tax citizens was given to the legislature and could be enforced by the executive.

3. How did the context of the drafting of the Constitution differ from that of the Articles of Confederation?

Answer: The Constitution was created in a time of peace, whereas the Articles were created immediately after the Revolution.

4. How did this context and the framers' experience under the Articles affect the drafting of the Constitution?

Answer: This distance from the experience of revolution against tyranny meant that the fear of one powerful leader was not quite as strong, which led the Constitution's framers to accept a unitary executive. The drafters also realized the need to enforce the power of a federal government to ensure that the states remained unified as a nation and that any conflicts that arose between them could be efficiently and effectively solved.

5. What social, political, or economic problems, if any, that were apparent under the Articles of Confederation were not addressed by the original Constitution?

Answer: Slavery was essentially tabled as an ethical and moral issue. Eligibility to vote and the ability to hold public office were decisions left to the individual states and were still granted in most cases only to property-holding white men.

6. Why do you think these problems remained?

Answer: Questions regarding the constitutional principle of equality were perhaps too radical for the time, and the framers of the Constitution wanted to secure the preservation of the Union. Some framers may have feared the failure of ratification if the Constitution took a position on these issues.

7. Which groups of society represent the missing voice in "We, the People"? To what extent are these groups excluded from the Constitution of 1787?

Answer: Students might list as missing voices the following: women, slaves, free African Americans, American Indians, indentured servants, or those who did not hold land. These groups were not present at the drafting of the document and, in most states, were not participants in the ratification process, so they did not have a voice.

8. What constitutional principles were evident in the revisions made to the United States government?

Answer: Among the constitutional principles evident in the revisions made to the U.S. government were limited government, rule of law, checks and balances, consent of the governed/popular sovereignty, federalism, and natural rights.

### **Evaluation:**

To what extent did the Constitution achieve a "more perfect Union" and a government better able to govern and protect natural rights? Explain your answer in five to seven sentences, ensuring you state a clear claim and provide supporting evidence from the documents (the Articles of Confederation, the Narrative, and/or the Constitution).

Answer: Most likely, students will draw the conclusion that yes, the Constitution did improve on the Articles and form a "more perfect Union." Some possible claims include: The Constitution achieved a "more perfect Union" because it established systems for enforcing laws and protecting the rights of the people throughout the United States, as opposed to leaving it up to the individual states to enforce their own laws within their borders, many of which came into conflict with each other under

the articles. Claims for the “no” argument may include: The Constitution did not achieve a “more perfect Union” because the executive and judicial branch infringed on the natural rights already guaranteed by the states. The Constitution still excluded many from the protections of the government, so it did not fully achieve a “more perfect Union.” Students’ responses should meet the following criteria from the College Board:

1. Make a historically defensible claim in the form of an evaluative thesis.
2. Support an argument using specific and relevant evidence.
3. Use historical reasoning to explain relationships among pieces of historical evidence.
4. Consider ways that diverse or alternative evidence could be used to qualify or modify an argument.

## **Argumentation: The Process of Compromise**

### **Handout B: Background Essay and Questions**

1. Briefly summarize the context for the 1787 Convention.

Answer: The Convention met at the recommendation of the Annapolis Convention, which met in 1786, in theory to revise the Articles of Confederation. The Annapolis Convention met to discuss trade, but the delegates there realized that trade touched on so many other issues of government that a broader revision of the Articles was required.

2. According to the author, what was the least controversial question on the table at the 1787 convention? Where did most of the disagreement occur?

Answer: The author states that the decision to write an entirely new constitutional document rather than revise the existing Articles was the least controversial question at the convention. The extent of the power of the federal union over the states and people themselves was the issue over which the most disagreement took place.

3. What were the three practical factors that most shaped the debate at the Convention?

Answer: The difference in the size and population of the thirteen states, regional specialization and differing economic interests of the thirteen states, and the issues of slavery most shaped the debate.

4. Who does the author argue was the most prepared of the delegates and how did he prepare for the Convention?

Answer: James Madison was the most prepared delegate at the Convention. He studied previous governments in history and compiled his thoughts into a set of “Notes on Ancient and Modern Confederacies.”

5. Summarize the Virginia Plan.

Answer: The Virginia Plan was a broad framework for a government set out by the Virginia delegation close to the start of the Convention. It called for a more powerful central government, a bicameral legislature, an executive, and a judicial branch.

6. Summarize the New Jersey Plan.

Answer: Like the Virginia Plan, the New Jersey Plan was a starting framework set forth by the state convention of New Jersey for a model of the new government. This plan preserved the looser structure of federal union under the Articles.

