**American Revolution**

1. Revolution in Thought (1607-1763)
   1. General Characteristics
      1. Early settlers disliked England
      2. America’s isolation and distance weakened England’s authority
      3. Produced rugged and independent people
      4. Allowed Colonies to govern themselves (made their own laws and taxes)
      5. Produced a new civilization and culture “American”
   2. Enlightenment ideas and philosophy inspired many American political thinkers to emphasize individual talent over hereditary privilege, while religion strengthened Americans’ view of themselves as a people blessed with liberty.
      1. John Winthrop’s “City upon a Hill” emphasized American exceptionalism
      2. Pilgrims, Puritans, Catholics, Quakers, etc. all came to America to pursue religious freedom
      3. Great Awakening emphasized individual salvation, and a rejection of Church of England and other religions that rejected the right of an individual to choose his own path to God
   3. Mercantile Theory (Mercantilism)
      1. General Characteristics
         1. Economic policy where wealth is power, key to wealth is export more than import
         2. Colonies’ role: provide raw materials and markets for exports
         3. Favorable balance of trade for England
         4. European nations relied on strong central governments to enforce doctrines
         5. Americans helped British maintain naval supremacy by providing ships, ships’ stores, sailors, trade (enumerated commodities)
         6. Americans provide profitable market for English manufactured goods
         7. Americans discouraged from buying these goods from other countries
      2. Navigations Laws
         1. No trade with the colonies unless the goods were in either colonial or English ships.
         2. All crews were at least three-quarters English or colonial
         3. The colonies could export certain products only to England
         4. Many colonial goods had to pass through an English port first before going to Europe
         5. It was difficult for Great Britain to enforce these laws because of the distance.
         6. Colonists broke the law and smuggled and traded with other countries.
      3. Advantages of mercantilism
         1. VA/MD tobacco farmers guaranteed monopoly on English market.
         2. Rights of Englishmen, but some self-government, no taxes to support army/navy
         3. Until 1763, Navigation Laws were not a burden because laxly enforced
         4. Salutary Neglect had allowed the Americans to develop extensive self-government, especially on issues of taxation, and their control of the royal governors by controlling their salaries
         5. Merchants disregarded or evaded restrictions, (e.g. John Hancock)
      4. Disadvantages of mercantilism
         1. Mercantilism stifled economic initiative due to lack of freedom
         2. South favored due to Tobacco, sugar and rice
         3. Parliament set up a Board of Trade with Admiralty Courts. Took away the right of trial by jury and were considered guilty until proven innocent.
         4. Most important, mercantilism was insulting: colonies felt they were being milked
      5. British failed to see an emerging nation
2. French and Indian War
   1. Previous Conflicts
      1. French were not here to take over the land and colonize as the British were.
      2. They set trading posts for the fur trade and developed working relationships with the Indians.
      3. Like England, France was late in coming to New World
         1. 1608: Colony established at Quebec by Samuel de Champlain
         2. Establish the fur trade----beaver pelts
         3. Friendly relations with Hurons leads them to ally with them battle against Iroquois Federation, who in future hampered French settlement/allies of British
   2. Causes
      1. English-French rivalry worldwide would erupt into a world war.
      2. War begins over land disputes in the Ohio Valley
         1. Both countries claimed these areas which were disputed.
         2. Both countries built forts to defend their land claims.
      3. Native Americans caught between these two imperial powers, although many preferred the French due to the ever-rising numbers of British colonists who wanted their land more than their furs and trade (French goal)
      4. Diseases and wars forced Native Americans to remake themselves repeatedly in process of tribalization, where new tribes were pieced together from old tribes
      5. British want part of fur trade and the 2 openings into North America
      6. England and the 13 Colonies fight together to defend their empire.
      7. Against the French, Indian allies and Spanish
      8. George Washington starts this war
         1. British concerned about French forts in Virginia territory.
         2. Send Washington, a major in the Virginia militia, to the Allegheny River Valley.
         3. Leads 300 men against the French at Fort Duquesne and kills over a 100 French.
         4. Along the way, Washington builds Fort Necessity. The fort falls to the French in a skirmish that will lead to the French and Indian War.
      9. Fought for the control of North America
   3. The Albany Plan
      1. 1754: Albany Congress – convened by British, led by Franklin ~
      2. 1st attempt at colonial unity ~ only 7 of 13 colonies there
      3. Purpose: keep Iroquois loyal, bolster defense against France through colonial unity
      4. Franklin sponsored plan for colonial home rule, unanimously adopted by delegates
      5. Colonies and London rejected:
   4. Effects
      1. French lose war and all land in North America
      2. English inherit vast new land holdings in North America
      3. Great Britain accumulates huge war debts
      4. Colonists realize British are not invincible seek independence
      5. King George and Parliament tax the Colonies.
   5. Treaty of Paris of 1763
      1. France
         1. lost her Canadian possessions and claims to lands east of the Mississippi River.
      2. Spain
         1. got all French lands west of the Mississippi River, New Orleans, but lost Florida
      3. England
         1. Gains French land from Canada to Florida and Appalachians to the Mississippi River.
         2. Gains Florida from Spain.
   6. Effects of the War on Britain
      1. It increased her colonial empire in the Americas.
      2. It greatly enlarged England’s debt.
      3. Britain’s contempt for the colonials created bitter feelings.
      4. End of Salutary Neglect
      5. Stationing of troops in America
      6. Therefore, England felt that a major reorganization of her American Empire was necessary!
   7. Effects of the War on the American Colonials
      1. It united them against a common enemy for the first time.
      2. It created a socializing experience for all the colonials who participated.
      3. It created bitter feelings towards the British that would only intensify.
   8. Effects of the War on the American Indians
      1. Neolin called for all Indians to reject white ways, and white goods, especially rum
      2. Iroquois attempts to remain neutral and sustain control over European trade goods/furs
   9. Pontiac's Rebellion
      1. Indian Attacks force British to build forts to protect settlers moving westward
      2. Chief Pontiac was an influential Ottawa leader who encouraged his people not to make peace with white settlers.
      3. He was murdered by those who opposed his political views.
      4. Colonists moved into this new territory causing Indian attacks on their settlements.
      5. Great Britain would prohibit the Colonists from moving westward.
3. Was 1763 a "turning point" in British-colonial relationships???
   1. England's Solutions
      1. Pass a series of tax laws and have the Colonists help pay back the debt.
      2. Pass a law restricting Colonists from moving westward and settling the Northwest Territory.
      3. Keep British troops in North America to stop Indian attacks and protect the Colonies.
      4. Stop the smuggling of Colonials with a series of unrestricted search warrants.
   2. Virtual Representation
      1. The 13 Colonies were represented under the principle of “virtual” representation.
      2. It did not matter if the Colonists did not elect members from each colony to represent them in the British Parliament, because not all citizens in Britain were represented either.
      3. The British Parliament pledged to represent every person in Britain and the empire
   3. Actual Representation
      1. Americans resented “virtual” representation.
      2. Colonists governed themselves since the early settlers.
      3. They had direct representation by electing colonial assembly members.
      4. Colonists were not opposed to paying taxes because the Colonies taxed their citizens.
      5. If the British Parliament was to tax them, they should be able to elect a representative from their colony to represent their interests in Parliament.
   4. The Power to Tax is the Power to Destroy
      1. If you have the power to tax, you have the power to take all their wealth from them.
      2. If there is no check on those who possess the “power to tax” then they have the power to destroy.
      3. Colonists wanted an “actual” representative elected from them to address their concerns
      4. If a politician wants to have power, he needs votes of the people that elect him.
      5. He has to live among those people so he will not use his power to destroy them,
      6. Or, the people may in turn vote him out of power or worse destroy him.
      7. Man’s nature is greedy. Therefore, he cannot be trusted with unchecked power.
      8. Absolute power corrupts, absolutely.
   5. Restless Colonials
      1. Colonials: higher confidence in military ability, but contempt from British
      2. British concerned by disloyalty of American shippers in war
      3. Many colonies refused to provide money or troops for war
      4. Colonists wanted rights of Englishmen, but not responsibilities.
      5. Inter-colonial disunity had continued through war (distance, religion, ethnicity, class), but participants in war had found commonality
   6. People of Destiny
      1. French presence had forced colonists to stay close to British, no more Spanish threat lessened
      2. Indian threat lessened: Iroquois and Creeks hurt by Treaty of Paris
      3. Americans felt betrayed, defied Proclamation, bad sign for future of royal power
      4. War gave colonials sense of destiny to conquer continent
4. Revolution in Action (1763-1789)
   1. George Grenville's Program (1763-1765)
      1. Writs of Assistance
         1. unrestricted British search warrants to stop Colonial smuggling.
         2. Continued to smuggle
      2. Proclamation of 1763
         1. British land policy to temporarily keep the colonists out of Indian land until treaties could be negotiated with the tribes.
         2. Colonial pioneers such as Daniel Boone, defied the Proclamation of 1763 and crossed the Appalachians and settled areas in what would become Kentucky.
         3. The belief that the land westward was sacred land, fought and died for and that it was their birthright… It belonged to them.
      3. Sugar Act – 1764
      4. Quartering Act---1765
         1. Colonists were to house and feed British soldiers.
      5. Stamp Act - 1765
         1. Tax on legal documents, playing cards, newspapers, etc.
         2. A direct tax which went to the British government.
         3. Paid for debt and British troops in the Colonies.
         4. Colonists hated the Stamp Tax = “taxation without representation”
