

BILL *of* RIGHTS

INSTITUTE

Life, Liberty, and the Pursuit of Happiness

Instructor Answer Guide

Chapter 4: 1789-1800

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CHAPTER 4 INTRODUCTORY ESSAY: 1789–1800

Review Questions

1. In the first Congress, James Madison pushed for amendments to the Constitution (subsequently known as the Bill of Rights) to

Answer: A. appease Antifederalists who were troubled by the Constitution's failure to protect civil liberties

2. The majority of those who opposed Alexander Hamilton's financial plan were found in the

Answer: B. South because southerners feared the plan would lead to a stronger centralized national government

3. The debate over establishing the national bank centered on

Answer: A. whether the Constitution was to be interpreted strictly or broadly

4. Which of the following was not a part of Alexander Hamilton's financial plan?

Answer: C. Erasing the debt of the states

5. Jeffersonian-Republicans advocated all the following except

Answer: C. closely emulating Great Britain

6. The Federalists were most likely to support

Answer: B. Hamilton's financial plan

7. All the following are true of slavery in the Founding period except

Answer: D. slave imports dramatically decreased

8. How did Charles Genêt present a foreign policy challenge to the young United States?

Answer: C. His actions repeatedly demonstrated his flouting of U.S. sovereignty.

9. The primary complaint of the whiskey rebels was

Answer: C. the excise tax on alcohol

10. The challenges faced by the Washington administration along the western frontier included all the following except

Answer: A. the presence of the French along the Mississippi River

11. What event immediately precipitated the negotiation of the Jay Treaty?

Answer: A. The seizure of American ships by the Royal Navy

12. What was the major significance of the Jay and the Pinckney Treaties?

Answer: C. They defended U.S. national interests while avoiding war with European powers.

13. The primary issue of John Adam's presidency was

Answer: D. the Quasi-War with France

14. "Millions for defense, but not one cent for tribute" summarizes the feeling of the American people after learning

Answer: B. the XYZ Affair

15. The concept of nullification was first proposed in the draft of the

Answer: D. Kentucky Resolutions

Free Response Questions

1. Explain why political parties developed in the new republic.

Answer: During the 1790s, political leaders disagreed sharply on issues such as the relationship of the national government with the states, and financial policy and foreign policy. This led to the rise of political parties, with the Federalists led by Alexander Hamilton and the Jeffersonian-Republican party led by Thomas Jefferson and James Madison. Federalists favored a more robust national government, supported Hamilton's financial plan, and were generally pro-British/anti-French in foreign policy. Jeffersonian-Republicans favored states' rights, thought Hamilton's financial plan was unconstitutional, and were generally anti-British/pro-French in foreign policy.

2. Explain how the French Revolution presented a major foreign policy challenge in the Founding period.

Answer: As the French Revolution grew more radical in the 1790s, it contributed to the divide between Federalists and Jeffersonian-Republicans. Federalists disliked the violence of the French Revolution, whereas Jeffersonian-Republicans largely welcomed Charles Genêt and established clubs to support the French Revolution as a fulfillment of the ideals of the American Revolution. The two parties differed on how to respond to the French Revolution, and both Presidents Washington and Adams struggled to remain neutral despite French offenses (e.g., Charles Genêt's overreach, France's seizure of American ships, the XYZ Affair). Though the United States remained officially neutral, the Quasi-War with France dominated Adams's only term as president and contributed to the highly partisan atmosphere surrounding passage of the Alien and Sedition Acts.

3. Does the information presented in the Chapter 4 Introductory Essay 1789–1800

(<https://cnx.org/contents/NgBFhmUc:P4H6SA3j>) support or oppose the idea that compromise has been an essential part of the U.S. government from the Founding? Justify your response with specific examples.

Answer: Student can point to the passage of the Bill of Rights and the Compromise of 1790 as two examples of successful compromises. They can also describe the bitter atmosphere surrounding the formation of political parties and especially during the Adams administration as times when compromise was not achieved and major developments (e.g., Alien and Sedition Acts, Kentucky and Virginia Resolutions) were highly partisan.

AP Practice Questions

1. A significant motivation for the passage of the law excerpted was

Answer: A. to appease slave-holding plantation owners who feared the abolition of slavery

2. The excerpt provided is similar to which decree accepted during the seventeenth century?

Answer: C. The passage of the Massachusetts and Virginia Slave Codes

3. The federal Fugitive Slave Act of 1793 expanded the power of the federal government by

Answer: D. overriding laws passed in states where the capture of fugitive slaves had been made illegal

4. The major event referred to in the excerpt is

Answer: B. a French invasion of neighboring countries

5. The most significant reason for Washington's proclamation was that

Answer: C. the U.S. government could not afford to fight in a war against European powers

6. The sentiments expressed in the excerpt are similar to those expressed in

Answer: A. George Washington's Farewell Address

NARRATIVES

Alexander Hamilton and the National Bank

Review Questions

1. When Alexander Hamilton proposed the national bank, he was

Answer: D. secretary of the treasury

2. Which of the following is true?

Answer: B. Under the Constitution, the government could collect tax revenue.

3. Congress was able to charter a national bank by virtue of

Answer: A. the necessary and proper clause of the Constitution

4. The creation of the Bank of the United States established that

Answer: C. the Constitution could be loosely or broadly interpreted

5. All the following were reasons presented in favor of the Bank of the United States except

Answer: D. the Bank would provide a source of funding for the U.S. government to purchase vast amounts of territory from foreign powers

6. In regards to the national bank, James Madison feared

Answer: C. the Legislative Branch might overextend its constitutional authority

7. A major reason President Washington favored the establishment of a national bank based on Alexander Hamilton's plan was

Answer: C. the problems created by the lack of funding for the troops during the American Revolution

Free Response Questions

1. Compare the main points of the arguments for and against the establishment of the Bank of the United States.

Answer: The argument made by Alexander Hamilton and ultimately supported by President Washington was that under the Constitution, Congress had implied powers to create an entity that was required for the U.S government to carry on its business. The other side of the debate, led by James Madison and Thomas Jefferson, argued that the Constitution, in particular the Tenth Amendment, did not expressly permit the existence of a national bank and reserved all powers not listed to the states and the people. Therefore, according to Madison and Jefferson, the Bank was not allowed.

2. Explain Alexander Hamilton's reasoning for the necessity of the Bank of the United States.

Answer: As early as 1780, Alexander Hamilton had proposed the formation of a national bank modeled on the Bank of England, which “unites public authority and faith with private credit.” However, the Articles of Confederation gave no taxing authority to the new national government, and the Bank of North America was not a success. Under the Constitution, Hamilton (as secretary of the treasury) proposed a national bank that could be funded by federal tax revenue and private investors. The bank could overcome many earlier problems and be better able to pay and supply military forces as well as encourage private industry.

AP Practice Questions

1. The argument made in the excerpt supports the contention that

Answer: B. the Constitution must be interpreted broadly for the government to function properly

2. By the mid- nineteenth century, all the following had had their constitutionality called into question except

Answer: A. the tariff issue in the 1790s

James Madison and the Bill of Rights

Review Questions

1. Which delegate to the Constitutional Convention first proposed a bill of rights?

Answer: C. George Mason

2. One of James Madison’s constitutional principles was rejected. This principle would have given

Answer: A. the Federal government a veto over state legislation

3. After the submission of the Constitution to the states for ratification, James Madison’s greatest concern grew from

Answer: C. the strength of resistance to the Constitution expressed by the Anti-Federalists

4. Which individual helped changed James Madison’s opposition to a bill of rights?

Answer: D. Thomas Jefferson

5. Alexander Hamilton’s major argument against a bill of rights was that

Answer: A. a specific list of rights could be misinterpreted and violated

6. One major reason James Madison initially believed a bill of rights was unnecessary was that

Answer: B. the United States would be broken into many factions and the majority could not violate the rights of the minority

7. Which of the following was not a reason that the delegates at the Constitutional Convention omitted adding a bill of rights to the original document?

Answer: D. A bill of rights would have been next to impossible to enforce in a nation as large as the United States.

Free Response Questions

1. Explain James Madison’s evolving support for the Bill of Rights.

Answer: James Madison, a Federalist in support of the Constitution as produced by the Constitutional Convention in 1787, initially did not see the need for a bill of rights. However, because of the strength of the Anti-Federalists in some of the larger states, Madison realized compromise was needed, and that compromise was the promise to make adding a bill of rights to the Constitution a priority during the meeting of the first Congress. Madison’s opinion also evolved through his correspondence with Thomas Jefferson while Jefferson was ambassador from the United

States to France. Jefferson said, “A bill of rights is what the people are entitled to against every government on earth.”

2. Describe the debate over the addition of the Bill of Rights to the Constitution.

Answer: The debate over the addition of the Bill of Rights to the Constitution centered on the fact that many Federalist delegates to the Constitutional Convention believed the original document had implicit individual rights and, therefore, a list of rights was unnecessary. The Anti-Federalists, however, believed a strong central government and the majority population could violate the individual rights of the minority, and that these rights needed to be explicitly spelled out so the government and a majority faction would not be able to violate them.

AP Practice Questions

1. The argument made by Publius in the excerpt

Answer: D. argues that a bill of rights is implied in the body of the Constitution and is therefore unnecessary

2. Supporters of adding a bill of rights to the Constitution were most likely influenced by

Answer: A. the violations of the “Rights of Englishmen” at the hands of the British in the years before the American Revolution

3. The concepts expressed in the Bill of Rights have most in common with the ideas of

Answer: C. the English Bill of Rights

Benjamin Franklin and the First Abolitionist Petitions

Review Questions

1. Southern representatives used all the following arguments to condemn the Quaker petition presented to the House of Representatives in 1790 except

Answer: B. public support for slavery existed throughout the United States

2. The most vocal support for slavery came mainly from

Answer: C. land owners in Georgia and South Carolina

3. What was Benjamin Franklin’s purpose in presenting the petition from the Pennsylvania Society to Congress?

Answer: B. To encourage Congress to not only ban the slave trade but also end slavery

4. The right to present a petition to Congress reflects

Answer: B. the colonists’ rights as Englishmen since the seventeenth century

5. What was the strongest constitutional approach available to those who supported the abolition of slavery in the United States in the late eighteenth century?

Answer: C. The use of the general welfare and necessary and proper clauses in the Constitution

6. All the following resulted from the debate caused by the Quaker and Pennsylvania Society’s petitions to Congress except

Answer: the Quakers withdrew their petition

Free Response Questions

1. Describe Benjamin Franklin’s arguments for the emancipation of enslaved persons.

Answer: Answers should include discussion of Franklin’s belief that all humans were created free and equal and that the institution of slavery, therefore, was “detestable.” Franklin also argued that slavery “debased the slaves and ruined their natural intellectual equality,” and that once free, they should have the opportunity to be educated, according to his plan “to instruct, to advise, to qualify

those who have been restored to freedom, for the exercise and enjoyment of civil liberty . . . [to] promote the public good, and the happiness of these our hitherto much neglected fellow [humans].”

2. What were the arguments against Franklin’s petition?

Answer: Answers should be limited to one of the following: economic arguments that the outlawing of slavery would drive plantation costs higher and hurt the southern economy; constitutional arguments that nowhere in the Constitution is the government given permission to interfere with slavery; or biblical arguments that the Bible states “slaves obey your masters” (although this quote is taken out of context, it was used often by plantation owners to defend slavery). Students should also explain why their selected argument was the most significant one brought against the petition.

AP Practice Questions

1. At the time the excerpted petition was presented to Congress, Americans were beginning to debate the issue of slavery because

Answer: B. slavery was a contradiction of the freedom for which the colonists had fought during the Revolution

2. During the late eighteenth century, which group would most likely support the sentiments expressed in the excerpt?

Answer: C. A Quaker from Pennsylvania

3. The point of view presented in the petition excerpted suggests what about the institution of slavery?

Answer: A. The immorality of slavery outweighs potential economic gains from the use of slave labor.

Eli Whitney and the Cotton Gin

Review Questions

1. Eli Whitney set out to

Answer: D. create an easier method for processing cotton

2. On which of the following did the cotton gin have the most immediate significant impact?

Answer: C. Westward expansion

3. How did the invention of the cotton gin most significantly affect the economic development of North America?

Answer: C. It continued the development of the South as an agricultural region based on the plantation system and spurred the rise of the textile mills in the North.

4. The invention of the cotton gin led to all the following during the first half of the nineteenth century except

Answer: C. an increased reliance on tobacco as a cash crop

5. The increased need for slave labor during the first quarter of the nineteenth century led to

Answer: B. a growing debate over where slavery could exist in the United States

6. What was the main incentive for the invention of the cotton gin?

Answer: D. American planters wanted to profitably provide English textile mills with raw cotton.

Free Response Questions

1. Describe the impact of the invention of the cotton gin on the southern economy in the first part of the nineteenth century.

Answer: The cotton gin made it far easier to separate freshly harvested raw cotton fiber from cotton seeds. This increased the speed, and therefore decreased the cost, at which plantation workers and slaves could prepare cotton for textile production. Plantation owners could then profitably produce more cotton and, therefore, needed more slave labor to plant, tend, and harvest it.

2. Identify and explain a significant long-term impact of the invention of the cotton gin.

Answer: A significant long-term impact of the invention of the cotton gin was the beginning of the debate over the expansion of slavery, which led to the passage of the Missouri Compromise and the rule that for every new slave state admitted to the Union, a free state would also have to be admitted (and vice versa). Other answers may discuss the growing division in the U.S. economy or the significance of the tariff issue that arose in the 1820s, almost sending America into a civil war.

AP Practice Questions

1. A major impact on the United States of the event depicted in the drawing was that

Answer: B. the Deep South became an almost exclusive one-crop economy

2. A significant long-term impact of the event depicted was that

Answer: A. as the nation expanded westward, the southern states became more defensive of the institution of slavery

3. Which statement does the drawing best support?

Answer: C. The invention of the cotton gin increased the demand for slave labor.

4. Which best describes the changes shown in the map that occurred during the first quarter of the nineteenth century?

Answer: B. Expansion of places where slavery could exist

5. A major controversy associated with the events depicted in the map stemmed from

Answer: C. the Louisiana Purchase and the growing debate over slavery

The Battle of Fallen Timbers

Review Questions

1. What did Secretary of War Henry Knox suggest to President George Washington in regard to American treatment of American Indians?

Answer: D. That the United States treat American Indians as sovereign nations

2. For most Americans in the 1780s, the region west of the Appalachian Mountains meant

Answer: C. opportunity

3. After the conclusion of the American Revolution, in regard to the land west of the Appalachian Mountains, the federal government most needed to

Answer: C. convince states with land claims in the region to give up their claims

4. A major result of the Treaty of Greenville was that

Answer: C. other American Indian nations began to adopt the civilization policy

5. As a result of the Battle of Fallen Timbers, American settlers were able to peacefully make land claims in

Answer: C. Ohio

6. Hostilities between the United States and the Cherokee in the 1780s ended with the

Answer: B. signing of the Treaty of Holston

7. American settlers were free to settle in the trans-Appalachian region after

Answer: B. the Treaty of Paris in 1783

Free Response Questions

1. Explain how the United States' acquisition of the land west of the Appalachian Mountains through the 1783 Treaty of Paris affected relationships between American settlers and American Indians.

Answer: After the American Revolution ended with the Treaty of Paris in 1783, the United States found itself in possession of a territory that doubled the size of the thirteen original states. This region was populated mostly by American Indians who feared the loss of their lands to settlers, and American Indians living north of the Ohio River were less willing to cooperate. They viewed U.S. treaties as fraudulent and fought with settlers who came on their land. After a major battle with the Cherokee at Fallen Timbers (Ohio), a peace treaty was signed. This treaty ensured the rapid settlement of the Ohio Territory, but violence between American Indians and settlers continued.