7. Why does the author argue it is a mistake to understand the Constitution as a compromise between the Virginia and New Jersey Plans? How does the historical record of the Convention preserve this “convenient” conclusion?

Answer: The idea that the delegates reached a compromise by adopting elements of the Virginia and New Jersey Plans represents only a small part of what took place at the 1787 Convention. The official artifacts of the Convention preserve the draft Virginia and New Jersey Plans, leading many to assume that the final document was a simple compromise between these two frameworks.

8. Rather than a convenient blend of two rough-draft plans, how does the author maintain that the Convention approached its work?

Answer: The author hints that the work of the convention took place in the day-to-day minutiae in thirteen committees. Note to teacher: The work of these committees is explored on The Quill Website.

9. Explain what the author means when he says: “The 1787 Convention, then, should be celebrated for the constitutional text that it produced...But it should be celebrated most as a triumph of what members of the modern Congress now call ‘regular order.’”

Answer: The author acknowledges the importance of the creation of the document of the Constitution itself but says that the process by which the document was created—the detailed, intricate discussion through rules and committees that the delegates created as they went along—is a remarkable achievement that deserves study in its own right.

### **Handout C: The Quill Project: The Process of Compromise**

1. The video asserts that foundational texts are not written by individuals but negotiated by groups in formal settings. Why do you think individuals, such as James Madison, are often closely associated foundational texts like the United States Constitution?

Answer: Possible answers include certain individuals left more records than others; history favors “winners” (Madison came the most prepared and worked for a stronger central government, so we remember him); it’s easier to credit one person rather than a large group.

2. “The final text is the product of hundreds or even thousands of proposals and votes taken over the course of weeks, months, or years.” Why are the records left by this process sometimes hard to understand?

Answer: Often these records (such as Madison’s journal referenced in the video) were left for the writer to make sense of the situation in which they were currently in. They are not written for an audience ten or one hundred years later to decode.

3. How does the Quill Project make this process easier to understand?

Answer: Using records from the 1787 Constitutional Convention, the Quill Project has created several visualizations of the process of compromise and negotiation, as well as links to the primary source material that the visualizations are based on.

4. Which committee met first in the convention? Why does this make sense?

Answer: The Rules Committee met first. They needed to establish rules and order for the complex discussions and negotiations that were to take place.

5. Which committee met last? Why does this make sense?

Answer: The Committee of Style met last. After creating a document with 57 delegates, it would make sense for a smaller committee to ensure that the final document had a cohesive style.

6. Which individual served on both the Rules Committee and Committee of Style?

Answer: Alexander Hamilton

7. How many times did this topic appear in the work of the various committees?

Answer: 45

8. Based on this visual, what can you conclude about the negotiations at the Convention?

Answer: They were extremely complicated and interconnected. Committees had to submit their work as a committee and then to the convention as a whole to move forward.

9. When was the busiest time for the Convention as a whole?

Answer: August and September

10. Which delegation was the most active overall?

Answer: Virginia

11. Which delegation issued the most rejection votes?

Answer: Pennsylvania

12. What words in this word cloud do you think are still applicable to the work of government today?

Explain your top five selections.

Answer: Answers will vary. All words in the cloud can arguably be applicable to government today, with the exception of slavery. Students should explain their reasoning for each of their five choices.

13. Based on your exploration of this site, what are your impressions of the day-to-day work that went on at the 1787 Convention?

Answer: Accept reasoned answers.

14. Which tool on the Quill Project Website gave you the greatest appreciation for the task of negotiation and process that went on in Philadelphia in 1787? Explain.

Answer: Accept reasoned answers.

15. In the background essay, the author asserts that “The 1787 Convention, then, should be celebrated for the constitutional text that it produced...But it should be celebrated most as a triumph of what members of the modern Congress now call ‘regular order.’” Based on your exploration of the Quill Project site, do you agree with his argument? Explain.

Answer: Accept reasoned answers.

16. How can the kind of analysis done by the historians at the Quill Project help us better understand the role of compromise in American history?

Answer: Students responses should acknowledge that compromise can be a slow and tedious process, which is indicated in the variety of data analysis tools on the Quill Project website. The American experiment is based on compromise, which is a process that requires patience and hard work.

## **Federalist/Anti-Federalist Debate on Congress’s Powers of Taxation DBQ**

### **Handout A: Federalist/Anti-Federalist Document Packet**

#### **Warm-Up Activity**

1. In creating a budget for yourself, what are your top priorities?

Answer: Answers will vary but may include phone, clothes, friends, gas/car, girlfriend/boyfriend, helping family, and so forth.