         5. British tax collectors were tarred and feathered.
   2. Colonial and British Responses to Each Other
      1. Protests led by the Sons of Liberty
         1. Sons of Liberty was a secret society formed in protest of British rule.
         2. They had a large role in the repeal of the Stamp Act and the Boston Tea Party.
         3. Most of the protests are located in the Middle Colonies up through the New England.
         4. Successful in forcing the British Parliament to repeal the Stamp Act.
      2. Boycotts:
         1. Colonists refused to trade or buy British goods until Stamp Act was repealed.
      3. Committees of Correspondence:
         1. Colonies kept in contact with one another and described British actions through letters exchanged by carriers on horseback.
   3. British Response to Colonial Protests of Stamp Act.
      1. Declaratory Act, 1766
         1. declared Parliament had the power to tax the colonies both internally and externally, and had absolute power over the colonial legislatures.
      2. Townshend Duties (1767-1770)
         1. Shift from paying taxes for British war debts & quartering of troops to paying for colonial government salaries.
         2. He diverted revenue collection from internal to external trade.
         3. Tax these imports 🡪 paper, paint, lead, glass, tea.
         4. Increase custom officials at American ports
   4. Colonial Response to the Townshend Duties
      1. John Dickinson wrote *Letters from a Farmer in Pennsylvania*.
      2. “Daughters of Liberty”
      3. Riots against customs agents:
      4. For the first time, many colonists began calling people in the movement, patriots
   5. Boston Massacre
      1. 1768—1770, British soldiers arrived in Boston, MA to maintain order and enforce the taxes
      2. The people of Boston resented the British soldiers and considered them a foreign presence.
      3. High tensions between British and Bostonians over enforcing British policies.
      4. March 1770, the British shed Colonial blood for first time blood.
      5. Used as propaganda to convince people of the colonial cause.
      6. The 5 Colonists killed at the Boston Massacre would become martyrs for the Colonial cause
      7. British soldiers were tried in court and 2 were found guilty of manslaughter.
   6. Tea Act, East India Company---
      1. Gave the East India Company a monopoly on the trade in tea,
      2. made it illegal for the colonies to buy non-British tea
      3. forced the colonies to pay the tea tax of 3 cents/pound.
      4. Colonists claimed it was “taxation without representation”
      5. Sons of Liberty protested against the Tea Act in Dec. 1773 by dumping 342 chests of tea into Boston Harbor
      6. To the British, the Boston Tea Party represented a crucial change in the relationship with the Colonies, an act of defiance.
   7. Coercive Acts
      1. Closed the port of Boston from Colonial trade and placed Massachusetts under martial law
      2. Colonists referred to these as the “Intolerable Acts”
      3. Closed the port of Boston from Colonial trade and placed Massachusetts under martial law.
      4. After the Boston Tea Party the British send more troops to enforce the Intolerable Acts.
      5. Colonial militias prepare for war.
   8. 1st Continental Congress
      1. Colonies send their representatives to Philadelphia to form a Congress in response to the Intolerable Acts in 1774
      2. Main goal was to try and negotiate with King George and Parliament
      3. Moderates argue with Radicals whether or not to go to war.
      4. Representatives send a document “Declaration of Rights and Grievances” in 1774 to King
      5. In the meantime, Congress ordered militias to prepare for war.
   9. Battles of Lexington and Concord
      1. British attempt to “search and seize” stolen weapons.
      2. First shots of the Revolution in Action
      3. British searching for stolen weapons– “search and seizure”
      4. Stopped at Lexington and encountered 56 Minutemen
      5. British didn’t find any weapons and continued to Concord
      6. Minutemen engage British troops at Concord Bridge.
      7. British return to Boston, 5,000 Minutemen attack British troops.
   10. 2nd Continental Congress
       1. Came together again after the battles of Lexington and Concord, May 10, 1775.
       2. Organized first American army called the Continental Army and appointed George Washington as our Commanding General.
       3. Willing to stay part of the empire but King must “redress our grievances”
   11. Olive Branch Petition
       1. Colonials met in Philadelphia, PA to discuss their options in response to the Intolerable Acts.
       2. Negotiate with King George III and send a declaration of their willingness to remain British.
       3. BUT, they have grievances (problems) which they want the King and Parliament to address.
       4. AND, they instructed the local militias in each town to begin preparing for war
   12. First US Army made up of volunteers, militias and Minutemen.
       1. George Washington chosen as the first Commanding General.
       2. Not an army of professionals but mostly farmers.
       3. Lacked the discipline of a professional army at first….
       4. Lacked resources, men weren’t paid and some quit after the first few battles.
       5. 2nd Continental Congress lacked $$$$ to supply army…
5. American Revolution
   1. Common Sense
      1. Written by Thomas Paine in Jan. 1776.
      2. Came to America in 1774 from England and got caught up in the Revolutionary Spirit
      3. Wrote a 50 page pamphlet that would convince many Americans that King George was a tyrant and declaring independence from Great Britain was our only choice.
      4. Power should be derived from popular consent.
      5. Colonists’ experience in self-government prepared them for creation of republic.
      6. Absence of hereditary aristocracy and equality among land-owning farmers contributed to idea of republic.
      7. Civic virtue is vital to republicanism: if no king, then individuals sacrifice for public good.
      8. Some wanted “natural (talent) aristocracy” instead to keep power from “lower orders.”
   2. 2nd Continental Congress
      1. Would stay together throughout the war and became our first government of the US.
      2. Wrote Declaration of Independence:
         1. 56 signers sacrificed their lives, fortunes and honor when they signed the DOI
         2. King George charged these men with “treason”.
      3. Thomas Jefferson
         1. Slave owning plantation owner from Virginia
         2. Representative to the 2nd Continental Congress from Virginia
         3. Father of the Declaration of Independence.
   3. Declaration of Independence
      1. Overview
         1. Explain to the world why separation from England was necessary
         2. New theory of government (democracy---people rule)
         3. 27 grievances listed against King George
         4. Declaration of War
      2. English Bill of Rights
         1. Rights Colonists possessed as English citizens
         2. They believed King George and Parliament had violated these.
      3. Ultimate goal
         1. To generate support for American cause (Propaganda)
         2. Audiences:
            1. Loyalists and other Americans who didn’t care.
            2. British people
            3. King George and Parliament
            4. Other European countries
      4. Influences
         1. Enlightenment taught Americans to question the past and appeal to reason
         2. Locke taught them that man had natural rights to life, liberty, and property, and gov’t’s duty was to protect those rights, which Parliament clearly wasn’t doing
         3. Montesquieu argued against arbitrary use of power
      5. John Locke’s Social Contract theory
         1. Power of govt. comes from the people
         2. Govt. must protect certain rights
         3. People can alter or change the govt.
      6. Effects of American Declaring Independence and Declaration of Independence
         1. French Revolution heavily inspired by American Revolution
         2. Lafayette and Thomas Paine were both in the forefront
         3. Haitian slave rebellion inspired by American and French Revolutions
         4. Independence movements in Latin America often replicated language of DoI
   4. Military Strategies
      1. Americans
         1. Attrition [the Brits had a long supply line].
         2. Fight an insurgent war 🡪 you don’t have to win a battle, just wear them down
         3. Make an alliance with one of Britain’s enemies.
      2. The British
         1. Break the colonies in half by getting between the North & the South
         2. Blockade the ports to prevent the flow of goods and supplies from an ally.
         3. “Divide and Conquer” 🡪 use the Loyalists.
   5. Battle of Saratoga
      1. Oct. 1777, British General John Burgoyne and his troops were surrounded by US
      2. British defeat stopped them from cutting off New England from the rest of the country.
      3. British lacked knowledge of geography and failed at communications.
      4. Led to a military alliance with France providing soldiers, naval fleet and $$$$$.
   6. Britain's Southern Strategy
      1. Britain thought that there were more Loyalists in the South.
      2. Southern resources were more valuable/worth preserving.
      3. The British win a number of small victories, but cannot pacify the countryside
   7. Battle of Yorktown
      1. British General Cornwallis wanted to winter his troops in the South believing the war would be won in the Spring.
      2. Yorktown was chosen because it provided easy access to be reinforced and re-supplied
      3. General Washington learned of the British decision to winter their main troops in Yorktown.
      4. Strategy included the use of the French navy, French troops and American troops.
      5. French navy placed a blockade around the Chesapeake Bay.
      6. General Cornwallis is trapped and is forced to his surrender his troops to Washington
      7. Brings war to an end
   8. Why did the British Lose?
      1. Controlled cities but not countryside
      2. Generals made key mistakes
      3. No respect
      4. US had the will to fight
      5. Alliances with Spain, France and the Netherlands.
   9. Treaty of Paris of 1783
      1. The Patriot victory at Yorktown, however, convinced the British that the war was too costly.
      2. Under the treaty, the United States.
         1. agreed that British merchants could collect debts owed by Americans.
         2. stated that the Congress would “earnestly recommend” to the states that property taken from Loyalists be returned to them. Most of this property was never returned, however.
         3. Received independence of the United States
         4. Were granted generous boundaries (Mississippi River to Great Lakes to Spanish Florida plus a share in the priceless fisheries on Newfoundland)
   10. In the face of economic shortages and the British military occupation of some regions, men and women mobilized in large numbers to provide financial and material support to the Patriot movement.
       1. women made homespun cloth
       2. men joined Continental Army and state militias
       3. paid taxes to Patriot governments
       4. supported boycotts
       5. women joined army as “camp followers” to cook, clean, and nurse
       6. donated supplies to army
       7. women ran farms and businesses while men were away
       8. slaves and free blacks fought for Continental Army