2. Explain the "civilization policy" Washington and Knox adopted for relations between American Indians and the federal government. What was the rationale for this policy?

Answer: "Civilization policy" relied on three initiatives: (1) The federal government alone had the authority to make treaties with western American Indian nations for land cessions, a provision meant to limit fraudulent purchases by speculators and/or states. (2) The federal government imposed new regulations on the western fur trade by establishing "factories" at important western posts that licensed traders and controlled prices. (3) The federal government helped Christian missionaries establish churches, schools, and farms in Indian country to promote the assimilation of American Indians into the new nation. The rationale behind this policy was the belief that if American Indians learned to live and work like white Americans, they would no longer need extensive lands on which to hunt and, therefore, would sell those lands willingly to the federal government, allowing for the peaceful incorporation of Indian territory into the new nation.

AP Practice Questions

1. Based on the excerpted treaty, the United States adopted a policy towards American Indians that it believed would

Answer: C. bring progress and modernity to American Indian nations

2. How were the sentiments in the excerpt a continuation of English and American policy toward American Indians?

Answer: B. The English and Americans believed their way of life superior to that of American Indians.

3. Which group of Americans was most affected by the Treaty of Holston?

Answer: B. Frontier settlers in the Northwest Territory

The Jay Treaty

Review Questions

1. Despite President Washington's Neutrality Proclamation in 1793

Answer: B. trade ships were being harassed by the French and the British

2. A major precedent established by President Washington during the ratification of the Jay Treaty was

Answer: D. the assertion of executive privilege

3. A significant benefit for the United States that resulted from the ratification of the Jay Treaty was

Answer: C. a new treaty with Spain giving the United States free access to the port of New Orleans

4. To get the appropriations necessary for the success of the Jay Treaty, Federalists were able to

Answer: A. link approval of the Jay Treaty to the popularity of President Washington

5. The Jay Treaty between the United States and Great Britain in the 1790s had all the following provisions except

Answer: A. Congress imposed “commercial discrimination” on Britain

Free Response Questions

1. Explain why George Washington agonized over signing the Jay Treaty.

Answer: On one hand, the treaty would guarantee the peace with Great Britain that the new nation so desperately needed, and it was probably the best deal the United States could get considering its relative military weakness. On the other hand, the agreement fell far short of expectations, making it horribly unpopular.

2. Explain the role the Jay Treaty played in the formation of political parties.

Answer: The partisan fight over the Jay Treaty helped solidify the formation of the Federalist and Jeffersonian-Republican parties because both sides disagreed so sharply over whether to approve the treaty. It clearly and finally identified each party with one of the sides in the ideological war over the French Revolution. The Jay Treaty laid bare the Federalist preference for Britain and the Jeffersonian-Republicans’ preference for France in the great war being waged between them. Political party organizations created in the contest over the treaty continued into the 1796 presidential campaign.

AP Practice Questions

1. The sentiment expressed in the excerpt is similar to the sentiment expressed by George Washington in

Answer: B. his *Proclamation of Neutrality* (1793)

2. The opinion expressed by George Washington in the excerpt would not have been shared by

Answer: B. a Jeffersonian-Republican Party member in South Carolina

3. The views expressed in the excerpt support

Answer: C. the tradition of American neutrality

The XYZ Affair and the Quasi-War with France

Review Questions

1. The XYZ Affair was a result of

Answer: B. the undeclared naval war between America and France

2. French Foreign Minister Talleyrand’s agents X, Y, and Z demanded all the following from the United States’ delegation to Paris except

Answer: C. a declaration of war against Great Britain

3. President John Adams reacted to the XYZ Affair by doing all the following except

Answer: B. breaking diplomatic relations with France

4. What event immediately precipitated the anti-French fever that swept across the country in 1798?

Answer: A. The publication of the American envoys’ diplomatic dispatches

5. “Millions for defense but not a cent for tribute” meant

Answer: C. anger over the XYZ Affair pushed the public to want war with France

6. What controversial legislation was a result of war fever and the XYZ Affair?

Answer: B. The Alien and Sedition Acts

Free Response Questions

1. Explain the relationship between the Jay Treaty and the XYZ Affair.

Answer: In 1795, the United States had hoped to improve trade relations with Britain by signing the Jay Treaty. However, France, the United States’ ally since the signing of the Alliance of 1778, interpreted the Jay Treaty as a new Anglo-American alliance that would disadvantage it. Using its navy and privateers, France began to engage with and seize U.S. merchant ships. Wanting to avoid war with France, the new president, John Adams, sent a team of diplomats to negotiate a peaceful settlement with the French. This attempted negotiation spiraled into the XYZ Affair.

2. Explain the reason for the failure in negotiations that led to the XYZ Affair and the affair’s immediate impact.

Answer: President John Adams sent a team of diplomats to Paris to negotiate a peaceful settlement of seizures and attacks against American merchant ships by the French navy and privateers. When the envoys arrived, the French announced they would not negotiate with them until the United States guaranteed a loan of \$12 million and a bribe to the French diplomats. The American envoys were insulted and eventually left Paris, leading to the Quasi-War.

AP Practice Questions

1. What was the most significant reason for signing the document associated with the excerpt?

Answer: C. The French were pressuring the United States to renew their military alliance from the American Revolution.

2. Despite the change in the relationship between the United States and France, based on the excerpt, within the next decade, the two nations were able to

Answer: B. complete a historical land sale that doubled the size of the United States

The Alien and Sedition Acts

Review Questions

1. Which of the following presents events in order from earliest to most recent?

Answer: A. British and Americans sign the Jay Treaty, French seize American merchant vessels, Adams addresses a special session of Congress, Naturalization Act is passed

2. Which of the following correctly summarizes the views of Federalists and Jeffersonian-Republicans on the Naturalization Act (1798)?

Answer: C. Federalists believed immigrants from France and Ireland might encourage war with Great Britain, whereas Jeffersonian-Republicans did not.

3. The Alien Friends Act (1798), set to remain in effect for two years, violated the due process clause of the

Answer: C. Fifth Amendment

4. Jeffersonian-Republicans believed the Sedition Act was

Answer: B. meant to silence criticism of the Adams administration

5. Which Jeffersonian-Republican leader described the prosecution of those tried for violating the Sedition Act as “the reign of witches”?

Answer: C. Thomas Jefferson

6. The Kentucky Resolutions argued that states could

Answer: B. nullify federal laws

Free Response Questions

1. Explain the motivation for the passage of the Alien and Sedition Acts in 1798.

Answer: After the United States signed the Jay Treaty with Great Britain, the French interpreted that action as a violation of the Franco-American Alliance of 1778. The French began to seize American merchant ships and a Quasi-War with the French began. Wanting to avoid an outright war with France, President John Adams sent three U.S. diplomats to Paris to negotiate a peace. When the French demanded a bribe and a loan, the American envoys refused to cooperate. Ultimately, these actions led to political division: Federalists wanted to be prepared for war with France and Jeffersonian-Republicans wanted to remain on friendly terms with France. A highly personal and poisonous partisan debate erupted in the press. To prevent dissension—mainly on the part of the Jeffersonian-Republican press—the Alien and Sedition Acts were passed by a majority Federalist Congress.

2. Compare the Federalist and Jeffersonian-Republican views of the Sedition Act.

Answer: Federalists saw the Sedition Act as protecting national security and confidence in the government in a time of war—though war was never declared (hence the term “Quasi-War”). They argued that the law held newspapers responsible for the truth of what they printed and allowed truth as a defense, which was more liberal than earlier laws. Jeffersonian-Republicans argued that the Sedition Act violated the First Amendment because it stifled legitimate criticism of the government, shutting down freedom of speech and the press. Jeffersonian-Republicans charged that the purpose of the Act was not to save the country but to silence criticism of the Adams administration.

3. Do you believe it is appropriate for the government to limit the freedom of the press in a time of war? Explain.

Answer: Student answers will vary based on opinion. Reasoned answers will be supported by specific historical evidence.

AP Practice Questions

1. Jeffersonian-Republicans considered the sentiments expressed in the excerpt to be a violation of

Answer: C. the Bill of Rights

2. Which individual would most likely support the sentiments expressed in the excerpt?

Answer: D. a Federalist in Hartford, Connecticut

3. An immediate response to the document from which the excerpt was taken was

Answer: B. the Kentucky and Virginia Resolutions

DECISION POINTS

Robert Carter and Manumission

Review Questions

1. Manumission laws allowed

Answer: B. slaveholders to grant their slaves freedom, either immediately or gradually

2. The main reason Robert Carter freed his slaves was that

Answer: D. revolutionary principles and his religious convictions led him to believe slavery was wrong

3. Robert Carter provided his freed slaves with all the following opportunities except

Answer: C. land ownership

4. The philosophy behind which pair of historical events best supports the actions taken by Robert Carter in regard to his slaves?

Answer: A. The American Revolution and the Great Awakening

5. Robert Carter would most likely support the sentiments regarding liberty expressed in

Answer: C. the Declaration of Independence

Free Response Questions

1. Explain Robert Carter III's decision-making process in manumitting his slaves.

Answer: Known to be a man of integrity, Robert Carter was a generous and nonviolent slaveholder. During the years of the American Revolution, he experienced a religious conversion and became a devout Baptist. Teachings in this church included the equality of all men's souls and the idea that no person was above another. In 1782, the state of Virginia allowed slaveholders to manumit their slaves. By 1791, Carter believed the time had come to free the people he had owned.

2. Explain the methods of setting slaves free during the period from 1776 to 1800.

Answer: The majority of slaves set free from the time of American independence to 1800 were freed through legislation passed in several northern states. Massachusetts and Rhode Island freed enslaved persons immediately, while the other states in the north established a plan for gradual emancipation. In the South, some states passed legislation that allowed slaveholders to manumit their slaves. The main reason for freeing slaves was related to morality, religious faith, and the fact that some northerners saw hypocrisy in the Revolution's criticism of the colonies' "state of slavery" under the British while, at the same time, the colonists held slaves.

AP Practice Questions

1. At the time the excerpt was written,

Answer: A. many people were questioning the morality of slavery

2. During the 1790s, the sentiments expressed in the excerpt would have been opposed by

Answer: C. legislators from South Carolina

3. Carter's argument in the excerpt most directly reflects which of the following?

Answer: D. The growing realization that slavery was immoral

The Compromise of 1790

Review Questions

1. Who was Alexander Hamilton's chief congressional opponent?

Answer: C. James Madison

2. The "assumption of debt" in Hamilton's financial plan meant

Answer: A. the federal government would pay off all public debt from the American Revolution

3. Madison's chief objection to the assumption of debt was that

Answer: A. his own state of Virginia has already paid off many of its debts

4. A site on the Potomac River was selected for the capital city for all the following reasons except

Answer: D. the location was selected by George Washington because he required the capital city to be near his home in northern Virginia

5. Alexander Hamilton accomplished all the following except

Answer: A. served as vice president

6. With the passage of his financial plan and related legislation, Hamilton was able to achieve

Answer: C. a secure basis for the credit of the United States and a dramatic expansion of the money supply

Free Response Questions

1. What was the main motivation for the Compromise of 1790?

Answer: The main reason for the Compromise of 1790 was economic. Placing the nation's capital city next to the Potomac River would allow for improvements along the river's course and then it could become a major port. Alexander Hamilton, in turn, would get approval for his Report on Public Credit and full assumption of national and state debts left over from the American Revolution to secure the credit of the nation.

2. How does the Compromise of 1790 represent an early example of American political practice?

Answer: Compromise has been part of the American political landscape since the inception of the nation. It was a significant aspect of the creation of the Constitution by virtue of the three-fifths Compromise, the Great Compromise, and the Trade or Commerce Compromise. The use of compromise continued to be part of American politics in, for example, the Missouri Compromise, the Compromise Tariff of 1833, and the Compromise of 1850s.

AP Practice Questions

1. The argument Alexander Hamilton poses in the essay supports

Answer: C. the federal government's right to collect taxes from the various states

2. The most significant reason Hamilton makes the argument in the excerpt is to

Answer: B. justify the Constitution's authorization of the collection of taxes by the federal government

George Washington and the Proclamation of Neutrality

Review Questions

1. President George Washington's motivation for issuing the Proclamation of Neutrality was

Answer: D. a reaction to "Citizen" Genêt's repeated outrages in his role as ambassador

2. Although Thomas Jefferson agreed that the United States should remain neutral in the war between Great Britain and France, he was outraged when President Washington issued the Proclamation of Neutrality because, according to Jefferson

Answer: A. the Proclamation established a precedent that granted too much power to the president

3. Most Americans supported the French Revolution until

Answer: D. the French began to execute hundreds of clergy and nobles

4. The central issue of the Pacificus-Helvidius exchange between Hamilton and Madison was

Answer: A. whether the executive or the legislative branch could declare neutrality

5. Genêt most clearly overstepped his role as ambassador from France when he

Answer: D. issued an ultimatum to President Washington demanding American support for France

6. Which argument most directly supports George Washington's reason for issuing the Proclamation of Neutrality?

Answer: A. The United States was unprepared to fight in a major European war.

Free Response Questions

1. Compare and contrast the views of Federalists and Jeffersonian-Republicans on the 1793 Proclamation of Neutrality.

Answer: Federalists believed the president had the power to make foreign policy and that the Proclamation established a foreign policy of neutrality. George Washington believed the United States did not have the resources or a strong enough military to fight in a major European conflict at the time. Jeffersonian-Republicans, on the other hand, believed Congress alone could declare war (and neutrality) and that the Proclamation of Neutrality simply announced the existing state of peace established by Congress. Republicans wanted to support the new republic that had been established in France.

2. How did war between Great Britain and France solidify the establishment of political parties in the United States?

Answer: Jeffersonian-Republicans sympathized with the sister republic of France in its fight against monarchy, whereas Federalists sided with Britain, which they viewed as a stronghold against terror and anarchy.

3. In what ways did Federalists and Jeffersonian-Republicans project their fears of Great Britain and France onto U.S. politics?

Answer: Federalists feared that the terror of the French Revolution would spread to the United States, whereas Jeffersonian-Republicans feared increased presidential power would lead to the restoration of a British-style monarchy.

AP Practice Questions

1. The main subject of debate in both excerpts is

Answer: A. the power of the chief executive

2. A significant motivation for the issue of the Proclamation of Neutrality in 1793 was that

Answer: C. the United States wanted to maintain trade relations with both Britain and France

3. The excerpts represent which growing development in the United States during the 1790s?

Answer: C. The development of political factions and the power of government in the United States

POINT-COUNTERPOINTS

The Whiskey Rebellion: Unjust Taxation or Enforcing the Rule of Law?