2. If you were responsible not only for yourself but for running a country, what would your top priorities be for your budget?

Answer: Answers will vary but may education, health care, defense/military, energy, transportation, and so forth.

3. How would you convince others that these causes are worth paying for?

Answer: Answers will vary.

## Exploration

1. What was the main argument of the Federalists?

Answer: Federalists argued that a strong central government was needed to maintain order and preserve the Union.

2. What was the main argument of the Anti-Federalists?

Answer: Anti-Federalists argued that a strong central government would be too powerful and would restrict powers of states and rights of individuals.

## Document 1: Excerpts from Article 1, Section 8, of the U.S. Constitution, 1787

1. How many states had to ratify the Constitution before it went into effect?

Answer: Nine states had to ratify the Constitution before it went into effect.

2. What powers are given to the U.S. Congress regarding the economy in Article 8 of the Constitution?

Answer: Congress is given the power to tax; pay debts; borrow money; regulate commerce with foreign nations, between the states, and with American Indians; to coin money; and to make any “necessary and proper” laws to ensure Congress can do all of the above.

3. List three ways this document demonstrates that the government created under the Constitution was more powerful than the central government created under the Articles of Confederation.

Answer: Under the Articles of Confederation, the power to tax was left to the states, states each had their own currency, and each was responsible for its own debt.

## Document 2: Excerpts from *Federalist No. 12*: “The Utility of the Union in Respect to Revenue,” November 27, 1787 by Alexander Hamilton (Publius)

1. Who were the authors of *The Federalist Papers*?

Answer: Alexander Hamilton, James Madison, and John Jay wrote *The Federalist Papers*.

2. What was their goal in writing these essays?

Answer: *The Federalists Papers* were written to convince the states to support ratification of the Constitution.

3. How were *The Federalist Papers* published?

Answer: They were published serially in newspapers.

4. Why do you think the authors wrote under a pseudonym?

Answer: They wished to remain anonymous to focus the attention on their argument rather than on themselves.

5. How is the choice of the pseudonym “Publius” connected to the authors’ goal in writing these essays?

Answer: The namesake of the pseudonym was a famous statesman who supported the Roman Republic. The authors were hoping to compare themselves with him in that they wanted their audience to support the creation of the American Republic via the Constitution’s ratification.

6. According to Hamilton, what is the best source of national wealth?

Answer: The best source of wealth is commerce or trade.

7. What adjective does Hamilton use to describe statesmen who acknowledge this fact and what does that imply?



Answer: Hamilton uses the term “enlightened,” which implies that if you don’t agree with him, you were old-fashioned and did not have a modern outlook.

8. According to Hamilton, what will happen to a country without a source of revenue?

Answer: It will cease to exist.

**Document 3: Excerpts from *Federalist No. 13*, “Advantage of the Union in Respect to Economy in Government,” November 28, 1787 by Alexander Hamilton (Publius)**

1. At the end of the first paragraph, what adjectives does Hamilton use to describe the idea of maintaining thirteen sovereign states rather than one national government?

Answer: He uses “extravagant” and “dangerous” to describe the idea of the thirteen states not unifying under one national government.

2. List three examples Hamilton uses to argue that it would be more economical or less expensive to support one national government rather than divided state governments.

Answer: In a national government, Hamilton argues, there is only one civil list or bureaucracy to support; fewer people would be needed to guard communications; fewer forts or “military establishments” would be needed.

3. How does Hamilton’s argument in *Federalist No. 13* (document 3) support his argument in *Federalist No. 12* (document 2)?

Answer: In *Federalist No. 12* (document 2), Hamilton argues that revenue is essential to running a country, and that one national government is best suited to collect that money. In *Federalist No. 13* (document 3), he goes further by arguing that it would actually be less money out of pocket to support one government rather than multiple state governments. Like politicians today, he is appealing to people’s pocketbooks to convince them of his argument.

**Document 4: Brutus 1, October 18, 1787, author unknown, possibly Robert Yates**

1. In what ways were the Anti-Federalist writings similar to *The Federalist Papers*?

Answer: The Anti-Federalist writings were also written serially, under pseudonyms from antiquity, and were meant to convince the reader to adopt a position on the ratification of the Constitution.

2. How were they different?

Answer: The Anti-Federalist writings argued against the ratification of the Constitution, or at the least pointed out shortcomings or flaws in the document.

3. In the first paragraph, why does the author warn the people about giving power to government?

Answer: No ruler willingly gives up power, so you must be careful how much power you give them in the first place.

4. What two adjectives does the author use in the second paragraph to describe the powers given to the government in the Constitution? What does this tell you about his point of view on the ratification of the Constitution?