**Articles of Confederation**

1. “All Men Created Equal”
   1. Slavery
      1. New England states are the first to abolish slavery after the Revolution.
      2. Virginia, Maryland, and Delaware passed laws allowing for manumission, which gradually increased #s of free blacks
      3. In 1791, the Quakers formed first Anti-Slavery Society and Underground Railroad
      4. Southern States would expand slavery after the invention of the cotton gin.
      5. As country expands, North and South would compromise over the issue of slavery……
      6. Ohio River would be the dividing boundary between North and South.
   2. Women
      1. Abigail Adams—1790’to early 1800’s
         1. “Remember the Ladies”
      2. Women’s rights reformers goals:
         1. citizenship
         2. right to vote
         3. education
            1. Massachusetts and other New England states created more education for women, and schooling spread in northeast
         4. Supported the abolition of slavery
      3. Republican Motherhood
         1. Concept that a woman’s role was to stay at home and raise the next generation of patriots.
         2. Women argued that they needed an education to raise good republican sons
         3. This was a role to be proud of because a woman’s responsibility was to teach and raise their children in republicanism.
      4. Despite their contributions, women’s rights did not progress and would remain 2nd class citizens
   3. Native Americans
      1. Native Americans consistently denied rights; siding with the British in the Revolutionary War and the War of 1812 led to Americans assuming that the land was now theirs instead of the various tribes
   4. Voting Rights
      1. 1800 WMA 21 yrs. old, educated and property owner…….
      2. 1830 Several states would drop property qualifications and education…….
      3. “middling” classes gained political power; merchant and planter elites increasingly challenged; franchise for white males slowly lost the property requirement
2. Republicanism
   1. Definition
      1. Government authority comes from the people who elect officials that represent their interests
      2. Promoted the end of slavery, encouraged education and sacrifice for the public good
   2. History
      1. Elected their own representative law making bodies.
      2. Passed laws to keep peace within their communities.
      3. Colonies had a tradition of representative democracy.
      4. That’s why they fought the Revolution.
   3. State Governments and State Constitutions
      1. Common aspects
         1. Each state listed the basic rights and freedoms that belonged to all citizens
         2. “unalienable rights”
            1. jury trial and freedom of religion
         3. Separation of powers
            1. Legislative powers to an elected two-house legislature
            2. Executive powers to an elected governor
            3. Judicial powers to a system of courts
         4. All white males with property could vote
            1. Based on the assumption that property-owners had a larger stake in government than did the poor and property-less
         5. Elected officials have higher qualifications than the voters
      2. Popular Sovereignty
         1. Popular sovereignty was the basis for every new State constitution.
         2. Government can exist and function only with the consent of the governed.
         3. People hold power and are sovereign.
      3. Limited Government
         1. Limited government was a major feature of each State constitution.
         2. Powers delegated to government were granted reluctantly and hedged with many restrictions.
      4. Civil Rights and Liberties
         1. In every State it was made clear that the sovereign people held certain rights that the government must respect at all times.
         2. Seven of the new constitutions contained a bill of rights, setting out the “unalienable rights”
      5. Separation of Powers and Checks and Balances
         1. State governments were purposely divided among three branches: executive, legislative, and judicial.
         2. Each branch was given powers with a system of checks and balances.
3. US Problems During the Critical Period
   1. US Debt After the War
      1. Foreign Debt ($11,710,000)
         1. Owed France, Spain and others who helped us with the Revolutionary War.
      2. State Debt ($21,500,000)
         1. Individual states owed citizens who loaned money to their state.
      3. Federal Domestic Debt ($42,414,000)
         1. US Govt. owed soldier’s for fighting in the war, debts to British and Loyalists.
   2. British Forts
      1. British were to remove their troops from US soil…..The National Government under the AOC was powerless to force Great Britain to honor the Treaty of Paris, 1783
   3. Disputed Territorial Claims Between Spain & the US: 1783-1796
   4. State Claims to Western Lands
4. Success Under the Articles
   1. Articles succeeded in raising army, winning the war, and establishing an orderly way to turn the West into equal states (also, Northwest Ordinance banished slavery and set a goal of publicly financed education)
   2. Land Ordinance of 1785
      1. Gridlike structure
      2. Structured and organized land policy
      3. Allowed for a peaceful purchase of land.
      4. Promoted an orderly expansion westward.
      5. Confederation Congress convinced states who claimed land out west to cede their land to US
      6. Fair and reasonable land policy, unlike the Proclamation of 1763….
      7. Congress sold land in large blocks, 40, 80, 160, 320 and 640 acres.
      8. $1 to $2 an acre to help pay debt.
   3. Northwest Ordinance of 1787
      1. An addition to the Land Ordinance of 1785
      2. Encouraged settlers to form townships.
      3. New states formed would be = to original 13
      4. Influx of settlers causes violence with Indians
      5. Guaranteed settlers “unalienable rights”
      6. Process to Become a State
         1. When People First Settle in the Area
            1. Congress appoints a governor and three judges to govern the territory
         2. 5,000 Free Adult Males:
            1. Landowners elect a congress to make laws and raise taxes with approval of governor. 1 representative is elected to the US Congress who can debate but not vote.
         3. 60,000 Settlers
            1. Becomes a state, with its own government and constitution. New states admitted with same rights as the original states. No more than 5 states can carved out of this area.
      7. The Northwest Ordinance encouraged ideals of the DOI and republicanism (representative democracy) religious freedom, protection of liberty and property, encouraged education, admitted new states and no slavery.
5. Articles of Confederation
   1. Background
      1. Our first constitution (law of the land) and attempt to create a democratic government based on the ideas of DOI .
      2. Written by 2nd Continental Congress during War and took effect in March 1781…
      3. Becomes the Confederation Congress
      4. Founding Fathers were determined not to have a king.
   2. Theory behind Articles of Confederation