Handout A: Point-Counterpoint Graphic Organizer

Issue on the Table		
Claim A	Was the Whiskey Rebellion a justified revolt by farmers who opposed taxation or did the Washington administration act appropriately to enforce constitutional rule of law?	Claim B
<p>Summarize this argument in one sentence, using your own words: Answer: Farmers on the Pennsylvania frontier were unfairly hit by the excise tax on whiskey and in their justified revolt they tapped into a long history of protesting of taxes against central authority, similar to the American Revolution.</p> <p>Select and record the sentence or sentences that best demonstrate the historian's argument: Answer: Answers may include: The Whiskey Rebellion was a justified revolt by oppressed farmers. The taxes imposed resembled those collected by the British Parliament, which had been a major cause in the American Revolution. In resisting the tax, the whiskey rebels tapped into a long history of tax protest against central authority. The Washington Administration's display of force was excessive and the presidential pardons that followed gave credit to the suffering that the whiskey rebels had endured. The new taxes had a disproportionate</p>	<p>Compare the two arguments. To what extent do these claims support or oppose each other? Answer: The authors have a similar understanding of the reasons why the federal government imposed an excise tax. However, they disagree on the extent of the rebellion and how much of a threat it posed to the stability of the country.</p>	<p>Summarize this argument in one sentence, using your own words: Answer: Washington's reaction to put down the Whiskey Rebellion was appropriate to clearly answer the first direct, increasingly violent challenge to the federal government's authority.</p> <p>Select and record the sentence or sentences that best demonstrate the historian's argument: Answer: Answers may include: President George Washington had a constitutional responsibility to enforce the law as the nation's chief executive. He had no choice except to respond to the provocation of violence, and the challenge to federal authority. President Washington protected the nation from the first direct challenge to the authority of the federal government.</p>

effect on Americans along the frontier, moreover, and these taxpayers were among the poorest and least able to contribute to the federal treasury.		
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Which argument do you find more convincing? Explain what evidence led you to this point of view.

Answer: Students may agree with Historian 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 could include local newspapers, letters, or journals that would highlight the size and severity of the rebellion; information on the Pennsylvania tax leveled on whiskey distillers that would shed light on the effects of the tax on the rebels; the text of George Washington's pardon of the rebels to understand to evaluate if he sympathized with them; and Hamilton's writings on the need for an excise tax to contextualize the need to put the United States on a firm financial footing.

Explain how this debate highlights different beliefs about the power of the federal government.

Answer: The government set up by the Constitution included the power to collect taxes and also ensured the supremacy of the federal government. The Articles of Confederation and Shays' Rebellion revealed the dangers of a central government that could not enforce either of these things—a weakness Washington was keen to avoid in his reaction. The rebels believed the tax was excessive and specifically targeted a specific area; thus, rebelling against it was justified.

“Strict” or “Loose”: Was the National Bank Constitutional?

Handout A: Point-Counterpoint Graphic Organizer

Issue on the Table		
Claim A	How did Alexander Hamilton and Thomas Jefferson interpret the Constitution differently during the debate over the creation of a national bank in the early republic?	Claim B
<p>Summarize this argument in one sentence, using your own words:</p> <p>Answer: Madison and Jefferson believed in a strict interpretation of the Constitution that did not allow broad grants of power to the federal government, such as the power to charter a national bank.</p> <p>Select and record the sentence or sentences that best demonstrate the historian’s argument:</p> <p>Answer: Answers may include: Jefferson and Madison believed that constitutions must be interpreted strictly and carefully to apply appropriately the fundamental laws they contained. Misinterpretation threatened constitutional government. Hamilton’s broad interpretation of the Constitution was illegitimate because it distorted the government’s nature by treating it as a general grant of powers. Thus, broad constitutional interpretation subjected Americans to the same kind of arbitrary power from which they had freed themselves by the Revolution.</p>	<p>Compare the two arguments. To what extent do these claims support or oppose each other?</p> <p>Answer: The authors agree on how Jefferson/Madison and Hamilton differed in their interpretations of the Constitution. Historian A is more sympathetic to Jefferson and Madison, whereas Historian B is more sympathetic to Hamilton. Both authors reference past difficulties with Great Britain and under the Articles of Confederation to support their argument.</p>	<p>Summarize this argument in one sentence, using your own words:</p> <p>Answer: Hamilton believed in a loose interpretation of the Constitution, which he felt was necessary for the national government to be competent to actually carry out its responsibilities, such as defense and economic security.</p> <p>Select and record the sentence or sentences that best demonstrate the historian’s argument:</p> <p>Answer: Answers may include: If the national government was to be competent to discharge its great responsibilities for defense and security, the Constitution had to be read liberally, not narrowly. There could be no real limitations on the government’s ability to marshal the wealth of the nation for purposes of collective security. For Hamilton, then, necessary and proper really meant something like useful and convenient.</p>

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

Answer: Students may agree with Historian 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: Possible answers may include documents from the Constitutional Convention, Federalist Papers, or letters and journals of various Founding Fathers to determine how they intended the Constitution to be interpreted.

Explain how this debate highlights the formation of political parties.

Answer: Differences in how the Constitution ought to be interpreted significantly contributed to the creation of a two-party system and continues to be a fundamental question in American politics today. Hamilton wanted a strong national government with broader grants of power (loose constructionism); this “loose” interpretation of the Constitution was embraced by Federalists. On the other hand, Jefferson and Madison wanted to strictly limit the power of the federal government (strict constructionism) and this perspective formed the basis of the Jeffersonian-Republican party.

PRIMARY SOURCES

George Washington, First Inaugural Address, 1789

Sourcing Questions

1. Who was George Washington and to whom is he writing?

Answer: George Washington was a Revolutionary War hero and the first president of the United States, who was delivering his first inaugural address to the Congress and the American people.

2. What was Washington's goal was for writing the piece?

Answer: Washington is setting forth the political principles of the new constitutional government and wants to set both the right tone and establish the government on the right precedents.

Comprehension Questions

1. How does Washington express humility in the first paragraph of the speech?

Answer: Washington states that he had no ambition for the presidency and had wished to retire to Mount Vernon. He is grateful for the trust placed in him with his election to the presidency, but he claims his talents are insufficient to the task.

2. How does Washington see the hand of providence in the American Revolution and in the creation of the republic?

Answer: Washington gives his thanks to God for the blessings of liberty and happiness of the American people. Specifically, he sees the hand of providence in the victory in the American Revolutionary War, the creation of an independent nation, and the deliberations that led to the creation of the Constitution and new government.

3. What principles does Washington think are necessary for self-government?

Answer: Washington supports national unity free of sectional or partisan disputes. He encourages a republic with a virtuous and moral self-governing citizenry. Finally, he promotes practicing the principles of a free government to set a model for the world.

4. Why does Washington say the future of republican governments depends on American success?

Answer: Washington ends the paragraph with an expression of American exceptionalism, that the new republic is a model for the rest of the world. Rather than being a statement of arrogance, Washington maintains that republics have traditionally failed and if it does not work in these favorable circumstances, then it may not work anywhere.

5. Why does Washington support amendments to the Constitution, or a Bill of Rights?

Answer: Washington recommends consideration of a Bill of Rights to protect the essential liberties of Americans and to quell the opposition of the Anti-Federalists to the Constitution and new government. He commends the amendments as contributing to public harmony and unity. He does not make specific recommendations but leaves it to the wisdom and deliberations of the people and their representatives. In part, this is because the president does not have an official role in amendments to the Constitution.

6. Why did Washington refuse a salary? What virtue is he exhibiting?

Answer: Washington refused a salary, as he did in the Revolutionary War, because he wants to do his patriotic duty to the republic and act with disinterested service, meaning that he is serving the republic rather than acting with self-interest. These are classical ideas, especially from Ancient Rome, that Washington sought to emulate.

7. What are the objects of Washington's final prayer for his country?

Answer: Washington prays for tranquility and peace among the American people in their deliberations as a self-governing people; unity around the principles of republicanism and constitutional government, even if they disagree over policy, and security in their rights and public safety; and for their happiness as individuals and collectively.

Historical Reasoning Questions

1. What did Washington's explicit ties of religion to the republican government say about his understanding and vision of the American republic and experiment in liberty?

Answer: Washington thinks religion is important for the morality and virtue of a republican citizenry. He saw an important role for religion in the public square. However, he was a firm advocate of religious liberty for all (as expressed in his letters to the congregations) and did not support a national establishment of religion.

2. Why was George Washington elected president unanimously in 1788? Who else could have united the American people as the first president as Washington did?

Answer: Washington was elected because he was the hero of the American Revolutionary War and known by all Americans. Washington brought his national reputation for virtue and service to the republic rather than self-interested ambition to the office.

3. Why was George Washington reluctant to accept the presidency, considering his retirement in 1783 as commander in chief of the Continental Army?

Answer: Washington genuinely wanted to retire because he loved his Mount Vernon home and wanted to retire under his "vine and fig-tree," as he repeatedly stated after a lifetime of public service. He had also retired as the commander of the Continental Army in 1783 and did not want to appear to be a Caesar returning to leadership to satisfy his own ambitions. In addition, he wanted a government of laws, not of men, and wanted other people to serve. He did not want the office, but he agreed to serve to help ensure the success and endurance of the new republic.

4. How do the reflections on republican principles compare with the Constitutional Convention, the Federalist Papers, and the Anti-Federalist essays?

Answer: In the first inaugural address, Washington reflected on human nature and the character of constitutional republican government and a virtuous republican people. The debates at the Constitutional Convention and the deliberations of the Federalist and Anti-Federalist essays during the debate over the ratification of the Constitution had the same consideration.

5. Why was George Washington such a consistent advocate for the importance of the national Union to the American people as they created the republic?

Answer: In his Circular to the States, his first inaugural address, and his Farewell Address, Washington supported the national Union because he thought it was the basis of the liberty, security, and happiness of the citizens. Washington had witnessed the troubling problems of too much state power and a weak national government during the Revolutionary War and under the Articles of Confederation, and therefore supported a strong national Union and stronger national government. He also feared the European powers such as Spain, France, and Britain would work to break up the American Union into separate confederacies, which would fatally weaken the Union and national government.

6. Why did Washington and other Founders fear the American republic would collapse and fail?
How did it reflect their understanding of human nature and the history of republics?

Answer: The Founders feared human nature was too corrupt, weak, and self-interested for republican government to succeed and endure. Their understanding of Christianity, philosophy, and the failure of Greece, Rome, and other democracies and republics made them generally pessimistic that the republic would survive. Therefore, they thought it necessary to have a virtuous citizenry and constitutional limitations on power to prevent tyranny.

7. How does Washington's first inaugural address differ from the inaugural addresses of modern presidents? Why didn't Washington include a list of legislative and policy recommendations and priorities?

Answer: Washington's first inaugural address was brief and asserted the principles of government, unlike lengthy modern inaugural addresses, which are usually filled with specific policy and legislative agendas and proposals. Washington's focus on the constitutional principles of government was appropriate for the task of setting up the new republican government and deferring to Congress as representative of the popular will as a constitutional president.

8. What was George Washington's view of the constitutional role of the president in the national level of government?

Answer: Washington took the constitutional powers of his office seriously as he laid down the precedents of office. He would sign bills he thought constitutional such as for a national bank and act with broad constitutional authority over American foreign policy to preserve national security with treaties and formulating neutrality in the wars between Great Britain and France. He also would enforce the constitutional rule of law as he did during the Whiskey Rebellion.

9. What were the general and specific priorities of President Washington and the First Congress?

Answer: President Washington wanted to set the right precedents for the office. He wanted to follow the Constitution scrupulously and to establish the gravity of the office in enforcing the rule of law and diplomatic relations with other countries. He was very cautious in his relationship with the American people, the Congress, and diplomats. The Congress had important work in setting up the national judiciary, the departments of the executive branch, and the financial stability of the country and revenue of the national government. James Madison ensured the Congress also created a Bill of Rights that was submitted to the states for ratification to protect liberties and limit government.

10. How did Washington shape the presidency and consciously establish precedents for the office?

Answer: Washington shaped the presidency into an office of respect by taking his constitutional obligations and duties seriously and setting the right tone in his relationships with the American people, the other branches of government, and other nations. He established precedents such as executive privilege and retiring from office after two terms to create a rotation in office.

The Judiciary Act of 1789

Sourcing Questions

1. Why was it necessary for Congress to work promptly to flesh out the Constitution's guidelines for a federal court system?

Answer: It was necessary for Congress to work quickly on establishing the federal judicial branch because the Constitution was very vague on the topic, crafting only the outlines. There was much controversy regarding objections raised by Anti-Federalists and others. How powerful would the

federal judiciary be? Would state courts be superseded by a tyrannical federal system? What would happen to the reputation and credit of the new country if the government could not even require people to pay their debts to British merchants after the Revolutionary War? All these questions and many more needed to be answered to allay fears of tyranny and chaos.

Comprehension Questions

1. How can the number of justices can be varied?

Answer: In the same way that Congress established through this law the number of justices, later laws could change the number.

2. How many U.S. Supreme Court justices are there today?

Answer: Today, there is one chief justice and eight associate justices. Congress set the number at nine in 1869.

3. What two kinds of federal courts were created by this law?

Answer: District courts and circuit courts.

4. In addition to presiding over cases heard in the nation's seat of government, what further requirement is made of U.S. Supreme Court justices in Section 4?

Answer: Supreme Court justices were required to ride the circuit, hearing cases throughout each of the circuit court regions. Congress created a separate tier of appellate circuit courts in 1891, relieving the justices of the circuit-riding responsibility.

5. What kinds of cases are tried in the federal district courts? (Those dealing with state issues, or those dealing with federal issues?)

Answer: Those dealing with federal issues.

6. In most cases, what kind of trial is conducted in the federal district courts? (Bench trial involving only a hearing before a judge, or a jury trial involving judgment by a group of community members?)

Answer: Jury trial involving judgment by a group of community members.

7. What kinds of cases can be heard in the circuit courts under their original jurisdiction?

Answer: Certain civil lawsuits and serious criminal cases arising under federal law.

8. What protection(s) of individual rights of the accused are found in Section 11?

Answer: No person shall be arrested in one district for trial in another.

9. What kinds of cases can be heard in the circuit courts under their appellate jurisdiction?

Answer: Circuit courts hear appeals from cases decided in the district courts.

10. In which kinds of cases does the Supreme Court have appellate jurisdiction? Certain cases heard in (federal circuit courts, state courts, all of these)?

Answer: All of these.

11. In addition to the specific kinds of cases in which the Supreme Court has original jurisdiction according to Article III, Section 2, Clause 2 of the U.S. Constitution, over what kind of authority does this law give the Supreme Court original jurisdiction?

Answer: Section 13 of this Act gives the Supreme Court authority to issue writs of mandamus "to any courts appointed, or persons holding office, under the authority of the United States." The Court ruled in *Marbury v. Madison*, 1803, that this clause of the Judiciary Act unconstitutionally expands the original jurisdiction of the Supreme Court of the United States.

Historical Reasoning Questions

1. What two kinds of federal courts are created by this law, and what kinds of cases are heard in each?

Answer: One federal district court was established in each state to exercise original jurisdiction over many kinds of cases involving the U.S. Constitution or federal laws. Federal circuit courts were created to try certain serious crimes and to hear appeals of cases from the district courts.

The Royal Proclamation of 1763 and the Treaty of New York, 1790

Sourcing Questions

1. Who issued the Proclamation of 1763?

Answer: King George III issued the Proclamation of 1763.

2. What did this Proclamation outlaw?

Answer: The Proclamation outlawed settlement on Native American land west of the Appalachian Mountains.

3. Who traveled to New York to sign the Treaty of New York?

Answer: Leaders of the Creek Nation traveled to New York to sign this treaty.

4. What did this treaty guarantee?

Answer: The Treaty of New York guaranteed Creek land as a sovereign foreign nation.

5. Why did Georgians resent the terms of the Treaty of New York?

Answer: Georgians were angry that the treaty limited their westward expansion.

Comprehension Questions

1. What does this paragraph require those living on Native American land to do?

Answer: They must leave.

2. What actions does this treaty propose to ensure no further “frauds and irregularities” in purchasing land?

Answer: Only the governor or commander in chief representing the British government may purchase land from Native Americans in a public meeting.

3. Who are the two parties agreeing to this treaty?

Answer: The president of the United States and the kings, chiefs, and warriors of the Creek Nation.

4. What are the goals for this treaty?

Answer: The goals for the treaty were to establish a “permanent peace and friendship” and to remove any sources of conflict.