Answer: The author uses “absolute” and “uncontrollable”; this tells us that the author is against ratification if he describes in such a negative way the government ratification sets up.

5. What is the most important power a government can have, according to the last paragraph?

Answer: The most important power is the power to impose and collect taxes.

6. Why is this the most important power?

Answer: This is the most important power because it connects with all other powers in the sense that a government cannot function without money.

7. Who held this power in the Articles of Confederation?

Answer: This power was left to the states under the Articles.

### **Document 5: State-by-State Ratification Summary**

1. Based on this chart, in what state(s) would you expect the most debate over ratification? Why?

Answer: One would expect the most debate in Massachusetts, New Hampshire, Virginia, New York, and Rhode Island because the numbers of votes for or against ratification were very close.

### **Document 6: Excerpts from “The Address and reasons of dissent of the minority of the convention, of the state of Pennsylvania, to their constituents” Philadelphia, December 12, 1787**

1. Who is the intended audience for this document? Hint: Look at the title.

Answer: The intended audience is the people of the Pennsylvania.

2. Why did the authors write this document?

Answer: The authors wrote this document to explain why they voted against ratification of the Constitution.

3. The first paragraph reveals a fear that Congress would abuse its power of taxation using what justification?

Answer: The authors feared that Congress would abuse its power of taxation using the justification that it is providing for the common defense and general welfare of the United States.

4. What fear is discussed in the second paragraph of this excerpt?

Answer: State governments would consequently be destroyed or weakened significantly without an income source.

## **State Constitution Comparison**

### **Handout A: New State Constitutions**

1. How did the new constitutions reflect both the common heritage of the British colonial system and experimentation to meet the requirements of the individual state populations?

Answer: The new state constitutions reflected British experience in that they were based on traditional expectations of the rights of Englishmen and the constitutional principles that protected those rights. They reflected the individual state populations in that various methods were used to draft and ratify the constitutions state by state.

2. Of the three state constitutions described here, which one

a. Had the greatest influence on other states? Explain

Answer: Of the three constitutions, Virginia had the greatest influence on the other states. It was the first and was the model for the others, even though each state modified Virginia's constitution to meet its needs. The teacher can also point out that New York's constitution (not provided in this activity) was influential for giving the governor or executive a veto.

b. Provided the least power to the executive branch? Explain.

Answer: Pennsylvania provided the least power to the executive branch; it did not provide for a governor, but created a council of twelve as the executive branch.

c. Is the best example of the principle of checks and balances? Explain.

Answer: Massachusetts is the best example of the principle of checks and balances; the other states reflected legislative supremacy.

d. Is the best example of the principle of legislative supremacy? Explain.

Answer: Pennsylvania is the best example of the principle of legislative supremacy; the legislature was unicameral, so it did not have the internal checks found in the states that created bicameral legislatures. Also, the executive branch was too weak to counter the legislature's power.

## **Handout B: Bill of Rights, June 12, 1776 and The Constitution of Virginia, June 29, 1776 (Excerpts)**

1. According to the document, what is the purpose of government?

Answer: According to the document, the purpose of government is to protect life, liberty, and property, and the right to pursue and obtain happiness and safety.

2. According to the document, who has the right to vote?

Answer: According to the document, "all men, having sufficient evidence of permanent common interest with, and attachment to, the community, have the right of suffrage."

3. Explain which branch of government has the most power and offer evidence from the document to prove your answer.

Answer: The legislative branch has the most power; the legislature elects the governor and appoints judges, and sets their salaries.

4. What position do the document's authors take regarding standing armies in peacetime?

Answer: The document's authors assert that standing armies in peacetime are dangerous to liberty.

5. Where you have underlined evidence of constitutional principles in the document, add the name of the specific principle in the **left margin**.

Answer: Constitutional principles listed in the left margin should include: popular sovereignty, consent, due process, separation of powers, checks and balances, and may include others as well. Accept well-reasoned responses.

6. In the **right margin**, list the specific rights and responsibilities of citizens.

Answer: In the right margin, the list of specific rights and responsibilities of citizens should include equally free and independent; inherent rights to life, liberty, property, and the means of pursuing and obtaining happiness and safety; suffrage; representation; fair trial, reasonable bail, fines, and punishments. Implied responsibilities include paying taxes and service in the militia.

7. In the document, **circle** the following information regarding the governor:

a. How is he elected?

Answer: He is elected by joint ballot of both houses of the General Assembly.

b. What are his specific powers?

Answer: His specific powers include the following: receives a salary set by legislature; with advice of a Council of State or Privy Council, exercise the executive powers, grant reprieves and pardons, embody and direct the militia, appoint justices of the peace.

c. How long is his term of office?