      1. govt. of loosely organized states
      2. Each state independent and conducted their own affairs
      3. Created a weak national govt. which had little powers to solve US problems
      4. States held more power than US govt.
      5. Would unite in times of crisis.
      6. “Treaty of Cooperation between the states”
   3. Government Structure
      1. Congress--1 branch
      2. Confederation Congress
      3. No executive branch or president.
      4. No judicial system.
      5. One vote per state regardless of size
      6. Needed a unanimous vote to change the rules, so it proved to be impossible to fix;
   4. Powers of Congress
      1. Make war and peace
      2. make treaties
      3. build navy and army
      4. settle disputes among states
      5. set up monetary system
   5. State Responsibilities
      1. Obey Articles and acts of Congress
      2. provide funds and troops when “requested” by Congress
      3. States regulated own trade and taxed each other
      4. States had their own currency
   6. Major Problem:
      1. Fearing a strong central govt. like King George the AOC created a weak National Government that was not given the power to tax, regulate trade or enforce their laws.
   7. Effects
      1. Could not deal effectively with US problems.
   8. Shay's Rebellion
      1. Causes
         1. In early 1787 a group of small farmers protested against the Massachusetts govt.
         2. They were in debt, their homes being repossessed and unfair taxation.
         3. They were led by Daniel Shays, a former army captain in the Revolutionary War.
         4. Rebellion’s Purpose was to prevent foreclosures by keeping the courts from sitting until the next election.
      2. Course
         1. Rebellion was put down by private army paid for by wealthy Boston merchants.
      3. Consequence
         1. The AOC was unable to put down the rebellion with a national guard or army.
         2. US Govt. too weak to put down rebellion
         3. Americans feared govt. too weak = anarchy
         4. Call for a Constitutional Convention to change AOC and create a stronger national government.
         5. Fear of Anarchy or Mobocracy
            1. total chaos, mob rule, survival of the fittest, no respect for law and order
   9. Why A New Constitution
      1. The AOC was unable to act decisively in a time of crisis.
      2. Provided all the evidence needed to finally convene and revise the constitution.
      3. The Annapolis Convention (1786)
         1. George Washington hosted a conference at his home in Mt. Vernon, VA (1785)
         2. Representatives agreed that the problems were serious enough to hold further discussions meeting at Annapolis, MD, at which all the states might be represented
         3. Only 5 states sent delegates
         4. Alexander Hamilton and James Madison persuaded the others to call for a Constitutional Convention, to be held in Philadelphia for the purpose of revising the Articles of Confederation
   10. As increasing numbers of migrants from North America and other parts of the world continued to move westward, frontier cultures that had emerged in the colonial period continued to grow, fueling social, political, and ethnic tensions.
       1. Kentucky and Tennessee had been filling up with squatters (they had attempted to form the state of Franklin, but Congress rejected it to maintain control of the process) (squatters were often Scots-Irish and other poor immigrants, while the speculators tended to be English descendants)
       2. speculators bought up huge tracts, which put them into conflict with the squatters
       3. Pennsylvania, New York, and Connecticut were fighting over conflicting land claims out west until they ceded all land claims to the national government
       4. Shays’ Rebellion and Whiskey Rebellion are both frontier rebellions, defying political controls back east (many frontiersmen were Scots-Irish, who resented authority of almost any kind, but they were particularly hostile to “revenue hounds”)

**US Constitution**

1. Constitutional Convention
   1. Goal
      1. Create a government that did not resemble King George but powerful enough to tax, regulate trade, protect private property, enforce its laws without taking away the rights that were fought for in the American Revolution.
      2. The decision was to scrap the Articles of Confederation and start over.
   2. Snapshot of a "Framer"
      1. White Male Adults Landowners
      2. Some education
      3. Some were slave owners
      4. Lawyers and Merchants
   3. Who wasn't invited to the Convention
      1. Women, Slaves, Poor, American Indians
   4. James Madison
      1. Father of the Constitution and the Bill of Rights
      2. Believed in a strong central government
      3. Wrote part of *The Federalist Papers*
2. Agreements
   1. Legislative Branch
      1. Large states believed the more population, the more representatives in Congress.
      2. Small states believed each state should have equal representation.
      3. Virginia Plan
         1. proposed by the larger states
            1. Establish a bicameral Congress.
            2. People elect lower house
            3. That house elects upper house
            4. Representation in both houses based on state population
      4. New Jersey Plan
         1. proposed by small states
            1. Establish a unicameral Congress
            2. Each state to have 1 vote
            3. Equal representation
            4. States equally represented similar to the Articles of Confederation
      5. Great Compromise or Connecticut Compromise
         1. People to elect their representatives.
         2. 2 houses of Congress (Bicameral)
         3. House of Representatives
            1. Elected by the people
            2. More population the more representatives you have
            3. 2-year term
            4. Satisfied larger states
         4. Senate
            1. Elected by each state’s congress
            2. Equal representatives
            3. 6-year term
            4. Satisfied smaller states
   2. Electoral College
      1. Historical Background
         1. Why was the Electoral College created by the Framers?
         2. Create an executive (president) which didn’t resemble King George III
         3. Created as an alternative to either popular election or Congress electing the President.
         4. Placed a “check and balance” on the people’s vote but tried to keep “representative democracy” in principle.
      2. Process
         1. Each state chose electors
         2. Based on the number of representatives each state had in Congress.
         3. State electors vote with the “will” of the people, but not required.
         4. Candidate with the most votes became President, runner-up became Vice President.
         5. In case of a tie, the House of Representatives elected the President.
   3. Separation of Powers and Checks and Balances
      1. Separated the powers of government into 3 branches that are co-equal but independent.
      2. No one branch can become too powerful due to a system of checks and balances.