5. Who negotiated this treaty for the United States?

Answer: Henry Knox, secretary of war, negotiated this treaty for the United States.

6. According to Article II, what was the relationship between the Creek Nation and the United States?

Answer: The Creek Nation acknowledges that they are within the United States and under their protection alone.

7. According to Article II, what was the relationship between the Creek Nation and individual states?

Answer: The Creek Nation agrees never to enter into a treaty with an individual states or individual people of any state.

8. What measures would be taken to ensure that the boundary of the Oconee River is fairly decided?

Answer: The treaty stipulates that an “able” surveyor representing the United States, three old citizens of the state of Georgia, and three old Creek chiefs will together decide on the source of Oconee River.

9. How would the boundary be marked?

Answer: The boundary will be marked by a line of felled (cut down) trees at least twenty-feet wide, extending for at least twenty miles.

10. What did the United States agree to do in exchange for recognizing this boundary?

Answer: The United States will pay \$1500 each year to the Creek Nation.

11. What did the Creek Nation agree to do in exchange for recognizing this boundary?

Answer: The Creek Nation gives up any claim to land north and east of the agreed-upon boundary.

12. What would happen if a U.S. citizen settled on Creek land?

Answer: The Creek may punish a U.S. citizen (or not) as they see fit if the citizen settles on Creek land.

13. What must a U.S. citizen have done to enter into Creek country? What is a modern parallel to this?

Answer: A U.S. citizen must obtain a passport from a governor, a commanding military officer on a frontier post, or “any other person the President...may, from time to time, authorize.” A modern parallel would be carrying a passport to enter a foreign country.

14. Summarize Article XI in your own words.

Answer: The Creek are agreeing to report on any person or tribe they suspect is acting against the United States.

15. What is implied by the phrase “may be led to a greater degree of civilization”?

Answer: This phrase implies that the United States considers the Creek to be less civilized, and that U.S. culture is superior.

16. According to Article XII, what type of society is preferable?

Answer: The United States considers a society based on farming and herding animals (the typical lifestyle in the new nation) preferable to a hunting-based society.

17. According to Article XII, what will the United States provide to the Creek Nation to support this?

Answer: The United States will provide animals, tools, and interpreters to help the Creek Nation adopt this new lifestyle.

Historical Reasoning Questions

1. How are these treaties similar?

Answer: Both sources address the tension of European (British, then American) westward settlement and encroachment onto Native American land. This is a problem that can be traced back to initial contact between Europeans and Native Americans. Both documents try to limit westward settlement and ensure that Native Americans’ right to the land be respected. And neither was effective in the long term.

2. How are they different?

Answer: The Royal Proclamation was issued from London without the input of any Native Americans. The Treaty of New York was agreed to between the U.S. government and leaders of the Creek Nation. The Treaty of New York involved the Creek Nation in creating the boundary between the land belonging to the United States and the Creek Nation.

3. How has the relationship between American settlers and Native Americans changed between 1763 and 1790? How has it stayed the same?

Answer: The relationship has changed in that the United States has become its own sovereign nation and “inherited” the issue of negotiation with American Indians from the British government. In addition, the Treaty of New York gives evidence that the United States wants the Creek Nation to adopt the U.S. settled agricultural lifestyle, which was not present in the Royal Proclamation. Ultimately, the underlying tension between the values of westward expansion and the values of American Indian life has remained unchanged.

Thomas Jefferson on the Compromise of 1790

Sourcing Questions

1. Summarize the context for the Compromise of 1790.

Answer: There was debate in Congress over the adoption of Hamilton’s plan to assume all state debts. Many southerners did not support his plan, because, in their view, it gave too much power to the federal government. There was also debate over where to move the new federal capital.

2. Why is it significant to note that this account of the Compromise of 1790 was written by Jefferson? Why is it significant to note it was written in 1818?

Answer: Jefferson wrote this account almost thirty years after the event and may have exaggerated his role for posterity or misremembered events.

Comprehension Questions

1. According to Jefferson, who initiated the invitation for this dinner and what was its purpose? How might this reflect bias?

Answer: Jefferson invited Hamilton to dinner. Jefferson is writing this account and may be exaggerating his role in setting up this event.

2. What two goals were most important in creating this compromise?

Answer: Jefferson states that the preservation of the union and concord or good will between the states are the most important goals to consider.

3. What suggestion would “sweeten” the adoption of Hamilton’s plan for the southern states?

Answer: Moving the capital to Georgetown (now Washington, DC) would make the adoption of Hamilton’s fiscal plan acceptable to the southern states.

4. What was decided by the end of the dinner?

Answer: Hamilton’s plan was adopted, and the federal capital would move to Georgetown after a temporary stay in Philadelphia.

Historical Reasoning Questions

1. Some historians doubt Jefferson’s dinner occurred and that other conversations were already taking place in Congress that were significant in the Compromise of 1790. Do you think Jefferson’s account of the Compromise of 1790 was biased? Explain your answer.

Answer: Answers will vary. Jefferson may have exaggerated his role in the Compromise of 1790, even if most of what he wrote was accurate.

2. Explain how the southern states’ resistance to Hamilton’s financial plan indicates differing beliefs about the federal government’s role in economic life.

Answer: Hamilton’s financial plan was guided by his belief that there were strong ties among economic prosperity, political stability, and national security. These views would come to be aligned

with the Federalist party. The South feared that the centralizing policies of Hamilton would dangerously increase the power of the national government, and southerners accused Hamilton of monarchism and tyranny. The South was guided by the fear during the Revolutionary years of centralized national and executive power, and wanted to limit government. These views would form the basis of the Jeffersonian-Republican party. The South also feared interference with slavery and that trade and commerce—encouraged by Hamilton’s policies—would overshadow agriculture. In addition, southern states that had paid off their debt (namely, Virginia, Maryland, and Georgia) worried about the assumption of state debts.

3. Explain how the debate over Hamilton’s financial programs contributed to the growth of political parties in the new nation.

Answer: Hamilton’s financial plan helped lead to the creation of the political parties, with the mostly southern Jeffersonian-Republicans led by Jefferson and Madison in opposition to centralization in favor of states’ rights and a strict interpretation of the Constitution. The Federalists were generally centered in the Northeast and supported centralization for national strength and a loose interpretation of the Constitution.

Thomas Jefferson and Alexander Hamilton, Writings on the National Bank, 1785–1792

Sourcing Questions

1. Who wrote these documents?

Answer: Alexander Hamilton and Thomas Jefferson wrote these documents.

2. What were their respective roles in Washington’s first cabinet?

Answer: Alexander Hamilton served as secretary of the treasury and Thomas Jefferson served as secretary of state.

Comprehension Questions

1. How do Jefferson and Hamilton differ in their views of the need for a bank?

Answer: Hamilton states that trade and industry are essential to the success of the new nation, and therefore a bank to regulate such things is necessary. Jefferson does not believe Congress has the power to create such an institution.

2. What image does Jefferson use to describe city dwellers?

Answer: Jefferson compares city dwellers to sores on a body.

3. Summarize Hamilton’s views of merchants and those engaged in industry.

Answer: Hamilton thinks merchants are useful members of society, and their growth and success is linked to the growth of the nation.

4. Who was more sympathetic to the French Revolution—Hamilton or Jefferson? How do you know?

Answer: Thomas Jefferson was more sympathetic to the events of the French Revolution, as indicated by his quote that martyrs to the cause (nobles) are necessary. Bloodshed, in theory, does not frighten Jefferson and, in fact, he welcomes it. Hamilton takes a more cautious view, saying that he views the events with pleasure but also “apprehension.”

Historical Reasoning Questions

1. Explain the constitutional debate at the center of the debate on the national bank.

Answer: Hamilton thinks the implied powers designated to Congress would include the power to charter a national bank. Jefferson rejects the concept of implied powers and therefore thinks that Congress does not have this authority and to create a bank would therefore be unconstitutional.

2. Explain the context for Jefferson and Hamilton's interest in the French Revolution.

Answer: An alliance with France helped secure an American victory in the Revolutionary War and both revolutions were inspired by similar ideas. As a new nation, the United States would require the goodwill of France and Great Britain and could not afford to fight another war so soon after its own revolution.

The Jay Treaty, 1795

Sourcing Questions

1. What was the topic of the document?

Answer: The topic is a treaty between the United States and Great Britain signed in 1794 during the Washington administration.

2. Who created this document?

Answer: The United States and Great Britain made and signed the treaty. John Jay was the minister and negotiator representing the United States.

3. What do you think was the goal of the document?

Answer: The goal was to resolve trade and diplomatic disputes between the United States and Great Britain related to British seizures of American ships and the impressment of American sailors.

Comprehension Questions

1. What promise do the British make regarding their troops on the American frontier?

Answer: The British agree to evacuate the forts in the American northwest that they continued to occupy in violation of the 1783 Peace Treaty.

2. What is the treaty obligation for American citizens related to their pre-Revolutionary War debts to British merchants?

Answer: The treaty obligates the United States and its citizens to pay pre-Revolutionary War debts, primarily by Virginia tobacco planters, which were left unpaid in violation of the 1783 Peace Treaty. The Virginians did not pay them because they thought they were not bound to honor the debt and because the British had not fulfilled a treaty obligation to return runaway slaves from the American Revolution.

3. What would be the responsibility of the commission related to the seizure of American ships?

Answer: An arbitration commission would be set up to consider claims by the Americans for compensation for their losses due to British seizures of their vessels.

4. Did the British allow American ships to trade in its West Indian islands? Explain your answer.

Answer: The British had previously blocked all American trade to the British possessions in the West Indies, but would now allow small trade vessels of less than seventy tons to trade there. The Senate removed this part of the treaty because it was an insulting small concession.

5. How would American neutral rights be respected?

Answer: The treaty set up a process for discovering American and other neutral ships carrying contraband of war to the French. It was more orderly than seizing American ships and sailors.

Historical Reasoning Questions

1. Why did the British believe they could seize American vessels and impress American sailors without any consequences?

Answer: The United States did not have a navy and could not protect its maritime interests and neutral rights adequately. The British thought they could seize Americans ships and sailors with impunity, were locked in a desperate world war with the French, and felt compelled to take the risk.

2. What was significant about the British promise to evacuate the forts on the American northwestern frontier?

Answer: The British and other empires on North American soil from 1789 to 1815 presented a threat to the new nation and its survival as many European powers sought to use the United States as a pawn in their great power diplomacy. The British were stirring up trouble with the American Indians on the frontier against the United States, leading to several battles in the northwest. The Americans also wanted to settle the Northwest Territory but had to face the presence of British troops and forts on the frontier.

3. Why was there a controversy about Americans paying their pre-Revolutionary war debts to the British merchants?

Answer: The American planters no longer felt obligated to pay the debts because they were no longer part of the British empire and its mercantilist system. More importantly, the American planters did not pay them in retribution for the British taking thousands of runaway slaves during the Revolutionary War and failing to return them as guaranteed in the 1783 Peace Treaty.

4. Why was there such a strong reaction against the treaty among the American population that Jay was burned in effigy and the treaty's supporters silenced?

Answer: The Jay Treaty stirred passions of the partisan divide between Federalists and Jeffersonian-Republicans, so it is not surprising that the Jeffersonian-Republicans strongly opposed the treaty. Moreover, the American public was angry that the treaty seemed to surrender American interests and national sovereignty to the British by not directly addressing the seizure of American ships and impressment of American sailors.

5. How did the Jay Treaty become a key event in the rising partisan dispute between Federalists and Jeffersonian-Republicans?

Answer: The treaty triggered a frenzy of partisan emotion and disputes over the treaty and American foreign policy, just as the debates over Hamilton's financial plans, the Genêt Affair, and the Whiskey Rebellion in the early to mid-1790s.

6. How did the Jeffersonian-Republicans seek to defeat the treaty in the House of Representatives even though only the Senate ratifies treaties? How did their strategy lead to defining new presidential powers?

Answer: With a partisan 20-10 vote, the treaty barely passed with the necessary two-thirds majority in the Senate. The House attempted to halt funding for the treaty and demanded the negotiation papers to embarrass the Washington administration. Washington claimed executive privilege for the first time, which would be used extensively by future presidents. The House eventually voted funds for the treaty and backed down on the papers.

7. Why did the French view the Jay Treaty with such hostility, creating tension that led to the Quasi-War with France from 1797 to 1800?

Answer: Despite the great contention in the United States and the great disappointment by many Americans in the treaty, the French viewed the treaty as an Anglo-American alliance established for

the destruction of France. Therefore, they began seizing hundreds of American ships, and the United States and France entered into an undeclared war.

8. How did the unresolved issues with Great Britain even after the Jay Treaty help lead to the War of 1812?

Answer: The seizure of American vessels and impressment of American troops was not formally part of the Jay Treaty, and although the British revoked the practice for a few years to avoid hostility with the United States, they reinstituted the practices in the early 1800s. The United States embargoed British trade and eventually declared war in 1812 as a result.

9. One diplomatic historian, George C. Herring, argues that, “Rarely has a treaty so bad on the face of it produced such positive results. . . .It bought for a new and still weak nation that most priceless commodity—time.” Do you agree or disagree with this statement? Explain.

Answer: Answers will vary. The Jay Treaty was strongly debated in the 1790s and continues to be debated by historians today. The Herring argument seems to make sense because George Washington, Alexander Hamilton, and others understood that the new nation was very weak militarily and not in a position to go to war to assert its neutral rights.

Pinckney’s Treaty, 1796

Sourcing Questions

1. Which countries signed Pinckney’s Treaty?

Answer: The United States and Spain signed the treaty in 1795.

2. What was the main dispute settled by Pinckney’s Treaty?

Answer: The main dispute was whether the United States could trade freely along the Mississippi River.

Comprehension Questions

1. What was the agreement related to the boundary of Spanish Florida?

Answer: The Spanish had claimed land to the north of Florida to 32° 22', and the United States had claimed the territory down to 31° latitude. The treaty established the boundary at 31° latitude.

2. What rights did the United States gain related to the Mississippi River?

Answer: The United States gained access to free trade along the Mississippi River, which Spain had closed to American trade since 1784. The trade from the West could not reach the ocean through New Orleans.

3. What role did American Indians play in this agreement?

Answer: The Spanish had stirred the American Indians against the Americans in the area. Both sides agreed they would not ally with the American Indians against the other in the area, and both would help try to prevent any American Indian attacks. The treaty assumes that the Spanish and Americans could control American Indian diplomacy and war.

Historical Reasoning Questions

1. Why was there tension between Spain and the United States after the Revolutionary War?

Answer: Spain closed the Mississippi River and the port of New Orleans to American trade. The Americans thus were prevented from using the Mississippi River for access to ocean-going trade. Moreover, the Spanish were encouraging American Indians to attack the Americans along the southwestern frontier.

2. Why was the South particularly interested in the free navigation of the Mississippi River?

Answer: The South was expanding along the southwestern frontier and wanted access to the Mississippi River to ship agricultural goods rather than using overland trade.

3. What threat did the presence of the Spanish in the American West present in the minds of many American nationalists?

Answer: The Spanish owned the Louisiana Territory and Florida, and controlled the Mississippi River and port of New Orleans, which threatened to limit American trade that was important to regional and national prosperity. Nationalists such as George Washington were also very concerned that the Americans in the West would form close ties to foreign empires in the West and form a separate confederacy that posed a threat to the United States.

4. How did the Jay Treaty and Pinckney Treaty shape the course of American foreign policy in the mid-1790s during the Washington administration?

Answer: The successful negotiation of the Jay Treaty and Pinckney Treaty allowed the Washington administration to settle conflicts and establish peaceful relations with European powers including Great Britain and Spain while the United States still did not have a strong military establishment. The treaties also provided for peace and expansion on the western frontier.