Answer: His term of office is one year.

d. What specific limits are placed on the governor?

Answer: Specific limits on the governor include a limit of three terms in office; ineligible for reelection until four years out of office, can do little without consulting his council.

8. How are judges and other officers of state government appointed?

Answer: The legislature appoints judges in the major courts and other state-level offices. The governor, with the advice of the Privy Council, appoints justices of the peace.

### **Handout C: Constitution of Pennsylvania (Excerpts), September 28, 1776**

1. According to the document, what is the purpose of government?

Answer: The purpose of government is to maintain security and protection of the community, and to enable the individuals who compose it to enjoy their natural rights and the other blessings.

2. According to the document, who has the right to vote?

Answer: Every freeman who is at least 21 years old, has lived in Pennsylvania at least one year, and has paid taxes, has the right to vote.

3. Explain which branch of government has the most power and offer evidence from the document to prove your answer.

Answer: The legislative branch has the most power; the legislature appoints the president and vice president from among the executive council, and sets their salaries.

4. What position do the document's authors take regarding standing armies in peacetime?

Answer: The document's authors assert that standing armies in peacetime are dangerous to liberty.

5. Where you have underlined evidence of constitutional principles, add the name of the specific principle in the **left margin**.

Answer: Specific principles listed in the left margin should include popular sovereignty, consent, due process, representation, legislative supremacy, and may include others as well. Accept well-reasoned responses, but there was little separation of powers and few checks and balances included in this constitution for Pennsylvania.

6. In the **right margin**, list the specific rights and responsibilities of citizens.

Answer: Specific rights and responsibilities of citizens listed in the right margin should include equally free and independent; inherent rights to life, liberty, property, and the means of pursuing and obtaining happiness and safety; right to bear arms and to conscientiously object to military service; suffrage; fair trial; reasonable bail, fines, and punishments. Implied responsibilities include paying taxes and service in the militia.

7. In the document, **circle** the following information regarding the executive branch:

a. How are president and vice president elected?

Answer: President and vice president are elected by joint ballot by general assembly and council.

b. What are the president's specific powers?

Answer: The president's specific powers are to appoint and commission judges; correspond with other states; sit as judges for impeachments; grant pardons; faithfully execute the laws; draw upon the treasury to carry out the laws; direct the militia but not command it in person unless instructed to do so by the executive council.

c. How long is the term of office for president and executive council?

Answer: The term of office for president and executive council is one year.

d. What specific limits are placed on the president?

Answer: Regarding specific limits, the president is expected to consult the executive council in all of his official duties.

8. According to Section 41, what rule must the legislature consider in writing laws that impose taxes?

Answer: According to Section 41, in writing tax laws, the legislature must consider this mandate: “Any tax is to be raised ought to appear clearly to the legislature to be of more service to the community than the money would be, if not collected” [and the money left to the disposal of individual citizens themselves].

9. How are judges and other state officers appointed?

Answer: Judges and other state officers are appointed by the president, with approval of the council. The president also appoints judges and other state officers.

### **Handout D: Constitution of Massachusetts (Excerpts), March 2, 1780**

1. According to the document, what is the purpose of government”?

Answer: According to the document, the purpose of government is to “secure the existence of the body-politic; to protect it; and to furnish the individuals who compose it, with the power of enjoying, in safety and tranquility, their natural rights, and the blessings of life...”

2. According to the document, who has the right to vote?

Answer: According to the document, male residents at least 21 years of age who meet certain property qualifications have the right to vote.

3. Explain which branch of government has the most power and offer evidence from the document to prove your answer.

Answer: Power is evenly divided between legislative and executive branches. The Massachusetts governor is elected by the people, not by the legislature. He has the power to veto laws, though his veto can be overturned by a two-thirds vote of the legislature. He holds the power to appoint many offices in the state government.

4. What position do the document’s authors take regarding standing armies in peacetime?

Answer: The document’s authors assert that standing armies in peacetime are dangerous to liberty.

5. Where you have underlined evidence of constitutional principles, add the name of the specific principle in the **left margin**.

Answer: Specific principles listed in the left margin should include popular sovereignty/consent, due process, separation of powers, checks and balances. They may include others as well. Accept well-reasoned responses

6. In the **right margin**, list the specific rights and responsibilities of citizens.

Answer: In the right margin, the specific rights and responsibilities of citizens should include the following: Citizens are free, equal, and possess unalienable rights of life, liberty, property, seeking and obtaining safety and happiness. They also have the rights of fair trial, free press, suffrage, bearing arms, reasonable bail, fines, and punishments. Implied responsibilities include paying taxes and military service in the common defense.