Legislative Branch

Congress (Art. 1)

Makes the law

Executive Branch

President (Art. 2)

Carries out the law

Judicial Branch

Supreme Court (Art. 3)

Interprets the law

Legislative Checks

*On Executive*

* Override a veto
* Impeachment

*On Judicial*

* Approve judges
* Impeachment

Executive Checks

*On Legislative*

* Veto a law
* Ask for war
* Propose laws

*On Judicial*

* Appoint judges

Judicial Checks

*On Executive and Legislative*

* Declare an act of President or law of Congress unconstitutional
* Appointed for life
  1. 3/5ths Compromise
     1. Arguments
        1. Southern states wanted their slaves to be counted as part of their population because it would give them more representation in Congress.
        2. Northern states wanted to abolish slavery.
     2. North and South worked out 2 compromises.
        1. Southern states wanted their slaves to be counted as part of the total population.
        2. This would give the South more representatives in Congress.
        3. Northern states objected to South’s proposal and would only agree to compromise.
        4. 3 of every 5 slaves would be counted as part of a state’s total population.
        5. Northern states agreed to the compromise only if Slave Trade abolished by 1808.
        6. Agreement was made, North was hoping slavery would eventually die out.
        7. This was their step towards abolishing slavery.
     3. Fugitive Slave Law
        1. Law created at the Constitutional Convention in 1787.
        2. Escaped slaves captured had to be returned to their plantation owner.
        3. Not enforced in North and led to the creation of the Underground Railroad.
        4. Southerners would become bitter and ultimately left the US.
  2. Federalism
     1. Framers created a Federal Government
        1. Divided the powers of government on a geographic basis.
        2. They created 3 levels of government. (National, state and local)
     2. National Government is over the States.
        1. It is above all levels of government and no law or policy can be in conflict with it.
     3. With the new constitution, the National Government was given the power to tax, regulate trade, enforce its laws and over the states. National Govt. law would always be over the states.

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| **The Weaknesses of the Articles of Confederation Were Corrected by the Constitution** | |
| **Articles of Confederation** | **US Constitution** |
| States have most of the power and national govt. has little. | States have some power, but most power is given to the national govt. Federal Government |
| No executive to carry out the laws of Congress  No national courts---only state courts | Electoral College  3 branches of govt.  Checks and balances |
| 9/13 states have to approve a law before it goes into effect | Majority vote, but must pass through President as well |
| Congress has no power to tax  Congress cannot regulate trade among the states. | Congress given the power to tax, regulate trade and enforce laws. |
| Each state coined its own money.  No national currency. | Only national govt. has the power to coin money |
| Unicameral Congress | Bicameral (2 house) Congress  Equal Representation by States and a State’s population |

1. Ratification
   1. Federalists
      1. Leaders
         1. James Madison
         2. Alexander Hamilton
      2. Beliefs
         1. Strong national government was needed to protect “life, liberty, property”
         2. Constitution was a “sound” document which “limited” the power of the national govt.
         3. Gave it power to settle problems within the country.
         4. Representative democracy is what the constitution was built on
         5. Appealed to more the wealthy, business owners and educated.
      3. The Federalist Papers
         1. a series of 85 essays written by Alexander Hamilton, James Madison and John Jay which convinced Americans that a stronger national government was needed.
   2. Anti-Federalists
      1. Leaders
         1. Patrick Henry
         2. Thomas Jefferson
      2. Beliefs
         1. The national government was too powerful and it would take away your rights
         2. The constitution was a threat to the “rights” we fought for in the Revolution
         3. States should have more authority than the national govt.
         4. Feared representative democracy was threatened because no Bill of Rights.
         5. Appealed to the common man, farmers and less educated
   3. Bill of Rights
      1. First 10 Amendments to the Constitution in 1791Rights and freedoms won in the Revolution are preserved and protected…
      2. In order for the new Constitution to become the “law of the land”, 9 of 13 states had to ratify the Constitution.
      3. Promise of Bill of Rights ensured Ratification of the Constitution

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| --- | --- | --- |
| **British-American Colonial Tensions** | | |
|  | **Colonial** | **British** |
| **Methods of Fighting** | Indian-style guerilla tactics | March in formation or bayonet charge |
| **Military Organization:** | Colonial militias served under own captains | British officers wanted to control colonials. |
| **Military Discipline:** | No military deference or protocols observed. | Drills and tough discipline |
| **Finances:** | Resistance to rising taxes. | Colonists should pay for own defense. |
| **Demeanor:** | Casual, non-professionals | Prima Donna British officers with servants and tea settings |

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| **Social Contract Theory** | | |
|  | **John Locke** | **Declaration of Independence** |
| **Authority of Government** | A government’s power comes from the consent of the people. | The people have the right to abolish an oppressive  government and establish  a new one. |
| **Natural Rights** | All people are born free and equal with natural rights to life, liberty and property | All men are endowed with certain unalienable rights among which are life, liberty and the pursuit of happiness. |
| **Purpose of Government** | To preserve himself, his liberty and property | To secure these rights |
| **Limited Government** | Government of laws not man | History of the present King of England is repeated injuries |
| **Equality** | Men being by nature all free, equal and independent | All men are created equal |

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| --- | --- | --- |
| **Tale of the Tape** | | |
|  | **Great Britain** | **United States** |
| **Population** | Approximately 12 million | Approximately 3 million and 1/3 loyal to England. |
| **Manufacturing** | Highly developed | Practically none |
| **Money** | Richest country in the world | No $$$ to support the war |
| **Army** | Large, well trained army plus Hessians | Volunteers, poorly equipped |
| **Leaders** | Few officers capable of leading | Dedicated officers plus foreign leaders |
| **Geography** | Strange land---difficult to re-supply troops | Familiar land, easy access to supplies |
| **Navy** | Naval world power | No navy |
| **Will to Fight** | Trained soldiers---but no heart | Defending homeland---will to fight |

**Key Events & Battles, French & Indian War**

|  |  |  |  |
| --- | --- | --- | --- |
| **Event** | **Date** | **Location** | **Notes/Significance** |
| British defeated at Ft. Duquesne | 1755 | Western Pennsylvania (present-day Pittsburgh) | Gen. Braddock's force of 1450 men surrounded and defeated by Indian and French-Canadian forces |
| American colonists refuse to serve under British commander | 1757 | American colonies | New British commander (Lord Loudoun) closely managed the war effort, demanding exact numbers of recruits and money from colonies. Colonial assemblies began to refuse to cooperate. |
| French take Ft. Osage | 1756 | Upstate New York | French commander Montcalm takes fort, but is horrified to discover that his Indian allies kill wounded soldiers, take scalps, and make slaves of captives. |
| Massacre at Ft. William Henry | 1757 | Upstate New York | Following surrender of British and colonial garrison to Montcalm (who promised safe passage back to England), Indians killed 185 and took 310 British captive. |
| William Pitt guides British war effort | 1757-1761 | London | As Secretary of State, Pitt sought to reduce tension with colonists by promising payment in proportion to support of war effort, giving colonial assemblies control of recruitment, sending thousands more British soldiers, and replacing Lord Loudoun with a more reasonable commander |
| Louisbourg and Ft. Duquesne captured by British | 1758 | Quebec & Western Pennsylvania | British-American-Indian forces overwhelm French who abandon Louisbourg and burn Ft. Duquesne before retreating north. |
| Battle of Quebec | 1759 | Quebec | Through British commander Gen. Wolfe is killed (along with French commander Montcalm), British forces sieze Quebec in dramatic uphill attack. |
| Battle of Quiberon Bay | 1759 | Off France | British victory restricted French navy's ability to resupply forces in Canada. |
| Iroquois join British-American alliance | 1760 | American colonies | Balance of power tips towards British with this addition |
| French surrender Montreal | 1760 | Quebec | Greatly outnumbered French forces are defeated in war's final battle in the Americas. |
| British capture Havana, Manila from Spain | 1762 | Cuba, Philippine Islands | As Spain enters the war as a French ally, it suffers defeats from British naval forces. |
| Treaty of Paris | 1763 | Paris, France | France gives up claims to all of its North American possessions. All land west of the Mississippi and New Orleans goes to Spain. All land east of the Mississippi River and Canda goes to England. |

Major Results of the French & Indian War

1. British territorial claims greatly expanded in America.

2. British debt grew in an attempt to finance an ever-expanding war.

3. Resentment towards American colonists grew in Parliament among those who saw Americans as unwilling to financially support a war on their behalf.