5. How would the Spanish Louisiana Territory affect the course of American history in the early 1800s?

Answer: France would acquire the Louisiana Territory from Spain in the course of the Napoleonic Wars and would eventually sell the territory to the United States in 1803, doubling the size of the United States.

George Washington, Farewell Address, 1796

Sourcing Questions

1. Who was George Washington and to whom was he writing?

Answer: George Washington was the first president of the United States, and the former general of the Continental Army. He was writing a letter to the American people.

2. What was his goal in writing the piece? How did this affect the tone and content of the piece?

Answer: Washington's goal was to provide advice to Americans about how their republic could survive some crises that arose during the 1790s and would probably be lasting questions for the country. The tone and content was one of concern for the future of his country and humble advice from the most respected person in America.

Comprehension Questions

1. What reasons does George Washington give for supporting the national Union? What benefits did its preservation have for the American people?

Answer: Washington asserts that national peace, prosperity, independence, unity, and happiness will all thrive in the national Union and benefit the American people with a stability and order. If the Union is maintained, the people will enjoy tranquility, peace, safety, and prosperity.

2. How does Washington appeal to patriotism to encourage support of the national Union?

Answer: Washington appeals to the common cause and unity of the American Revolution to remind Americans of their patriotic duty and "common cause."

3. According to Washington, how are political parties tied to human nature and to republican self-government?

Answer: Washington argues that humans pursue their passions and self-interest rather than reason and the common good, which serve to divide them into political parties. Moreover, he thinks parties must be guarded against in republican self-government because the people enjoy more freedom to pursue their own happiness, so they will likely splinter into parties, due to human nature, injuring the common good.

4. According to Washington, what are the negative consequences of political parties?

Answer: Washington is very concerned about disunity and the possibility that it could lead to an absolute ruler or despot.

5. How do parties harm unity and the public good?

Answer: Washington argued that the passions, jealousies, and divisions caused by political parties impede unity, consensus, and the public good.

6. In Washington's view, why are religion and virtue necessary for self-government?

Answer: Washington believes that for most people, religion promotes their morality and virtue, which are necessary for free republican self-government.

7. What characteristics does Washington advise for the conduct of American foreign policy with other nations?

Answer: Washington advises the American people and their leaders to conduct a generous, just, good-willed, and principled foreign policy in their conduct with other nations.

8. Why does Washington advise Americans not to form too close or too distant a relationship with other countries?

Answer: Washington thinks the United States should not bind its fate too closely to any particular nation, because circumstances can change. He thinks no nation should be privileged over others, because it might cause jealousy or conflict.

9. What should be the guiding principle of American foreign policy?

Answer: Washington advises that the United States focus on establishing commercial relations with other nations but to have as little binding political connection with them as possible.

Historical Reasoning Questions

1. Explain how sectional disputes between North and South in the 1790s, and attachment to state governments instead of the national government, could have affected the author's support for the national Union.

Answer: Americans and their parties were deeply divided over issues like a national bank and the role of the federal government in state affairs. Moreover, many Americans still had greater allegiance to their states rather than the national government and Union. Washington was deeply concerned about the national Union and made it a centerpiece of his parting advice to his country.

2. What is the author's view of political parties? Why might this be?

Answer: Americans were divided by ideology and geography over domestic and foreign policies during the 1790s as the Federalists and Jeffersonian-Republicans split on most issues. President Washington saw the members of his own cabinet (especially Alexander Hamilton and Thomas Jefferson) ideologically divided and he wanted greater unity in his administration. Washington feared that self-interested, passionate, and fractious parties were dividing Americans and that the ideological differences would threaten the survival of the national Union and republic.

3. Why does the author support the virtue of the citizenry in a self-governing republic?

Answer: Washington believed that a self-governing citizenry must be virtuous and moral if the republic was to endure. Self-government could not survive if the people did not govern their own lives and build a healthy civic society rooted on virtue.

4. How did the disputes over the 1793 Proclamation of Neutrality and the Jay Treaty shape the author's view of American foreign policy principles and the advice to steer clear of permanent alliances?

Answer: Washington saw a country that was divided along party lines because of the disputes between the Federalists, who favored the British, and the Jeffersonian-Republicans, who favored the French, during the debates over the country's foreign policy during the Proclamation of Neutrality and the Jay Treaty. If the country allied permanently with one country or the other, foreign nations might drag the United States into war and circumstances would change, but the United States would have no flexibility to pursue its principled interests.

5. Explain the connections with other countries that the author promotes for the new nation.

Answer: Washington believed the United States should form commercial relations and diplomatic relations with other countries but not permanent alliances.

6. The author of the address, George Washington, was resigning from the presidency after two terms. Explain the consequences of this decision on American politics.

Answer: Washington was resigning from the presidency even though he could have been elected again. He laid down a precedent of surrendering power voluntarily and a rotation in office, making the United States a country of laws rather than individual will.

7. Do you think that makes his advice more or less biased?

Answer: Washington had nothing to gain personally from his advice; therefore, his advice seems to be relatively unbiased and what he thinks is best for the nation's future.

Cartoon Analysis: Property Protected—à la Françoise, 1798

Sourcing Questions

1. Of what nationality was the artist of this cartoon?

Answer: The artist was British.

2. How might his nationality have affected his point of view on the subject of this cartoon?

Answer: Answers may vary. Suggested answers may include: The United States only recently gained its independence from Great Britain, so the artist may harbor resentment and be unsympathetic to the United States' problems with France; Great Britain has been at war with France for several years at the time this print was made and, therefore, was accustomed to problems with France and so may be sympathetic to the United States.

Comprehension Questions

1. What evidence indicates the directors (the two men in hats and capes) are not to be trusted in their dealings with America?

Answer: The director in the blue cape strokes America's chin and directs her gaze away from the scene of his fellow Frenchmen pouring gold into the National Sack. The director in the red cape grins playfully as he tries to pull a feather from America's headdress.

2. List at least three details in this print that depict the artist wanted to show France in a negative light.

Answer: Answers may include: the French are taking money/treasure; the directors are trying to distract America while they steal from her; the kneeling Frenchmen has his sword drawn; the labels on each of the four sacks in the print indicate that the French are taking money by force, extortion, or as a diplomatic perquisites.

3. Who might the five figures near the shore represent? Explain your reasoning.

Answer: Accept reasoned answers and then share with students that the five figures are acknowledged to represent five European powers—a Spanish don, the pope, a Dutchman, an Austrian, and a Swiss. Each figure laments that they understand America's plight, having been poorly treated by France as well.

Historical Reasoning Questions

1. Compare how this cartoon may have been received in the United States versus Great Britain, where it was produced.

Answer: Americans were outraged at the treatment of their representatives in the XYZ Affair and might take offense at other countries (e.g., Great Britain) laughing at their expense. Americans could use this print as an example of other countries not respecting their sovereignty and could use it to call for war with France. The British were already at war with France when this print was produced and may see the print as additional justification for fighting their enemy. Because John Bull is laughing at America, it implies that the British were entertained by America's problems with the revolutionary French government.

2. Explain how this cartoon places America's Quasi-War with France in a global context.

Answer: The inclusion of the five figures representing other European powers shows that problems with France (e.g., outright, declared war, Quasi-War, or extortion) are an issue in Europe as well as across the Atlantic. In this way, America's problems with the revolutionary French government were nothing new, and because America was not engaged in a declared war with France, the Quasi-War could be considered less severe than the experience of major powers on mainland Europe.

Kentucky and Virginia Resolutions, 1798–1799

Sourcing Questions

1. Who were Thomas Jefferson and James Madison? To whom were they writing?

Answer: Jefferson was the vice president of the United States, and James Madison was recently retired from Congress and would soon serve as secretary of state in the Jefferson administration. They are writing for the legislatures of Kentucky and Virginia specifically, and the other states and the American people generally.

2. What legislation were these resolutions written in response to?

Answer: Their topics are the Alien and Sedition Acts, which they consider unconstitutional and to grant too much power to the national government.

3. What do you think their goal was for writing these pieces?

Answer: They penned their resolutions for the legislatures of Kentucky and Virginia to gather support among other states and the American people generally.

Comprehension Questions

1. Why do the Virginia Resolutions begin with a declaration of allegiance to the Constitution and Union?

Answer: Virginia argues it is loyal to the Constitution and the Union but will seek to stop any unconstitutional or tyrannical act.

2. What is the republican duty to prevent tyranny?

Answer: The Virginia legislature claims the states must be vigilant against violations of republican principles to preserve constitutionalism, liberties, and the happiness of the people.

3. What is the view of the national compact of government? Does it support the principle of federalism or states' rights? Explain.

Answer: The document says the Union is a compact of states that granted powers to the national government. This articulates the doctrine that states' rights based upon state sovereignty are more important than federalism, which is shared powers between the national or state governments based on popular sovereignty.

4. What is interposition? Is interposition a constitutional doctrine?

Answer: Answers will vary. The composer, James Madison, and the Virginia legislature do not explicitly define "interposition." The document says the states may somehow block what they consider an unconstitutional act of the federal government. The vague definition of the term leads to an inconclusive assessment of its constitutionality.

5. What fear is expressed here about the power of the national government?

Answer: The fear expressed is rooted in the political philosophy of the Jeffersonian-Republican Party. The document argues that the federal government is loosely interpreting its powers and centralizing authority at the national level. This is leading to monarchism and absolute government.

6. According to this document, what are the dangers of the Alien and Sedition Acts?

Answer: The document says the Alien and Sedition Acts are dangerous because they authorize powers not enumerated in the Constitution, violate the principle of separation of powers, violate the principles of free government, violate the Constitution, and violate the First Amendment.

7. What is the significance of the right of free speech?

Answer: The right of free speech is the basis for criticizing government in a republic and communicating with fellow citizens, and is the guardian of defending and asserting all other individual rights.

8. Why did the resolutions appeal to other states?

Answer: The resolution seeks the support of other states to present a united front against unconstitutional and tyrannical federal laws.

9. Does this document assert a compact of states or the principle of federalism? Explain.

Answer: The Kentucky Resolution also holds that the national Union is a compact of states that delegated powers to the national government, and it is not a form of federalism.

10. What rights of the states are claimed when the national government exercises too much power?

Answer: The Kentucky Resolutions argue that there is no general power that can decide on constitutional issues; each state in the compact of states must decide for itself when there is a violation of the Constitution and the appropriate course of action to take in response.

11. According to the document, how do the Alien and Sedition Acts violate basic tenets of government?

Answer: The document argues that the acts violated the Constitution, consolidated power in the national government, were passed without the consent of the states, and create an unlimited government.

12. What solution to the problem did Kentucky pursue? Was it a constitutional solution?

Answer: In 1798, the Kentucky legislature said it would join the other states in seeking the repeal of the Alien and Sedition Acts in the next session of Congress. This would be a constitutional remedy because representatives and senators from certain states could propose a bill to repeal the acts.

13. What new remedy did the Kentucky legislature support in 1799? Explain whether it is constitutional?

Answer: In 1799, the Kentucky legislature argued it could nullify a federal law or overturn it in that state. Nullification doctrine is not in the Constitution and is generally not an accepted principle in constitutional law. It was accepted by the South in the nineteenth century, however, and helped form the foundation for secession and the Civil War.

Historical Reasoning Questions

1. How did the Quasi-War with France contribute to growing partisanship between Federalists and Jeffersonian-Republicans in the 1790s?

Answer: The French seized hundreds of American vessels, leading the Americans to arm their merchant ships, raise an army and navy, and strengthen their coastal defenses in 1798 and 1799. The Federalists were generally pro-British and centered on the mercantile interests of New England. Therefore, they were more favorably disposed to calling for strong actions against the French for violating American neutrality. In short, the Federalists feared France more than they loved Britain. The Jeffersonian-Republicans were supporters of France in diplomatic relations and had a less direct interest in trade, because they were centered in the South and therefore they opposed the undeclared war with France. In short, the Jeffersonian-Republicans feared Britain more than they loved France.

2. What was the main reason the Federalists supported the Alien and Sedition Acts? What was the view of President John Adams?

Answer: The Federalists supported the Alien Act in part because French ministers and citizens were trying to intervene in American politics, because of fear that there would be support a possible French invasion during the Quasi-War, and because the Federalists supported Britain. After signing the bill, President Adams did not enforce any of the provisions. The Sedition Act was a more partisan attempt to silence political opposition among the Jeffersonian-Republicans despite the First Amendment. President Adams did not seek the bill, but he did sign it into law because he thought it was constitutional. Under the law, about a dozen newspaper editors were prosecuted for slander and libel against government.

3. How did Jeffersonian-Republicans view the constitutionality of the Alien and Sedition Acts?

Answer: The Jeffersonian-Republicans believed the Alien and Sedition Acts were unconstitutional violations of the First Amendment because they stifled legitimate criticism of the government, shutting down freedom of speech and the press. They also argued that the laws were part of the Federalist expansion of federal power over the 1790s and contributed to the growth of a monarchist and absolute government at the expense of liberty and individual rights.

4. What were the Kentucky and Virginia Resolutions? What were the roles played by James Madison and Thomas Jefferson?

Answer: The opposition to the Alien and Sedition Acts especially in the South and among Jeffersonian-Republicans led to the Virginia and Kentucky state legislatures passing resolutions that denounced the laws. The 1798 Kentucky Resolution did not include the more radical idea of nullification, but added it in another resolution in late 1799. Madison was the author of the Virginia Resolutions and Jefferson was the author of the Kentucky Resolutions. They collaborated in the

drawing up of these resolutions because they had worked together throughout the decade to oppose what they saw as the centralizing and monarchist policies of the Federalists.

5. What were the proposed remedies of the Kentucky and Virginia Resolutions to the Alien and Sedition Acts?

Answer: The Kentucky and Virginia Resolutions offered constitutional remedies to what Jefferson and Madison saw as unconstitutional federal acts. The resolutions proposed revoking the laws in Congress during the next session, even though the Sedition Act was set to expire in early 1801. The resolutions also suggested voting for new representatives, especially Jeffersonian-Republicans. However, the other remedies were more radical. Virginia suggested interposition between the states and national government, though that was not clearly defined. In 1799, Kentucky proposed that states could nullify federal laws.

6. How did the other states in the growing country respond to the call of the Kentucky and Virginia to support the resolutions in opposition to the Alien and Sedition Acts?

Answer: None of the other states supported the Kentucky and Virginia resolutions, even in the South, which was generally dominated by Jeffersonian-Republicans. Seven states responded negatively and denounced the resolutions, and three states—Maryland, New Jersey, and Pennsylvania—even passed resolutions critical of the Alien and Sedition Acts.

7. What were the short-term and long-term effects of the Kentucky and Virginia Resolutions?

Answer: The short-term effects of the resolutions were continuing fierce national partisan politics culminating in the highly divisive election of 1800. Historians debate the actual impact of the Alien and Sedition Acts, and the Kentucky and Virginia Resolutions, on the election, with most arguing that they played at least some minor role and were part of a larger ideological divide.

Cartoon Analysis: Congressional Pugilists, 1798

Sourcing Questions

1. Summarize the context in which the event represented in the cartoon took place.

Answer: This cartoon depicts an event that took place in a highly partisan Congress in 1798, during the Quasi-War with France.

2. Who were the main people in this cartoon, and what was their background?

Answer: Matthew Lyon of Vermont, a Jeffersonian-Republican, and Roger Griswold of Connecticut, a Federalist, were both congressmen who were in Congress Hall in Philadelphia in 1798 when this event took place.