7. In the document, **circle** the following information regarding the governor:

- a. How is he elected?

Answer: He is elected by freeholders and others meeting certain property qualifications.

- b. What are his specific powers?

Answer: The Massachusetts governor holds the following specific powers: the power to approve laws, he is commander in chief of the military, he can grant pardons except for impeachments, and he

receives a fixed salary. With advice and consent of the Council, the governor may appoint all nonelected officers of state government and of the army, and he may remove judicial officers who have not maintained good behavior.

c. How long is his term of office?

Answer: The governor's term of office is one year

d. What specific limits are placed on the governor?

Answer: Specific limits placed on the governor: Limits on eligibility: He must have been an inhabitant of Massachusetts for seven years, hold a certain amount of property, and declare himself to be a Christian. Limits in performance of his duties are related to the checks and balances spelled out in the document. For example, he is expected to consult his council in issuing pardons and appointing officials. His veto of legislation can be overturned by a two-thirds vote of the legislature.

8. How are judges and other state officers appointed?

Answer: Judges and other nonelected officers are appointed by the governor, with advice and consent of the Council.

## Handout E: State Constitution Comparison

<b>Topic</b>	<b>Virginia 1776</b>	<b>Pennsylvania 1776</b>	<b>Massachusetts 1780</b>
<b>Purpose of government</b>	Bill Sec. 1: implies that when men enter into a state of society, they must provide for protection of certain inalienable rights.	Answer: Pre: “for the security and protection of the community as such, and to enable the individuals who compose it to enjoy their natural rights, and the other blessings which the Author of existence has bestowed upon man...”	Answer: Pre: “secure the existence of the body-politic; to protect it; and to furnish the individuals who compose it, with the power of enjoying, in safety and tranquility, their natural rights, and the blessings of life...”
<b>Most powerful branch of government</b>	Answer: Form: paragraphs (3), (4), (5) Legislative	Answer: Frame: Sec. 19, 20 Legislative	Answer: Frame: Power is evenly divided between legislative and executive branches, as noted throughout the document. See Frame Chapter I, Sec. I, Art. II; Chapter II Sec. I, Articles II, VII, VIII, IX, XIII. The Massachusetts governor is elected by the people, not by the legislature. He has the power to veto laws, though his veto can be overturned by a two-thirds vote of the legislature. He holds the power to appoint many offices in the state government.
<b>Standing army in peacetime</b>	Answer: Bill Sec. 13: dangerous to liberty	Answer: Decl. XIII: dangerous to liberty	Answer: Decl. Art. XVII dangerous to liberty
<b>Constitutional principles</b>	<b>Virginia 1776</b>	<b>Pennsylvania 1776</b>	<b>Massachusetts 1780</b>
<b>Popular sovereignty/consent</b>	Answer: Bill Sec. 2	Answer: Decl. VIII	Decl. Art. V



<b>Representation/republicanism</b>	Answer: Bill Sec. 6	Answer: Decl. VIII; Frame Sec. 19	Answer: Frame Chapter I, Sec. II, Art. II; Chapter I, Sec. III, Art. I; Chapter II, Sec. I, Art. II;
<b>Due process</b>	Answer: Bill Sec. 8	Answer: Decl. IX	Answer: Decl. Art. XII
<b>Separation of powers</b>	Answer: Form: paragraph (1)	N/A	Answer: Decl. Art. XXX
<b>Checks and balances</b>	Answer: Form: paragraph (4)	Answer: Frame Sec. 20: council as a check on president	Answer: Frame Chapter I, Sec. I, Art. II; Chapter II, Sec. I, Art. VIII, Art. IX; Chapter III, Art. I
<b><i>Rights of the People</i></b>	<b><i>Virginia 1776</i></b>	<b><i>Pennsylvania 1776</i></b>	<b><i>Massachusetts 1780</i></b>
<b>People are equally free and independent, with inherent rights</b>	Answer: Bill Sec. 1	Answer: Decl. I	Answer: Decl. Art. I
<b>List of inherent rights</b>	Bill Sec. 1: life, liberty; means of acquiring and possessing property; pursuing and obtaining happiness and safety	Answer: Decl. I: enjoying and defending life, liberty; acquiring, possessing, and protecting property; pursuing and obtaining happiness and safety	Answer: Decl. Art. I: enjoying and defending lives and liberties; acquiring, possessing, and protecting property; seeking and obtaining safety and happiness
<b>Suffrage</b>	Answer: Bill Sec. 6: “all men having sufficient evidence of permanent common interest with and attachment to community”	Answer: Frame Sec. 6: freemen age 21 years who have been residents for at least one year, having paid taxes, but no property requirement	Answer: Frame Chapter I, Sec II, Art. II; Sec. III, Art. IV: male residents at least 21 years of age, and meeting certain property qualifications
<b>Fair trial</b>	Answer: Bill Sec. 8	Answer: Decl. IX; Frame Sec. 25	Answer: Decl. Art. XII
<b>Reasonable bails, fines, and punishments</b>	Answer: Bill Sec. 9	Answer: Frame Sec. 29	Answer: Decl. Art. XXVI
<b>Responsibilities of the People</b>	Answer: (Implied) Pay taxes, serve in military,	(Implied) Pay taxes, serve in military,	Answer: (Implied) Pay taxes, serve in military,