4. American colonists unified for the first time against a common enemy.

5. Colonial militias saw themselves as volunteers or a "people's army" in contrast to the authoritarian and coercive British army.

6. France's influence in development of North American dwindled mightily.

**Key Events in the Revolutionary War**

|  |  |  |  |
| --- | --- | --- | --- |
| **Event** | **Date** | **Location** | **Significance** |
| Lexington-Concord | April 1775 | Massachusetts | First armed conflict. Propaganda victory for U.S. Casualties: U.S.:95. British: 270 |
| Ft. Ticonderoga | May 1775 | Lake Champlain | Ethan Allen captured fort and cannon later used in defense of Boston |
| Breed's Hill (Bunker Hill) | June 1775 | Boston | 1/6 of all British officers killed in war die here. Only battle in long siege of Boston |
| Invasion of Quebec | Winter 1775-76 | Maine/Canada | Gens. Arnold and Montgomery failed in invasion attempt of Canada |
| Dorchester Heights | March 1776 | Boston | British forced to evacuate New England |
| Declaration of Independence | July 1776 | Philadelphia | 2nd Continental Congress issues formal declaration of separation from British |
| Long Island | August 1776 | New York | U.S. forces forced to retreat to Manhattan, then New Jersey |
| Trenton | December 1776 | New Jersey | Hessian army crushed in Washington's raid across the Delaware River. Casualties: U.S. :4, British: 900 |
| Princeton | January 1777 | New Jersey | U.S. recovers New Jersey from British in 10 days. British retreat to New New York, where they remain for the war. |
| Brandywine Creek Germantown | September 1777 October 1777 | Pennsylvania | British seize Philadelphia after these victories |
| Saratoga | October 17, 1777 | Upstate New York | Turning point of war. Convinced French of U.S. strength. Burgoyne surrenders 5800 men. |
| Monmouth | June 1778 | New Jersey | U.S. army almost captured British but cowardice allowed British forces to escape |
| Savannah | December 1778 | Georgia | Beginning of British push in the South |
| Vincennes | February 1779 | Western territories | Clark captures British forts which proved important in negotiations with British after the war |
| Charleston | December 1779 | South Carolina | British gain control of South with victory here |
| King's Mountain | October 1780 | South Carolina | Bloody victory for U.S. |
| Yorktown | October 19, 1781 | Virginia | Cornwallis surrenders to Washington as French and American forces trap British on peninsula. |  |

**Articles of Confederation vs. the Constitution**

The following chart compares some of the provisions of the Articles of Confederation with those in the Constitution. It is important to note that most commentators see the Articles period (1781-1789) as a weak one in terms of governmental power. Whether that is a positive or negative for the United States depends on one's point of view regarding the size and influence of a national government. Some would view the Articles period as the pinnacle of American freedom, while those favoring a strong central government would see it as a failure.

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| --- | --- | --- |
| **Issue** | **Articles of Confederation** | **Constitution** |
| Levying taxes | Congress could request states to pay taxes | Congress has right to levy taxes on individuals |
| Federal courts | No system of federal courts | Court system created to deal with issues between citizens, states |
| Regulation of trade | No provision to regulate interstate trade | Congress has right to regulate trade between states |
| Executive | No executive with power. President of U.S. merely presided over Congress | Executive branch headed by President who chooses Cabinet and has checks on power of judiciary and legislature |
| Amending document | 13/13 needed to amend Articles | 2/3 of both houses of Congress plus 3/4 of state legislatures or national convention |
| Representation of states | Each state received 1 vote regardless of size | Upper house (Senate) with 2 votes; lower house (House of Representatives) based on population |
| Raising an army | Congress could not draft troops, dependent on states to contribute forces | Congress can raise an army to deal with military situations |
| Interstate commerce | No control of trade between states | Interstate commerce controlled by Congress |
| Disputes between states | Complicated system of arbitration | Federal court system to handle disputes |
| Sovereignty | Sovereignty resides in states | Constitution the supreme law of the land |
| Passing laws | 9/13 needed to approve legislation | 50%+1 of both houses plus signature of President |

**Document 1**

Source: Teapot, made in England between 1766 and 1770, inscribed on one side with “No StampAct” and on the other with “America, Liberty Restored.”



**Document 2**

Source: TheVirginia House of Burgesses, TheVirginia Resolves, 1769.

It is the Opinion of this Committee, that the sole Right of imposing Taxes on the Inhabitants of this his Majesty’s Colony and Dominion ofVirginia, is now, and ever hath been, legally and constitutionally vested in the House of Burgesses, lawfully convened according to the ancient and established Practice, with the Consent of the Council, and of his Majesty, the King of Great-Britain, or his Governor, for the Time being.

It is the Opinion of this Committee, that it is the undoubted Privilege of the Inhabitants of this Colony, to petition their Sovereign for Redress of Grievances; and that it is lawful and expedient to procure the Concurrence of his Majesty’s other Colonies, in dutifulAddresses, praying the royal Interposition in Favour of theViolated Rights ofAmerica. . . .

It is the Opinion of this Committee, that an humble, dutiful, and loyal Address, be presented to his Majesty, to assure him of our inviolableAttachment to his sacred Person and Government; and to beseech his royal Interposition, as the Father of all his people, however remote from the Seat of his Empire, to quiet the Minds of his loyal Subjects of this Colony, and to avert from them, those Dangers and Miseries which will ensue, from the seizing and carrying beyond Sea, any Person residing inAmerica, suspected of any Crime whatsoever, to be tried in any other Manner, than by the ancient and long established Course of Proceeding.

**Document 3**

Source: Samuel Adams, *The Rights of the Colonists*, 1772.

All men have a right to remain in a state of nature as long as they please; and in case of intolerable oppression, civil or religious, to leave the society they belong to, and enter into another. When men enter into society, it is by voluntary consent; and they have a right to demand and insist upon the performance of such conditions and previous limitations as form an equitable original compact. . . .

The natural liberty of man is to be free from any superior power on earth, and not to be under the will or legislative authority of man, but only to have the law of nature for his rule.

**Document 4**

Source: Quaker leaders, address to the Pennsylvania colonial assembly, January 1775.

Having considered, with real sorrow, the unhappy contest between the legislature of Great Britain and the people of these colonies, and the animosities consequent therein, we have by repeated public advices and private admonitions, used our endeavors to dissuade the members of our religious society from joining with the public resolutions promoted and entered into by some of the people, which as we apprehended, and so we now find, have increased contention, and produced great discord and confusion. . . .

We are therefore incited by a sincere concern for the peace and welfare of our country, publicly to declare against every usurpation of power and authority in opposition to the laws and government, and against all combinations, insurrections, conspiracies, and illegal assemblies; and as we are restrained from them by the conscientious discharge of our duty to Almighty God, “by whom kings reign and princes decree justice,” we hope . . . to maintain . . . the fidelity we owe to the King and his government, as by law established; earnestly desiring the restoration of that harmony and concord which have heretofore united the people of these provinces.

**Document 5**

Source: Janet Schaw, *Journal of a Lady of Quality*, June 1775. Schaw was a Scot visiting her brother, a merchant, in Wilmington, North Carolina.

At present the martial law stands thus: An officer or committeeman enters a plantation with his posse. The alternative is proposed. Agree to join us [the Patriots] and your persons and properties are safe . . . if you refuse, we are directly to cut up your corn, shoot your pigs, burn your houses, seize your Negroes and perhaps tar and feather yourself. Not to choose the first requires more courage than they are possessed of, and I believe this method has seldom failed with the lower sort.