Comprehension Questions

1. Describe the facial expressions of Lyon (with fireplace tongs) and Griswold (with the cane). What does this reveal about this event?

Answer: Both Lyon and Griswold look angry or crazed, indicating that the men were clearly furious with each other, enough to resort to fighting.

2. Describe the expressions of the other members of Congress.

Answer: Most members appear to be shouting (shown with open mouths), and very few seem to make any effort to stop the fight.

3. Does anything in this image surprise you? Explain.

Answer: Answers may include: two Congressmen fighting in Congress, the general chaos of the scene, no one stopping the fight, the dog in the left corner.

Historical Reasoning Questions

1. Explain how this image depicts the highly partisan atmosphere of the Adams administration.

Answer: This image depicts two members of Congress actually fighting with each other, while other members of Congress appear to cheer them on and make no meaningful, visible effort to stop them. The presence of a dog in the left corner contributes to the atmosphere of chaos within Congress Hall. This fight illustrates that differences between the two parties during the time of the Adams administration were extremely polarized, even, in this instance, erupting into violence in Congress itself.

2. In the summer of 1798, Matthew Lyon published a letter in a Vermont newspaper attacking President Adams. Lyons was the first person to be tried under the Sedition Act, was found guilty, and served four months in jail. Is it appropriate for the government to limit free speech in a time of war? Explain.

Answer: Answers will vary based on student opinion. Students should justify their responses with specific historical evidence.

LESSONS

The Global Impact of the American Revolution DBQ

Handout A: Student Document Packet

Document 1: Image of the Boston Tea Party, from an engraving found in “The History of North America” 1789

1. What caused the event depicted in this image?

Answer: Colonists protested Britain’s attempts to tax them without representation in Parliament, as well as the more immediate protest of not wishing to pay a tax on tea.

2. What were the effects of the event depicted in this image?

Answer: Britain responded to the Boston Tea Party by closing the port of Boston and appointing a military leader, Thomas Gage, as governor of Boston. Tensions between the British and colonists, particularly in New England, only intensified.

Document 2: Images of the Storming of the Bastille, 1789

1. Compare the painting of the storming of the Bastille with the image of the Boston Tea Party in Document 1. How are these events similar? Different?

Answer: Both events were prompted by economic and political grievances. American colonists resented a lack of representation in Parliament and paying taxes on goods (e.g., tea) in which they had no voice in creating. The French people had some representation in the Estates General, but it was ineffective. They were taxed heavily and hungry, due to poor harvests. Both events resulted in the destruction of property, but the storming of the Bastille was much more violent than the Boston Tea Party. The soldiers guarding the prison not only were killed but their heads were placed on pikes and paraded around.

Document 3: U.S. Declaration of Independence, 1776, and the Preamble to the U.S. Constitution, 1789

1. Explain the purpose of these documents.

Answer: The Declaration of Independence was written to inform the king and Parliament that the American colonies were no longer under their rule. The Constitution was written as a basis of government for the new republic after independence was successfully achieved in the Revolutionary War.

2. How do these documents reflect the influence of John Locke?

Answer: John Locke asserted that men were born with natural or inherent rights to life, liberty, and property. Because these rights were inherent to mankind, the purpose of government was to protect these rights. If the government did not do this, the people had the right to change their government. The Declaration of Independence borrows heavily from Locke's ideas, because Jefferson and other delegates at the Constitutional Convention would have read and been very familiar with Locke's philosophy. The Constitution's preamble also reflects the influence of John Locke in that it describes the purpose of government.

Document 4: Declaration of the Rights of Man, 1789

1. What evidence of the influence of John Locke, if any, exists in this document? Of the influence of the American Founding documents? Explain.

Answer: Much like the Declaration of Independence, John Locke's influence is seen in the Declaration of the Rights of Man. In the first sentence, which asserts that the French people have rights and the contempt or neglect of these rights causes government corruption. Articles 1 and 2 also speak to the natural rights of man. The introduction states that Thomas Jefferson was in Paris when the Declaration was written and may have spoken to the authors, which also hints at the influence of the American Declaration on its French counterpart. Both documents lay out the grievances against a king who was seen to be violating the rights of the people.

Document 5: The Haitian Constitution of 1801

1. Compare this document with Document 3: U.S. Declaration of Independence, 1776; the Preamble to the U.S. Constitution, 1789; and Document 4: Declaration of the Rights of Man, 1789. How are they similar? Different?

Answer: All documents were issued by a committee or some sort of assembly acting on behalf of the people. All documents assert plainly that men are born free. The Haitian Constitution goes further by ending slavery and explicitly stating that men must be judged on their "virtue and talent," as opposed to their race.

2. Based on your knowledge of the American Revolution and the introductory text to Documents 4 and 5, compare the contexts for the American, French, and Haitian Revolutions.

Answer: All the revolutions began because of troubled relationships with the existing government, and all three of the revolutions documents allude to men being born free (influence of Locke and Enlightenment thought). The Haitian Revolution began as a slave revolt and ended with as a republic that had banned slavery.

Document 6: Simon Bolivar, "Jamaica Letter," 1815

1. What grievances does Bolivar list against Spain?

Answer: Bolivar complains that Spain has kept her Spanish colonies in a state of "permanent infancy"—the colonists have never held real positions of power, nor has their economies ever been developed to do anything more than enrich Spain (mercantilism).

2. Compare Bolivar's grievances with those listed in the previous documents.

Answer: Bolivar lists political and economic grievances, which are also covered in all the preceding documents (i.e., complaints against a king or government, an assertion of natural rights, anger over taxes, banning the condition of slavery).

3. What documents or influences seem to be reflected in Bolivar's writing?

Answer: Bolivar alludes to human rights, which also reflects the influence of the Enlightenment.

Actions of the First Congress

Handout A: Refining the Bill of Rights: Madison's Proposals

Madison's Proposed Amendments (Excerpts)	In Your Words	Would you recommend as a member of your assigned delegation? Why or why not?	Connections to Founding Documents
1. That government is instituted, and ought to be exercised for the benefit of the people; which consists in the enjoyment of life and liberty, with the right of acquiring and using property, and generally of pursuing and obtaining happiness and safety.	Answer: The purpose of government is to protect the people's rights.	Answer: Accept reasoned responses.	Answer: Declaration of Independence
2. That the people have an indubitable, unalienable, and indefeasible right to reform or change their government, whenever it be found adverse or inadequate to the purposes of its institution.	Answer: The people have a right to change the government.	Answer: Accept reasoned responses.	Answer: Declaration of Independence
3. But no law varying the compensation last ascertained shall operate before the next ensuing election of representatives.	Answer: When Congress votes itself a raise, the raise does not take effect until after the next Congressional election.	Answer: Accept reasoned responses.	Answer: Amendment 27
4. The civil rights of none shall be abridged on account of religious belief or worship, nor shall any national religion be established, nor shall the full and equal rights of conscience be in any manner, or on any pretext infringed.	Answer: Protection of rights of conscience	Answer: Accept reasoned responses.	Answer: Amendment 1

5. The people shall not be deprived or abridged of their right to speak, to write, or to publish their sentiments; and the freedom of the press, as one of the great bulwarks of liberty, shall be inviolable.	Answer: Protection of freedom of expression	Answer: Accept reasoned responses.	Answer: Amendment 1
6. The people shall not be restrained from peaceably assembling and consulting for their common good, nor from applying to the legislature by petitions, or remonstrances for redress of their grievances.	Answer: Protection of freedom of assembly and petition	Answer: Accept reasoned responses.	Answer: Amendment 1
7. The right of the people to keep and bear arms shall not be infringed; a well-armed, and well-regulated militia being the best security of a free country: but no person religiously scrupulous of bearing arms, shall be compelled to render military service in person.	Answer: Protection of the right to bear arms; protection of the rights of conscientious objectors	Answer: Accept reasoned responses.	Answer: Amendment 2
8. No soldier shall in time of peace be quartered in any house without the consent of the owner; nor at any time, but in a manner warranted by law.	Answer: Protection against forced quartering of troops	Answer: Accept reasoned responses.	Answer: Amendment 3
9. No person shall be subject, except in cases of impeachment, to more than one punishment, or one trial for the same office; nor shall be compelled to be a witness against himself; nor be deprived of life, liberty, or property without due process of law; nor be obliged to relinquish his property, where it may be	Answer: Protection of due process and fair trial rights	Answer: Accept reasoned responses.	Answer: Amendment 5

necessary for public use, without a just compensation.			
10. Excessive bail shall not be required, nor excessive fines imposed, nor cruel and unusual punishments inflicted.	Answer: Protection against excessive bail and unfair punishments	Answer: Accept reasoned responses.	Answer: Amendment 8
11. The rights of the people to be secured in their persons, their houses, their papers, and their other property from all unreasonable searches and seizures, shall not be violated by warrants issued without probable cause, supported by oath or affirmation, or not particularly describing the places to be searched, or the persons or things to be seized.	Answer: Protection against unreasonable searches	Answer: Accept reasoned responses.	Answer: Amendment 4
12. In all criminal prosecutions, the accused shall enjoy the right to a speedy and public trial, to be informed of the cause and nature of the accusation, to be confronted with his accusers, and the witnesses against him; to have a compulsory process for obtaining witnesses in his favor; and to have the assistance of counsel for his defense.	Answer: Protection of fair trial rights and the right to have legal counsel	Answer: Accept reasoned responses.	Answer: Amendment 6
13. The exceptions here or elsewhere in the constitution, made in favor of particular rights, shall not be so construed as to diminish the just importance of other rights retained by the people; or as to enlarge the powers delegated by the constitution; but either as actual	Answer: The people have more rights than those written	Answer: Accept reasoned responses.	Answer: Amendment 9

limitations of such powers, or as inserted merely for greater caution.			
14. No state shall violate the equal rights of conscience, or the freedom of the press, or the trial by jury in criminal cases.”	Answer: States must protect certain liberties	Answer: Accept reasoned responses.	Answer: Amendment 14 (through judicial interpretation)
15. But no appeal to such court shall be allowed where the value in controversy shall not amount to ___ dollars: nor shall any fact triable by jury, according to the course of common law, be otherwise re-examinable than may consist with the principles of common law.	Answer: Protection of the right to jury trial under some circumstances	Answer: Accept reasoned responses.	Answer: Amendment 7
16. The trial of all crimes (except in cases of impeachments, and cases arising in the land or naval forces, or the militia when on actual service in time of war or public danger) shall be by an impartial jury of freeholders of the vicinage, with the requisite of unanimity for conviction, of the right of challenge, and other accustomed requisites; and in all crimes punishable with loss of life or member, presentment or indictment by a grand jury, shall be an essential preliminary, provided that in cases of crimes committed within any county which may be in possession of an enemy, or in which a general insurrection may prevail, the trial may by law be authorized in some other county of the same state, as near as may be to the seat of the offence.	Answer: Protection of fair trial rights	Answer: Accept reasoned responses.	Answer: Amendment 6

17. In cases of crimes committed not within any county, the trial may by law be in such county as the laws shall have prescribed. In suits at common law, between man and man, the trial by jury, as one of the best securities to the rights of the people, ought to remain inviolate.	Answer: Protection of fair trial rights, including the importance of a jury trial	Answer: Accept reasoned responses.	Answer: Amendment 7
18. The powers delegated by this constitution, are appropriated to the departments to which they are respectively distributed: so that the legislative department shall never exercise the powers vested in the executive or judicial; nor the executive exercise the powers vested in the legislative or judicial; nor the judicial exercise the powers vested in the legislative or executive departments.	Answer: Separation of powers must be maintained.	Answer: Accept reasoned responses.	Answer: NA
19. The powers not delegated by this constitution, nor prohibited by it to the states, are reserved to the States respectively.	Answer: The states retain all powers not delegated to the national government or forbidden to them by the constitution.	Answer: Accept reasoned responses.	Answer: Amendment 10

1. To what extent, if at all, do you agree that the Founders arrived at a good process for amending the Constitution?

Answer: Accept reasoned responses.

2. To what extent do you agree with the results of this process with respect to the first ten amendments?

Answer: Accept reasoned responses.

3. To what extent did you have to compromise with your group and with the class in this activity?

Answer: Accept reasoned responses.

The National Bank Debate

Handout A: Background of the National Bank Debate

1. What were the most significant economic problems facing the new nation in the 1780s?

Answer: The most significant economic problems facing the new nation in the 1780s included the results of wartime borrowing, a crushing war debt, worthless currency, wartime destruction of property, a weak bond among the states, loss of able-bodied workers, and a weak union under the Articles of Confederation.

2. How did Hamilton believe the Bank of the United States would unify the economically diverse nation?

Answer: Hamilton believed the Bank of the United States would unify the economically diverse nation as a modern commercial republic in which all sections of the country would be tied together in mutual economic dependence and cooperation. Critical for this system would be a Bank of the United States modeled after the Bank of England. Hamilton and his supporters believed the new Bank would serve as a safe depository, oversee the financial business of the U.S. government, issue stable paper currency, and facilitate commerce for the benefit of all. The Bank would simplify the collection of taxes and ease the flow of money across all regions of the country, thereby promoting development of a large commercial republic.

3. Why were Jefferson, Madison, and other southerners suspicious of the Bank?

Answer: Jefferson and southerners were suspicious of the Bank because it favored those involved in commerce, not planters. Wealthy planters like Jefferson feared that their region and its agricultural base might lose status and power under Hamilton's plan. They believed the existing tension would only increase between the largely agricultural regions of the South and West and the commerce and shipping industries largely located in the North. Jefferson and Madison warned against the dangers of corruption they expected to develop as wealthy bankers in the Northeast gained increasing control over national policy.

4. How was Hamilton's view of the ideal future of the republic different from that of Jefferson?

Answer: Whereas Hamilton's view of the ideal future of the republic involved a large and diverse commercial republic under the efficient management of a powerful central government, Jefferson and his followers were suspicious of centralized power and preferred a decentralized society in which small property owners engaged in primarily agrarian pursuits.

5. How did the debate over the Bank contribute to development of two distinct political parties in the United States?

Answer: The debate over the bank contributed to the development of two distinct political parties in the United States, because Hamilton's and Jefferson's differing approaches to federalism, or the amount of power that the Constitution grants to the national government in comparison to the states, has continued to be a central point of disagreement for the American public ever since.

Handout B: Cabinet Member Reports

Document 1: Secretary of State Thomas Jefferson, Opinion on the Constitutionality of the Bill for Establishing a National Bank, 1791

1. Name at least two main reasons Jefferson gave for not interpreting the powers of Congress broadly.

Answer: Answers may include: He refers to the Tenth Amendment, which provides that any power not delegated to the United States by the Constitution belongs to the states or to the people. He notes that incorporation of a bank is not included in the enumerated powers of Congress. He explains that interpreting the general welfare clause broadly would nullify the enumeration of Congress's powers, and would give Congress the power to do whatever good—or whatever evil—they choose.

Document 2: Memorandum #1: Attorney General Edmund Randolph to George Washington, February 12, 1791

1. According to Randolph's reasoning, how should the word "necessary" be defined?

Answer: According to Randolph's reasoning, the word "necessary" is defined as the natural means of executing a power.

2. In your own words, explain Randolph's view that "The phrase, 'and proper,' if it has any meaning, does not enlarge the powers of Congress, but rather restricts them."

Answer: Accept reasoned responses. Students may suggest that a government action could be "necessary," or the natural means of executing a power, but not be the "proper" (right, correct, best) way to carry out the task. Just because a policy may be a good idea does not mean it is constitutional.

Document 3: Secretary of the Treasury Alexander Hamilton's Opinion as to the Constitutionality of the Bank of the United States, 1791

1. Trace the main ideas in the steps Hamilton followed to reason that creation of the first national bank was a constitutional exercise of the power of Congress.