	participate wisely in self-government	participate wisely in self-government	participate wisely in self-government
<b>Governor (VA, MA)/ President (PA)</b>	<b>Virginia 1776</b>	<b>Pennsylvania 1776</b>	<b>Massachusetts 1780</b>
<b>Manner of election</b>	Answer: Form: paragraph (5): Joint ballot of both houses of General Assembly	Answer: Frame Sec. 19 joint ballot of general assembly and council	Frame Chapter II, Sec. I, Art. III: Citizens who are eligible to vote for senator and representative may vote for governor.
<b>Powers</b>	Answer: Form: paragraphs (5, 6): with Council of State or Privy Council, exercise executive powers, grant reprieves, direct militia	Answer: Frame Sec. 20: Appoint and commission judges; correspond with other states; sit as judges for impeachments; grant pardons; faithfully execute the laws; draw upon the treasury to carry out the laws; direct the militia but not command it in person unless instructed to do so by the executive council	Answer: Frame Chapter I, Sec. I Art. II; Chapter II, Sec. I, Art. VII, Art. VIII, Art. IX, Art. XIII: The Massachusetts governor holds the power to approve laws, he is commander in chief of the military, he can grant pardons except for impeachments, and he receives a fixed salary. With advice and consent of the Council, the governor may appoint all nonelected officers of state government and of the army, and he may remove judicial officers who have not maintained good behavior.
<b>Term of office</b>	Answer: Form: paragraph (5): one year	Answer: Frame Sec. 19: one year	Answer: Frame Chapter II, Sec. I, Art. II
<b>Limits</b>	Answer: Form: paragraph (5): limit of three terms in office; must have approval of Council for most actions.	Answer: Frame Sec. 20: He is expected to consult the executive council in all of his official duties.	Answer: Frame Chapter II, Sec. I, Art. VIII, Art. IX, Chapter III, Art. I: Requirement to consult council

			regarding pardons, as well as regarding appointments and removal of officials.
<b><i>Judges and other state officers</i></b>	<b><i>Virginia 1776</i></b>	<b><i>Pennsylvania 1776</i></b>	<b><i>Massachusetts 1780</i></b>
<b>How appointed</b>	Answer: Form: paragraph (7): legislature appoints major judicial positions; paragraph (8): Governor with approval of Privy Council appoints justices of the peace	Answer: Frame Sec. 20: The president, with approval of the council, appoints judges and other state officers.	Answer: Frame Chapter II, Sec. I, Art. IX: Governor, with approval of council, appoints judges and other state officers.

Summarize your discussion by listing at least three similarities and three differences among the three state constitutions.

Answer: For the summary providing three similarities and three differences among the constitutions, accept reasoned responses.

## Argumentation: Self-Interest or Republicanism?

### Handout A: Charles A. Beard, *An Economic Interpretation of the Constitution of the United States*

1. What was Charles Beard's main idea that he set forth in his 1913 publication, *An Economic Interpretation of the Constitution of the United States* (the Beardian thesis)?

Answer: Beard believed that economic forces were the chief factors shaping political institutions. To that end, he argued that the Framers of the Constitution created an "economic document" that protected the property rights of the elites such as themselves. Private property rights were central ("anterior") to government and could not be touched by popular majorities.

2. According to Beard, why did the Founders want to modify the Articles of Confederation?

Answer: The Articles of Confederation did not protect their economic rights.

3. What evidence did Beard give that "The Constitution was not created by 'the whole people.'"

Answer: No popular vote was taken regarding calling the convention. The propertyless mass was excluded by property qualifications for voting. Three-fourths of adult men did not vote on the ratification question, either due to indifference or because they were disfranchised by property requirements. He specifically listed the following groups: people who lived away from the coast, farming and mechanic classes, small farming and debtor interests.