**Document 6**

Source: Charles Inglis, Anglican church minister in New York City, *The Costs of Revolution*, 1776.

Where the money is to come from which will defray this enormous annual expense of three millions sterling [for the American Revolution], and all those other debts, I know not. . . . Certain I am that our commerce and agriculture, the two principal sources of our wealth, will not support such an expense. The whole of our exports from the Thirteen United Colonies, in the year 1769, amounted only to £2,887,898 sterling; which is not so much, by near half a million, as our annual expense would be were we independent of Great Britain. Those exports, with no inconsiderable part of the profits arising from them, it is well known, centered finally in Britain to pay the merchants and manufacturers there for goods we had imported thence—and yet left us still in debt! What then must our situation be, or what the state of our trade, when oppressed with such a burden of annual expense! When every article of commerce, every necessary of life, together with our lands, must be heavily taxed to defray that expense!

**Document 7**

Source: Thomas Paine, *The American Crisis*, December 23, 1776.

These are the times that try men’s souls. The summer soldier and the sunshine patriot will, in this crisis, shrink from the service of their country; but he that stands it now, deserves the love and thanks of man and woman. Tyranny, like hell, is not easily conquered; yet we have this consolation with us, that the harder the conflict, the more glorious the triumph. What we obtain too cheap, we esteem too lightly: it is dearness only that gives every thing its value. Heaven knows how to put a proper price upon its goods; and it would be strange indeed if so celestial an article as freedom should not be highly rated. Britain, with an army to enforce her tyranny, has declared that she has a right (not only to tax) but “to bind us in all cases whatsoever.”

**Document 8**

Source: Message to Congress from the Chickasaw Chiefs, July 1783.

When our great father the King of England called away his warriors, he told us to take your People by the hand as friends and brothers. . . . It makes our hearts rejoice to find that our great father, and his children the Americans have at length made peace, which we wish may continue as long as the Sun and Moon. And to find that our Brothers the Americans are inclined to take us by the hand, and smoke with us at the great fire, which we hope will never be extinguished.

**Document 9**

Source: Statutes at Large of Virginia, 1786.

Be it enacted by the general Assembly, that no man shall be compelled to frequent or support any religious worship, place, or ministry whatsoever . . . but that all men shall be free to profess, and by argument to maintain, their opinion in matters of religion.

**Document 10**

Source: United Indian Nations, Speech at the Confederate Council, 1786.

Brethren of the United States of America: It is now more than three years since peace was made between the King of Great Britain and you, but we, the Indians, were disappointed, finding ourselves not included in that peace . . . for we thought that its conclusion would have promoted a friendship between the United States and the Indians. . . . You kindled your council fires where you thought proper, without consulting us, at which you held separate treaties and have entirely neglected our plan of having a general conference with the different nations of the confederacy.

**Document 12**

Source: Letter from Abigail Adams to Thomas Jefferson, 1787.

With regard to the tumults in my native state, which you inquire about, I wish I could say that report had exaggerated them. It is too true Sir, that they have been carried to so alarming a height as to stop the courts of justice in several counties. Ignorant, restless desperados, without conscience or principles, have led a deluded multitude to follow their standard, under pretense of grievances which have no existence but in their imaginations. Some of them were crying out for a paper currency, some for an equal distribution of property.

**Document 13**

Source: *An Ordinance for the Government of the Territory of the United States Northwest of the River Ohio*, 1787.

Article 6th. There shall be neither slavery nor involuntary servitude in the said territory, otherwise than in the punishment of crimes whereof the party shall have been duly convicted: Provided, always, That any person escaping into the same, from whom labor or service is lawfully claimed in any one of the original States, such fugitive may be lawfully reclaimed and conveyed to the person claiming his or her labor or service as aforesaid.

**Document 14**

Source: James Madison in *The Federalist*, number 51, 1788.

Ambition must be made to counteract ambition. . . . It may be a reflection on human nature that such devices should be necessary to control the abuses of government. But what is government itself, but the greatest of all reflections on human nature? If men were angels, no government would be necessary. . . . In framing a government which is to be administered by men over men, the great difficulty lies in this: you must first enable the government to control the governed; and in the next place oblige it to control itself.

**Document 15**

Source: Molly Wallace, valedictory address, Young Ladies' Academy of Philadelphia, 1792.

What then must my situation be, when my sex, my youth and inexperience all conspire to make me tremble at the task which I have undertaken? But the friendly encouragement, which I behold in almost every countenance, enables me to overcome difficulties, that would otherwise be insurmountable. With some, however, it has been made a question, whether we ought ever to appear in so public a manner. Our natural timidity, the domestic situation to which, by nature and custom we seem destined, are urged as arguments against what I now have undertaken: Many sarcastical observations have been handed out against female oratory: But to what do they amount? Do they not plainly inform us, that, because we are females, we ought therefore to be deprived of what is perhaps the most effectual means of acquiring a just, natural and graceful delivery? No one will pretend to deny, that we should be taught to read in the best manner. And if to read, why not to speak?

**Farmer Refuted Lyrics from the Broadway Musical “Hamilton!”**

[SEABURY]

Hear ye, hear ye! My name is Samuel Seabury

And I present “Free Thoughts on the

Proceedings of the Continental Congress!”

Heed not the rabble who scream revolution

They have not your interests at heart

[MULLIGAN]

Oh my God. Tear this dude apart

[SEABURY]

Chaos and bloodshed are not a solution

Don’t let them lead you astray

This Congress does not speak for me

[BURR]

Let him be

[SEABURY]

They’re playing a dangerous game

I pray the king shows you his mercy

For shame, for shame…

|  |  |
| --- | --- |
| [HAMILTON]  Yo!  He’d have you all unravel at the  Sound of screams but the  Revolution is comin’  The have-nots are gonna  Win this  It’s hard to listen to you with a straight face  Chaos and bloodshed already  haunt us, honestly you shouldn’t  even talk. And what about Boston? Look at the cost, n’ all that we’ve lost n’ you talk  About Congress?!  My dog speaks more eloquently than thee!  But strangely, your mange is the same  Is he in Jersey?  For the revolution! | [SEABURY]  Heed not the rabble  Who scream  Revolution, they  Have not your  Interests  At heart    Chaos and bloodshed are  Not a  Solution. Don’t  Let them lead you  Astray  This Congress does not  Speak for me  They’re playing a dangerous game  I pray the king shows you his mercy  For shame  For shame! |

[COMPANY]

For the revolution!

[SEABURY]

Heed—

[HAMILTON]

If you repeat yourself again I’m gonna—

[SEABURY/HAMILTON]

Scream—

[HAMILTON]

Honestly, look at me, please don’t read!

[SEABURY]

Not your interests—

[HAMILTON]

Don’t modulate the key then not debate with me!

Why should a tiny island across the sea regulate the price of tea?

[BURR]

Alexander, please!

[HAMILTON]

Burr, I’d rather be divisive than indecisive, drop the niceties

**Unit 2: American Revolution to the Ratification of the Constitution**

**DBQs**

1. (2017) #1: Evaluate the extent of change in ideas about American independence from 1763 to 1783.
2. (2005) #1: Evaluate the extent to which the American Revolution changed the political, economic, and social aspects of American society from 1775 to 1800.
3. (2004) #1: Evaluate the extent to which the Seven Years War altered relations between Britain and its American colonies.
4. (1999) #1: Evaluate the extent to which a sense of identity and unity contributed to maintaining continuity as well as fostered change within the American colonies from the years 1607 to 1776.