Answer: Hamilton reasoned in this manner:

- Implied powers "are as effectually delegated as" the expressed powers.
- We must determine whether there is a natural relation between the national bank and one or more of the lawful purposes of government.
- Certain expressed powers are related to establishment of a national bank.
- Implied powers are inherent in the definition of government: "To deny the power of the government to add these ingredients to the plan, would be to refine away all government."
- Therefore, by Hamilton's reasoning, a national bank was both necessary and proper and within the appropriate implied powers of Congress.

2. What were the financial and constitutional arguments provided by each of the cabinet members?

Answer: In their memos, Jefferson and Randolph interpreted the necessary and proper clause narrowly and reasoned that, even within the implied powers of this clause, Congress did not have the power to establish a national bank. In addition to their constitutional reservations, they did not see a modern commercial republic as good for the country. Hamilton, on the other hand, based his economic argument on an assumption that the economy as a whole would improve under his plan. He based his constitutional argument on a broad interpretation of the necessary and proper clause.

3. After receiving the advice offered by Jefferson, Randolph, and Hamilton, how would you decide regarding the constitutionality of the national bank?

Answer: Accept reasoned responses regarding the student's justification for the constitutionality question.

Methods of Slave Resistance DBQ

Handout A: Student Document Packet

Part I: Exploration: Document Analysis

Document 1: Runaway slave ads, 1780–1782

1. What do these ads have in common? How are they different?

Answer: Both Dinah and Benjamin have run away from their owners. Dinah appeared to join the British army, which promised freedom to enslaved individuals if they chose to fight on the British side in the Revolutionary War. Charles was hoping to pass as a free man. The ad for Charles's recapture describes his various skills, whereas the ad about Dinah only references her appearance.

Document 2: The Petition of Belinda Sutton to The Commonwealth of Massachusetts, 1783

1. Why is it important to note that Belinda was enslaved in Massachusetts?

Answer: This highlights that slavery existed not only exist in the South but throughout the United States at the time of the Revolutionary War and Founding.

2. How old was Belinda when she was captured by slave traders?

Answer: Belinda was not quite 12 years old when she was captured.

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

Answer: The “floating World” refers to a slave ship—Belinda is writing about her experience on the Middle Passage. She sees people chained together, some happy to die because it means they will no longer suffer the horrors of slavery.

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

Answer: She says Royall's immense wealth was accumulated by her many years of forced, back-breaking labor. She states that to give her money from his estate would therefore be virtuous and just.

Document 3: *The Interesting Narrative of the Life of Olaudah Equiano, or Gustavus Vassa, the African*, 1789

1. What is the “cargo” the author refers to in the first paragraph?

Answer: The cargo refers to the Africans—they are transported and “packaged” on the ship as if they are actual cargo rather than human beings.

2. Briefly describe the conditions on this ship.

Answer: Accept responses that are supported by the text such as filthy, smelly, disease-ridden, loud, horrifying, deadly.

3. In the third paragraph, what do two of the “cargo” do? How does this crew respond? Why would they respond this way?

Answer: Two men jump overboard and commit suicide rather than suffer any further brutality aboard the ship. The crew tries to stop this from happening, because if they lose their “cargo” they will lose money.

4. Compare Equiano's account of the Middle Passage with Belinda Sutton's account in Document B.

Answer: Both talk of the horrors of seeing so many people in chains and of witnessing people choose death over experiencing the horrors of slavery. Both accounts indicate there were children aboard

the ships—Equiano states that children fell into necessary tubs (toilets), and Sutton herself was a child on the crossing.

Document 4: *The Old Plantation*, c. 1800

1. Pick two objects in this painting and briefly explain what these objects may reveal about the lives of the enslaved individuals on this plantation.

Answer: Answers may include:

- If this is a depiction of “jumping the broom,” love and marriage existed despite the circumstances of slavery, which deny humanity.
- Students may comment on the group interaction, which indicates a sense of community.
- Fields in the background remind the viewer that enslaved persons were forced to endure long hours of agricultural work.
- Small buildings indicate that enslaved persons were given very basic shelter by their owners.
- Music and dancing took place in down time.
- West African instruments and headgear indicate maintaining ties with culture despite being taken from home.

2. What might the painting reveal about the artist’s objectives in creating it?

Answer: As the artist was painting his own plantation, he may have romanticized slavery or been inclined to portray his enslaved workers as happy. Doing this would allow the artist to feel slavery was not morally wrong.

Document 5: Benjamin Rush to Samuel Bayard, 1810

1. What does Mr. Gloucester seek to do?

Answer: Mr. Gloucester is trying to raise enough money to purchase the freedom of his wife and children.

2. According to this letter, who has helped the Reverend Mr. Gloucester to date? What does this reveal about the society of Philadelphia?

Answer: Religious societies and freed blacks have supported Mr. Gloucester in his quest. This reveals that there is a community of freed blacks who support each other and this community works with reformers and abolitionists like Benjamin Rush.

Document 6: Frederick Douglass, *Narrative of the Life of Frederick Douglass, An American Slave, Written by Himself*, 1845

1. What does Mr. Covey plan to do to Frederick Douglass in the stable?

Answer: He plans to tie him up with a long rope, likely to beat him.

2. What is Douglass’s response? What does Covey do in turn?

Answer: Douglass fights back and grabs him by the throat. Covey eventually backs down.

3. Why is this a turning point for Douglass?

Answer: Douglass says he realizes his own power and becomes determined to be free. It changes his spirit from one of brokenness to defiance.

4. To what extent and in what ways does this first-person account of slavery differ from those of Belinda Sutton (Document B) and Olaudah Equiano (Document C), a half-century earlier?

Answer: Of the three sources, Belinda Sutton’s petition (Document 2) is the only account that was written while the author was enslaved. Equiano (Document 3) and Douglass (Document 6) wrote about their experiences years later. In addition, Equiano (Document 3) and Douglass (Document 6) explicitly describe the violence of slavery.

Part II: Application and Reflection

1. What patterns did you see in the ways enslaved individuals resisted their fate? Point to specific pieces of evidence from the documents to support your answer.

Answer: Patterns may include:

Force	Education/Publication	Using a Community for support	Purchasing/securing one's own freedom or the freedom of others	Due Process	Cultural "coping" mechanisms
Document 6: Frederick Douglass	Document 6: Frederick Douglass Document 3: Olaudah Equiano	Document 5: Benjamin Rush Document 4: <i>The Old Plantation</i>	Document 6: Frederick Douglass (implied) Document 5: Benjamin Rush Document 1: Runaway slave ads	Document 2: The Petition of Belinda Sutton	Document 4: <i>The Old Plantation</i>

2. What was most shocking to you in these documents?

Answer: Answers may vary but may include: conditions in which slaves were transported during the Middle Passage, taking children from parents, separating families, committing suicide rather than endure slavery, looking forward to death as a means of escape.

3. Why is it important to thoroughly examine painful subjects in American history?

Answer: Answers may vary but may include: the importance of understanding the past to inform the present and future, the importance of recognizing the truth of the American past, the importance of allowing all stories to be told so as not to suppress or "clean up" history.

Part III Conclusion and Assessment: Thesis

Write a thesis statement that answers the prompt for this document-based question:

Analyze the methods of resistance used by enslaved Africans in the United States c. 1780–1865.

Answer: Thesis statements should avoid a mere restatement of the prompt and should provide specific methods of resistance.

Sample weak thesis statement: Enslaved Africans used many methods of resistance to fight slavery. (This merely restates the prompt.)

Sample strong thesis statements: Enslaved Africans sought their freedom in various ways and with varying levels of success, such as running away and purchasing their freedom or the freedom of family members. In addition, enslaved Africans drew attention to their plight by writing about their lives to expose their stories to a wider audience through autobiographies or petitions to government entities.

Some enslaved Africans were able to escape slavery, whereas others who could not escape established cultural and community ties to help them cope with the evils of slavery.

Unit 2 Civics Connection: An Apple of Gold in a Frame of Silver

Handout A: An Apple of Gold in a Frame of Silver Student Handout

Background Essay Questions

1. What is the enduring philosophical foundation of the system of government throughout the American experience?

Answer: The enduring philosophical foundation is that government exists to protect the rights of the people.

2. What experiences of the Founding generation helped inform the work of the framers at the Philadelphia Convention?

Answer: Experiences that informed the work of the framers were their involvement with the Revolutionary War and the Articles of Confederation, their understanding of historical forms of government, their involvement with colonial governments before independence, and their knowledge of respective state constitutions.

3. What virtues or character strengths were essential in the work of drafting the Constitution?

Answer: Character strengths that many delegates demonstrated were initiative, dedication, perseverance, respect for one another, and willingness to do the hard work of confrontation and compromise.

Document 1: John Locke: *The Second Treatise of Government*, 1689

Comprehension and Principles Questions

1. According to Section 22, what are four characteristics, or principles, of a government that is legitimate?

Answer: For government to be legitimate, it must be established by consent in the commonwealth, it must apply in common to everyone in the society, it must protect the people's liberty, and it must not be arbitrary.

2. Put this phrase in your own words: "a liberty to follow my own will in all things, where the rule prescribes not."

Answer: Student responses will vary, but should reflect an understanding that the phrase refers to ordered liberty, or the right to do as one wishes as long as he is not violating the law or the rights of others.

3. According to Sec. 87, how should disputes be settled among people who equally enjoy the same rights and privileges as everyone else?

Answer: Disputes are settled by the community acting as umpire, according to settled standing rules that apply equally to everyone.

4. How did Locke define property?

Answer: According to Locke, property includes life, liberty, and estate (i.e., physical belongings).

5. According to Section 222, what do the people have the right to do if their legislators try to use arbitrary power to take away their property (meaning their rights, their liberty, and/or their physical possessions)?

Answer: In this situation, the people are absolved from obedience to the unjust laws and they have a right to establish a new legislature to provide for their safety and security.

Historical Reasoning Questions

1. According to Section 87, to what authority did Locke appeal to explain the foundation of legitimate government?

Answer: Locke appealed to the law of nature.

2. How do the principles addressed in this document help preserve ordered liberty?

Answer: Answers should demonstrate critical thinking regarding cause and effect. For example, students might note the following: In a state of nature, establishing government by consent in the commonwealth recognizes the sovereignty of the people; they have the power to make or change their system of government. Applying the law equally to everyone in the commonwealth recognizes the essential equality of the people; no one is born with a right to rule over others. Maintaining order through a known and established set of rules that are not arbitrary should prevent people from interfering with the liberty of others. The community maintains order by acting as umpire in the event of disputes.

Document 2: Declaration of Independence, 1776

Comprehension and Principles Questions

1. How does the Declaration's Preamble echo Locke's Second Treatise of Government?

Answer: The Declaration's Preamble echoes Section 222 of the Second Treatise by asserting the right to dissolve political bands when necessary to remedy arbitrary use of power.

2. What five self-evident truths are asserted in the Declaration's political philosophy section?

Answer: (1) All men are created equal. (2) They are endowed by their Creator with unalienable rights of life, liberty, and the pursuit of happiness. (3) Government's purpose is to secure those rights. (4) Government derives its powers from the consent of the governed. (5) When government fails to fulfill its responsibility, the people have the right to alter or abolish that government.

3. In what ways does the political philosophy of the Declaration reflect Enlightenment ideals of government?

Answer: The political philosophy of the Declaration reflects the Enlightenment ideals of equality of all men, natural rights including life, liberty, the pursuit of happiness, consent of the governed as the source of government's power, and the right of the people to change a government that does not protect their natural rights.

4. In the table, label each of the grievances to show what expectation of legitimate government the king violated.

<i>Vocabulary</i>	<i>Text</i>
	<p>[Preamble]</p> <p>The unanimous Declaration of the thirteen united States of America,</p> <p>When in the Course of human events, it becomes necessary for one people to dissolve the political bands which have connected them with another, and to assume among the powers of the earth, the separate and equal station to which the Laws of Nature and of Nature's God entitle them, a decent respect to the opinions of mankind requires that they should declare the causes which impel them to the separation.</p>
	<p>[Political philosophy]</p> <p>We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness.—That to secure these rights, Governments are instituted among Men, deriving their just powers from the</p>

	<p>consent of the governed,—That whenever any Form of Government becomes destructive of these ends, it is the Right of the People to alter or to abolish it, and to institute new Government, laying its foundation on such principles and organizing its powers in such form, as to them shall seem most likely to effect [achieve] their Safety and Happiness. Prudence, indeed, will dictate that Governments long established should not be changed for light and transient causes; and accordingly all experience hath shewn, that mankind are more disposed to suffer, while evils are sufferable, than to right themselves by abolishing the forms to which they are accustomed. But when a long train of abuses and usurpations, pursuing invariably the same Object evinces a design to reduce them under absolute Despotism, it is their right, it is their duty, to throw off such Government, and to provide new Guards for their future security.--Such has been the patient sufferance of these Colonies; and such is now the necessity which constrains them to alter their former Systems of Government. The history of the present King of Great Britain is a history of repeated injuries and usurpations, all having in direct object the establishment of an absolute Tyranny over these States. To prove this, let Facts be submitted to a candid world. . . .</p>
<p>According to the Lockean principles laid out in Sections 22 and 87 of the <i>Second Treatise on Government</i>, legislative power is legitimate and best protects liberty when it meets the following standards:</p> <ul style="list-style-type: none"> • governs by consent in the commonwealth, • applies equally to everyone in the society, • protects the people’s safety and their property [broadly defined to include life, liberty, and physical belongings] • follows the rule of law, rather than being arbitrary <p>For Question 4 below, label each of the grievances to show what expectation of legitimate government the king violated.</p>	
<p>abdicate (v): to neglect or abandon Answer: Consent in the commonwealth</p> <p>Answer: Rule of law</p> <p>Answer: Safety and physical belongings</p> <p>Answer: Safety and consent</p>	<p>[Grievances against the king]</p> <p>He has refused to pass other Laws for the accommodation of large districts of people, unless those people would relinquish the right of Representation in the Legislature, a right inestimable to them and formidable to tyrants only. . . .</p> <p>He has made Judges dependent on his Will alone, for the tenure of their offices, and the amount and payment of their salaries.</p> <p>He has erected a multitude of New Offices, and sent hither swarms of Officers to harrass our people, and eat out their substance.</p>

<p>Answer: Safety and consent</p> <p>Answer: Physical belongings</p> <p>Answer: Physical belongings and consent</p> <p>Answer: Rule of law</p> <p>Answer: Rule of law and consent</p> <p>Answer: Rule of law and consent</p> <p>Answer: Life and safety</p> <p>Answer: Life and safety</p>	<p>He has kept among us, in times of peace, Standing Armies without the Consent of our legislatures.</p> <p>He has affected to render the Military independent of and superior to the Civil power. . . .</p> <p>For cutting off our Trade with all parts of the world:</p> <p>For imposing Taxes on us without our Consent:</p> <p>For depriving us in many cases, of the benefits of Trial by Jury: . . .</p> <p>For taking away our Charters, abolishing our most valuable Laws, and altering fundamentally the Forms of our Governments:</p> <p>For suspending our own Legislatures, and declaring themselves invested with power to legislate for us in all cases whatsoever.</p> <p>He has abdicated Government here, by declaring us out of his Protection and waging War against us.</p> <p>He has plundered our seas, ravaged our Coasts, burnt our towns, and destroyed the lives of our people. . . .</p>
<p>redress (n): remedy of grievances</p> <p>consanguinity (n): having the same kinship; descended from the same ancestors</p>	<p>[Colonial response]</p> <p>In every stage of these Oppressions We have Petitioned for Redress in the most humble terms: Our repeated Petitions have been answered only by repeated injury. A Prince whose character is thus marked by every act which may define a Tyrant, is unfit to be the ruler of a free people.</p> <p>Nor have We been wanting in attentions to our Brittish brethren. We have warned them from time to time of attempts by their legislature to extend an unwarrantable jurisdiction over us. . . . They too have been deaf to the voice of justice and of consanguinity. . . .</p>
	<p>[Action statement]</p> <p>We, therefore, the Representatives of the United States of America, in General Congress, Assembled, appealing to the Supreme Judge of the world for the rectitude of our intentions, do, in the Name, and by Authority of the good People of these Colonies, solemnly publish and declare, That these United Colonies are, and of Right ought to be Free and Independent States; that they are Absolved from all Allegiance to the British Crown, and that all political</p>

	connection between them and the State of Great Britain, is and ought to be totally dissolved; and that as Free and Independent States, they have full Power to levy War, conclude Peace, contract Alliances, establish Commerce, and to do all other Acts and Things which Independent States may of right do. And for the support of this Declaration, with a firm reliance on the protection of divine Providence, we mutually pledge to each other our Lives, our Fortunes and our sacred Honor.
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5. According to the Declaration, how had the colonists already responded to the British government's injustices?