4. Beard criticized the Constitution as being undemocratic. In *Federalist* No. 10, James Madison wrote: "A landed interest, a manufacturing interest, a mercantile interest, a moneyed interest, with many lesser interests, grow up of necessity in civilized nations, and divide them into different classes, actuated by different sentiments and views." How might Madison respond to respond to Beard's criticism? In your response, consider the difference between a **democracy** (a form of government in which ultimate authority is based on the will of the majority) and a

**republic** (a form of government in which the people are sovereign (ultimate source of power) and give their consent to representatives to make laws).

Answer: Madison believed that a republic protected people's rights better than a democracy. Events such as Shays' Rebellion led many leaders like Madison to a fear of mob rule, and they wanted to create a government that represented the people but was not held captive by their will. Accept reasoned responses.

5. Assuming Beard's conclusions are correct regarding a lack of representation for the "propertyless mass," to what extent do you think their lack of representation reduced their ability to benefit from the Constitution?

Answer: Accept reasoned responses. Students might suggest that those who had little property still needed that little bit to be protected under the law and presumably would work to improve their economic situation. People want their property to be protected regardless of how little or how much they have. Students may also consider that even though the Constitution did not represent "propertyless masses" or women or enslaved individuals, over time, the principles and ideals in the document extended to these once voiceless or marginalized groups.

## **Handout B: Essay: What Principles Motivated the Founders: Economic Self-Interest or Republicanism?**

1. How does the author phrase the essay's framing question?

Answer: Were the Founders men of republican virtue who worked to create a natural rights republic, or were they simply out to further their own self-interest by growing their own bank accounts?

2. What did Beard and scholars who agreed with him say was the Founders' opinion of democracy in the post-revolution state governments?

Answer: Many of the Founders said very disparaging things about democracy in the state governments.

3. What evidence did Beardian scholars use to prove their theory that the Founders were mostly interested in protecting their own elite positions?

Answer: The new Constitution had undemocratic features and was well-suited to protecting the economic benefits enjoyed by the wealthy.

4. According to the author, what are the most powerful arguments against the Beard thesis?

Answer: Being principled and being self-interested are not necessarily in conflict. Self-interest does not always refer exclusively to economic gain. Zuckert writes that Beard did not give sufficient attention to what the Founders themselves had to say about their goals and their concerns in constructing the Constitution.

5. According to the author, what document proves that the Founders were not just engaged in propaganda to conceal their selfish motives, but that they seriously studied the proper ends and nature of government?

Answer: Declaration of Independence

6. According to the author, the elements of the Constitution that Beard described as antidemocratic are actually innovations intended to do what?

Answer: The elements of the Constitution that Beard described as antidemocratic are actually innovations intended to remedy the flaws of previous republics and help this new system succeed. The Founders feared direct democracy (such as in ancient Greece) because they equated it with mob

rule and demagogues who appealed to the masses out of self-interest. Instead, the Founders preferred creating a representative government, or republic, that promoted the public good and public service.

7. Identify the sentence that best expresses the author's main idea.

Answer: Students may choose, for example: "Beard and the many scholars who walked down his path made a complex case for their position...the Beard thesis has proven to be vulnerable to persuasive criticism on all of the elements of their charges..."

8. By the 1950s, many historians had rejected Beard's thesis. How do you assess the arguments that Zuckert brings against Beard? What evidence would you like to see to help you better assess the argument?

Answer: Accept reasoned responses.

## UNIT 2 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>
<b>A. Thesis/Claim (0–1 pt.)</b>	<b>1 pt.</b> 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>B. Contextualization (0–1 pt.)</b>	<b>1 pt.</b> 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.
<b>C. Evidence (0–2 pts.)</b>	<p><b>1 pt.</b> Provides specific examples of evidence relevant to the topic of the prompt.</p> <p><b>OR</b></p> <p><b>2 pts.</b> 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>
<b>D. Analysis and Reasoning (0–2 pts.)</b>	<p><b>1 pt.</b> Uses historical reasoning (e.g., comparison, causation, continuity and change) to frame or structure an argument that addresses the prompt.</p> <p><b>OR</b></p> <p><b>2 pts.</b> 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"> <li>Explaining nuance of an issue by analyzing multiple variables</li> <li>Explaining both similarity and difference, or explaining both continuity and change, or explaining multiple causes, or explaining both causes and effects</li> <li>Explaining relevant and insightful connections within and across periods</li> </ul>

	<p>modify an argument that addresses the question.</p>	<ul style="list-style-type: none"> <li>• Confirming the validity of an argument by corroborating multiple perspectives across themes</li> <li>• 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.</li> </ul>
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