**Long Essays**

1. (2015) #2: Evaluate the extent to which the Seven Years’ War (French and Indian War, 1754–1763) marked a turning point in American relations with Great Britain, analyzing what changed and what stayed the same from the period before the war to the period after it.
2. (2014) #2: Explain how intellectual and religious movements impacted the development of colonial North America from 1607 to 1776.
3. (2013) #2: Explain how trans-Atlantic trade and Great Britain’s mercantilist policies impacted the economic development of the British North America in the period from 1650 to 1750.
4. (2009) #2 (b): Explain the extent to which British imperial policies after the Seven Years War (1763) through 1776 intensified colonials’ resistance to British rule.
5. (2009B) #2: Evaluate the extent to which revolutionary ideals and experiences shaped the creation of a new government both during and after the American Revolution.
6. (2008B) #2: Compare and contrast the reasons for support and opposition to the ratification of the Constitution.
7. (2007) #2: Evaluate the causes and effects of violent protests by American backcountry settlers during the eighteenth century.
8. (2007B) #2: Evaluate the extent to which the French and Indian War fostered change or maintained continuity in the relationship between the North American colonies and Great Britain in the period between 1763 and 1775.
9. (2006B) #2: Evaluate the extent to which the ratification of the US Constitution was a turning point for the traditional American political elite.
10. (2005B) #3: Compare and contrast the Articles of Confederation and the U.S. Constitution.

**Unit 2: American Revolution to the Ratification of the Constitution**

**Short Answer Questions**

1. The mercantilist principles of the British Empire shaped the development of the American colonies. (FastTrackCH3)
   1. Briefly describe the principle of mercantilism.
   2. Provide ONE piece of evidence that demonstrates how the British exercised mercantilism in their governance of the American colonies.
   3. Provide ONE example of a conflict that developed as a result of the British pursuit of mercantilism.

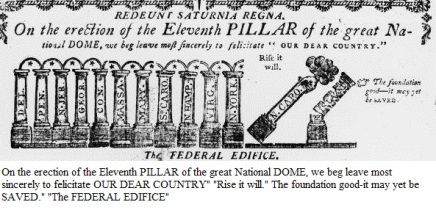
"Political power is that power which every man... has given up into the hands of... the governors... with this express or tacit trust that it shall be employed for their good and the preservation of their property. ...and so [it] cannot be an absolute, arbitrary power over their lives and fortunes.... And this power has its original only from compact, and agreement, and the mutual consent of those who make up the community."

John Locke, "Second Treatise on Civil Government," Section 121 (1690)

"Whenever the legislators endeavor to take away and destroy the property of the people, or to reduce them to slavery under arbitrary power, they put themselves into a state of war with the people... by this breach of trust they forfeit the power the people had put into their hands... and it devolves to the people, who have a right to resume their original liberty, and, by the establishment of a new legislative, (such as they shall think fit) provide for their own safety and security."

John Locke, "Second Treatise on Civil Government," Section 222 (1690)

1. Based on the two passages from John Locke’s “Second Treatise on Civil Government,” answer a, b, and c. (FastTrackCH2)
2. Briefly explain the main point made by excerpt 1.
3. Briefly explain the main point made by excerpt 2.
4. Provide ONE piece of evidence from the period between 1763 and 1775 in support of the argument of some colonists that the British had violated the rights of the colonists as here explained by John Locke.
5. Use your knowledge of United States history to answer parts A, B, and C. (SurvivalGuide-SAQ)
   1. Briefly explain ONE social development in the 13 colonies between 1754 and 1775.
   2. Briefly explain ONE economic development in the 13 colonies between 1754 and 1775.
   3. Briefly explain the impact of the development explained in Part A or Part B on the United States between 1776 and 1800.
6. During the mid-18th century, new pressures began to unite the British colonies, sparking an independence movement and ultimately a war against England. (SurvivalGuide-SAQ)
   1. Briefly explain ONE political or economic pressure faced by the colonies during this time.
   2. Briefly explain ONE action taken by the colonists to address the pressure explained in Part A.
   3. Briefly explain ONE response by the British government to the action explained in Part B.
7. Answer (a), (b), and(c). (APUSH2016)
   1. Identify ONE factor that increased tensions between Great Britain and its North American colonies in the period 1763-1776, and briefly explain how this factor helped lead to the American Revolution.
   2. Identify a SECOND distinct factor that increased tensions between Great Britain and its North American colonies in the same period, and briefly explain how this factor helped lead to the American Revolution.
   3. Identify a THIRD distinct factor that increased tensions between Great Britain and its North American colonies in the same period, and briefly explain how this factor helped lead to the American Revolution.
8. Answer (a), (b), and (c). (APUSH2017)
   1. Briefly explain how ONE specific historical development represents an accomplishment of the national government under the Articles of Confederation.
   2. Briefly explain ONE specific argument critics used in the 1780s to support revising the Articles of Confederation.
   3. Briefly explain ONE specific way in which the United States Constitution addresses a criticism of the Articles of Confederation.
9. Answer a, b, and c. (ASMCO6)
   1. Briefly explain how ONE of the following best supports the statement that the “the United States Constitution is a bundle of compromises.” Provide at least ONE piece of evidence to support your explanation.
      * The office of the presidency
      * The system of representation
      * The institution of slavery
   2. Briefly explain a criticism of ONE of the compromises cited above.
   3. Identify and briefly explain the role played by an individual at the Constitutional Convention in bringing about ONE of the compromises mentioned above or a compromise not mentioned.



1. Using the cartoon, answer a, b, and c. (FastTrackCH5)
2. Explain the purpose or viewpoint of this cartoon as published in 1788.
3. Explain how ONE element of the cartoon expresses the purpose you identified in Part A.
4. Describe ONE argument that could be made against the viewpoint of the cartoonist, making sure to identify what type of person might have opposed this cartoon and why.

***Question is based on the following two passages.***

"Massachusetts did not have a social order before the American Revolution that would breed sharp internal class conflicts. The evidence does not justify an interpretation of the Revolution in Massachusetts as an internal class conflict designed to achieve additional political, economic, and social democracy. Although democracy was important as a factor in the conflict, it was a democracy which had already arrived in the colony long before 1776. . . . [B]efore 1776, [democracy was] a reality which interfered with British policies. If the British had been successful, there would undoubtedly have been much less democracy in Massachusetts—hence [my] interpretation that the Revolution was designed to preserve a social order rather than to change it."

Robert E. Brown, *Middle-Class Democracy and the Revolution in Massachusetts, 1691-1780*, 1955

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"Those who . . . have asserted that the Revolution aimed only at separation from Great Britain are quite right, but only insofar as they have described the attitudes of the elite: what the common people and articulate radicals made of the Declaration of Independence may have been quite a different matter. . . ." "[P]oor people in early America expressed discontent in some way against the rich. During the period of the American Revolution there was just such an expression from below: the powerless refused to stay in the places to which a theory of deference and subordination assigned them. Among the most blatant cases are those of Negroes who petitioned for that freedom to which . . . they claimed they had a natural right."

Jesse Lemisch, "The American Revolution Seen from the Bottom Up," 1968

1. Based on the two interpretations above of the origins of the American Revolution, complete the following three tasks: (APUSHSample)
   1. Briefly explain the main point made by Passage 1.
   2. Briefly explain the main point made by Passage 2.
   3. Provide ONE piece of evidence from the era of the American Revolution that is not included in the passages, and explain how it supports the interpretation in either passage.
2. United States historians have proposed various events to mark the beginning of an American identity. (APUSHSample)
   1. Choose ONE of the events listed below, and explain why your choice best represents the beginning of an American identity. Provide at least ONE piece of evidence to support your explanation.
      * End of the Seven Years' War (French and Indian War) in 1763
      * Signing of the Declaration of Independence in 1776
      * Ratification of the United States Constitution in 1788
   2. Contrast your choice against ONE of the other options, demonstrating why that option is not as good as your choice.