Answer: They had petitioned for redress of grievances and they had warned the British people of abuses by the legislature.

6. Why do you think it was important to include in the Declaration the colonists' efforts to get relief from unjust policies?

Answer: Responses should reflect students' understanding that the colonists did not rush into the decision to break away from Britain but had used all the methods available to them short of war.

7. According to the Declaration, what actions were the colonies taking in 1776?

Answer: The colonists were appealing to God for the sincerity of their intentions and announcing that their connection with Britain was irrevocably over. The United States of America would levy war, conclude peace, and carry out all other acts that independent states had the legitimate power to do. They relied on God and on each other for success.

Historical Reasoning Questions

1. To what authority did the Congress appeal to justify breaking the United States' connection with Great Britain?

Answer: The Congress appealed to the authority of the unanimous thirteen states, to the laws of nature and nature's God, and to the opinions of mankind.

2. In Section 87 of the Second Treatise, Locke explicitly defined the word "property": "that is, his life, liberty and estate." Jefferson wrote about life, liberty, and the pursuit of happiness. A few lines later, he wrote that people should establish their government on principles meant to achieve their safety and happiness. How is Locke's definition of property related to pursuit of happiness?

Answer: Student responses will vary but should demonstrate that safety and protection of their property (broadly defined to include life, liberty, and physical belongings) are necessary to promote human happiness.

3. How do the principles addressed in this document help preserve ordered liberty?

Answer: Students should demonstrate their understanding that the principles in this document, which are closely related to the principles addressed in Locke's Second Treatise, help preserve ordered liberty in the same ways that are listed in Second Treatise Historical Reasoning Question 2 above.

Document 3: The United States Constitution, 1789

Comprehension and Principles Questions

For each of the following provisions from the U.S. Constitution, list in the left column one or more Founding principles that enable the Constitution's system of government to implement the ideals of the Declaration of Independence.

Answer: Accepted reasoned responses. Answers may include:

<i>Text</i>	<i>Founding principle(s)</i>
We the People of the United States, in Order to form a more perfect Union, establish Justice, insure domestic Tranquility, provide for the common defence, promote the general Welfare, and secure the Blessings of Liberty to ourselves and our Posterity, do ordain and establish this Constitution for the United States of America.	Consent/popular sovereignty (example)
Article. I. Section. 1. All legislative Powers herein granted shall be vested in a Congress of the United States, which shall consist of a Senate and House of Representatives. . . .	Answer: Republicanism/frequent elections
Article. I. Section. 4. The Times, Places and Manner of holding Elections for Senators and Representatives, shall be prescribed in each State by the Legislature thereof; but the Congress may at any time by Law make or alter such Regulations, except as to the Places of chusing Senators. . . .	Answer: Rule of law
Article. I. Section. 7. All Bills for raising Revenue shall originate in the House of Representatives; but the Senate may propose or concur with Amendments as on other Bills. . . .	Answer: Consent/popular sovereignty
Article. I. Section. 8. The Congress shall have Power To lay and collect Taxes, Duties, Imposts and Excises, to pay the Debts and provide for the common Defence and general Welfare of the United States; but all Duties, Imposts and Excises shall be uniform throughout the United States. . . . To regulate Commerce with foreign Nations, and among the several States, and with the Indian Tribes. . . .To raise and support Armies, but no Appropriation of Money to that Use shall be for a longer Term than two Years. . . .To provide for calling forth the Militia to execute the Laws of the Union, suppress Insurrections and repel Invasions. . . .To make all Laws which shall be necessary and proper for carrying into Execution the foregoing Powers, and all other Powers vested by this Constitution in the Government of the United States, or in any Department or Officer thereof.	Answer: Consent Rule of law; natural rights Safety Safety Consent/popular sovereignty
Article. I. Section. 9. . . . No Money shall be drawn from the Treasury, but in Consequence of Appropriations made by Law; and a regular	Answer: Rule of law/ consent

Statement and Account of the Receipts and Expenditures of all public Money shall be published from time to time. . . .	
<p>Article. II. Section. 1.</p> <p>The executive Power shall be vested in a President of the United States of America. He shall hold his Office during the Term of four Years, and, together with the Vice President, chosen for the same Term, be elected. . . . Before he enter on the Execution of his Office, he shall take the following Oath or Affirmation:—"I do solemnly swear (or affirm) that I will faithfully execute the Office of President of the United States, and will to the best of my Ability, preserve, protect and defend the Constitution of the United States."</p>	<p>Answer: Separation of powers/rule of law</p> <p>Rule of law/separation of powers</p>
<p>Article. II. Section. 2.</p> <p>The President shall be Commander in Chief of the Army and Navy of the United States, and of the Militia of the several States, when called into the actual Service of the United States; he may require the Opinion, in writing, of the principal Officer in each of the executive Departments, upon any Subject relating to the Duties of their respective Offices, and he shall have Power to grant Reprieves and Pardons for Offences against the United States, except in Cases of Impeachment. . . .</p>	<p>Answer: Separation of powers</p>
<p>Article. II. Section. 4.</p> <p>The President, Vice President and all civil Officers of the United States, shall be removed from Office on Impeachment for, and Conviction of, Treason, Bribery, or other high Crimes and Misdemeanors.</p>	<p>Answer: Rule of law/checks and balances</p>
<p>Article III. Section. 1.</p> <p>The judicial Power of the United States, shall be vested in one supreme Court, and in such inferior Courts as the Congress may from time to time ordain and establish. The Judges, both of the supreme and inferior Courts, shall hold their Offices during good Behaviour, and shall, at stated Times, receive for their Services, a Compensation, which shall not be diminished during their Continuance in Office.</p>	<p>Answer: Separation of powers</p>
<p>Article III. Section. 2.</p> <p>The judicial Power shall extend to all Cases, in Law and Equity, arising under this Constitution, the Laws of the United States, and Treaties made, or which shall be made, under their Authority;—to all Cases affecting Ambassadors, other public Ministers and Consuls;—to all Cases of admiralty and maritime Jurisdiction;—to Controversies to which the United States shall be a Party;—to Controversies between two or more States;— between a State and Citizens of another State,—between Citizens of different States,— between Citizens of the same State claiming Lands under Grants of</p>	<p>Answer: Separation of powers/natural rights</p>

different States, and between a State, or the Citizens thereof, and foreign States, Citizens or Subjects. . . .	
Article. IV. Section. 1. Full Faith and Credit shall be given in each State to the public Acts, Records, and judicial Proceedings of every other State. And the Congress may by general Laws prescribe the Manner in which such Acts, Records and Proceedings shall be proved, and the Effect thereof. . . .	Answer: Rule of law/natural rights
Article. IV. Section. 4. The United States shall guarantee to every State in this Union a Republican Form of Government, and shall protect each of them against Invasion; and on Application of the Legislature, or of the Executive (when the Legislature cannot be convened) against domestic Violence.	Answer: Republicanism
Article. V. The Congress, whenever two thirds of both Houses shall deem it necessary, shall propose Amendments to this Constitution, or, on the Application of the Legislatures of two thirds of the several States, shall call a Convention for proposing Amendments, which, in either Case, shall be valid to all Intents and Purposes, as Part of this Constitution, when ratified by the Legislatures of three fourths of the several States, or by Conventions in three fourths thereof, as the one or the other Mode of Ratification may be proposed by the Congress; Provided that no Amendment which may be made prior to the Year One thousand eight hundred and eight shall in any Manner affect the first and fourth Clauses in the Ninth Section of the first Article; and that no State, without its Consent, shall be deprived of its equal Suffrage in the Senate.	Answer: Republicanism/popular sovereignty

Historical Reasoning Questions

1. What authority did the framers cite in establishing this Constitution?

Answer: The framers cited the authority of “We, the People.”

2. How do the principles addressed in this document help preserve ordered liberty?

Answer: Responses will vary; however, student responses should be based on the readings in this lesson (and any other related material) and should address both the terms “ordered” and “liberty.”

3. To what extent do you agree with Abraham Lincoln’s assessment of the relationship of the Declaration of Independence to the Constitution?

Answer: Answers will vary but students should support their opinion with specific evidence.

4. What property is described as threatened in the Declaration of Independence and protected in the Constitution?

Answer: Answers will vary but students should demonstrate understanding that the Constitution includes specific provisions and details to protect the natural rights to property of all kinds, including life, liberty, pursuit of happiness, and physical belongings.

**Document 4: Fragment on the Constitution and Union, Abraham Lincoln,
January 1, 1861**

Historical Reasoning Questions

1. What does Lincoln assert is the source of the “great prosperity” of the United States?

Answer: The principle of liberty is the foundation of all else. “Liberty to all”—the principle that clears the path for all — gives hope to all — and, by consequence, enterprize, and industry to all.”

2. In his metaphor, what is Lincoln referring to as an “apple of gold” and “picture of silver”?

Answer: The Declaration of Independence is an “apple of gold”; the Constitution and Union are the picture of silver.

3. Explain the relationship of the “apple of gold” and the “picture of silver.”

Answer: The apple is the centerpiece to be displayed; the picture of silver is the frame. In that way, the Declaration of Independence is what America is all about; the Constitution simply serves to make real the principles enumerated in the Declaration.

4. What is it about the Declaration of Independence that makes it “a word fitly spoken”?

Answer: The Declaration sets forth lofty ideals to which the United States has long aspired: All men are created equal with natural rights. Many times in U.S. history, actions of the government and its citizens have fallen short of these ideals, but they are still worth striving for.

George Washington's Views on Slavery

Handout B: Student Worksheet

<p>Example: <i>The Apotheosis of Washington</i>, by Constantino Brumidi, as seen looking up from the Capitol rotunda, 1864 Answer: <i>Apotheosis</i> refers to the elevation of someone to divine status. The Italian artist painted in the Vatican and Roman palaces before coming to the United States. This fresco is 4,664 square feet and the figures are up to fifteen feet tall to be discernible from the floor 180 feet below. Washington is seated between the goddess Liberty (in green) and Victory (in blue). The thirteen women dancing around them represent the thirteen original colonies; those with their backs to the viewer represent those states in rebellion. The perimeter of the painting uses gods and goddesses to represent six different themes: War, Science, Marine, Commerce, Mechanics, and Agriculture. This was painted during the Civil War</p>	<p><i>George Washington</i>, by Jean-Antoine Houdon, 1788–1792, marble Answer: Francophile Thomas Jefferson selected the artist for this work. Houdon was the most accomplished neoclassical sculptor in France. Houdon traveled to Mount Vernon with two assistants to take Washington's measurements and to make a life mask of his face for the sculpture. The sculpture shows Washington as a private citizen and public soldier. He is dressed in his own clothes (not a toga). His sword is beyond his grasp, his plow is behind him, and he wears the medal of the Society of Cincinnati, the Roman who resigned his leadership to return to his farm, just like Washington. He leans on a fasces, a bundle of rods that symbolized authority in antiquity.</p>	<p><i>The Washington Family</i>, by Edward Savage, 1789–1796 Answer: Washington and his family posed for this piece over the winter of 1789–1790 in New York. Washington's uniform and the papers beneath his hand allude to his military and presidential leadership. The two children are Martha's adopted grandchildren, George Washington Parke Custis and Eleanor Parke Custis. Martha points with her fan to a map of the new Federal capital—Washington, DC. The enslaved individual could be William "Billy" Lee, Washington's valet or personal servant. The background depicts Mount Vernon, Washington's beloved home.</p>	<p><i>General George Washington at Trenton</i>, oil on canvas, 1792 Answer: The city of Charleston, South Carolina, commissioned John Trumbull to paint a portrait of Washington for its city hall. Trumbull chose to illustrate a key moment in Washington's leadership in the Revolutionary War. The painting emphasizes heroism and nobility.</p>
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and reflects Washington and the union in heavenly terms, implying the Union is worth saving and just in its cause.			
<p><i>George Washington</i>, by Gilbert Stuart, c. 1821, oil on wood</p> <p>Answer: Gilbert Stuart painted more than 100 portraits of Washington in his career. This portrait is derived from a life portrait made in 1796, during Washington's presidency. It is considered the best-known image of Washington.</p>	<p><i>General George Washington Resigning His Commission</i>, by John Trumbull, 1824</p> <p>Answer: This painting was commissioned by Congress and is on display in the rotunda of the U.S. Capitol. Washington resigning his commission established civil authority over the military. Washington is the focal point of the painting, with the light falling on him and the figures in the room all looking to him as he resigns his power.</p>	<p><i>George Washington</i>, by Horatio Greenough, 1840, marble</p> <p>Answer: This was commissioned by Congress in 1840 to be placed in the U.S. Capitol. Greenough modeled his Washington after a statue from the temple of Zeus in Olympia. Washington sits on a throne in a toga and hands over his sword, resigning his commission. The sculpture was either mocked or reviled and was never placed in the Capitol dome. Today it sits in the Smithsonian's Museum of American History.</p>	<p><i>Washington Resigning His Commission</i>, by Ferdinand Pettrich, c. 1841</p> <p>Answer: Like Trumbull's painting, this sculpture depicts Washington resigning his standing commission in the army and becoming an ordinary citizen. His commission is in his hand and his sword is sheathed. Unlike Greenough's sculpture, Washington is shown in his own attire, though he still has a noble bearing and commanding presence.</p>

1. What common themes did you see in these depictions of Washington?

Answer: Answers may vary, but may include heroism, leadership (military and political), comparisons to antiquity (Greek and Roman mythology, Roman republic), self-restraint (Washington resigning his commission), honor, strength in adversity.

2. Did any of the art seem to be an outlier, or differ from the others significantly? Why do you say that?

Answer: Answers may vary, but students may point to *The Apotheosis of Washington*, since it was commissioned during the Civil War. The context of the union and Washington as a leader would be very different when the country was at war with itself. *George Washington* by Horatio Greenough is also extremely blatant with its Roman symbolism, depicting Washington in the actual garb of a Roman rather than his own clothing.

3. What do these images reveal about the historical context in which the artist painted or sculpted them?

Answer: Washington's leadership and character was admired in this own time and posthumously. Later depictions of Washington (1840 and later) are more likely to present Washington as a mythological or divine character.

4. What do these images reveal about an emerging national identity?

Answer: Answers may vary but may include references to the emphasis on Washington's leadership and character reflecting American's belief in self-made men who advance via their accomplishments, the emphasis on Washington's resignation of power reflects a belief in limited government and self-governance, and the need for role models and creating heroes to look to in times of trouble.

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

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