To be productive members of society, students must be critical consumers of information they read, hear, and observe and communicate effectively about their ideas. They need to gain knowledge from a wide array of sources and examine and evaluate that information to develop and express an informed opinion, using information gained from the sources and their background knowledge. Students must also make connections between what they learn about the past and the present to understand how and why events happen and people act in certain ways.

To accomplish this, students must:

1. Use sources regularly to learn content.
2. Make connections among people, events, and ideas across time and place.
3. Express informed opinions using evidence from sources and outside knowledge.

Teachers must create instructional opportunities that delve deeply into content and guide students in developing and supporting claims about social studies concepts.

In grade 7, students explore the formation of the American identity as they learn early United States history from the eve of the Revolution to the end of Reconstruction. The key themes in grade 7 highlight the connections among the GLEs that students should make as they develop and express informed opinions about the grade 7 claims.

<table>
<thead>
<tr>
<th>Grade 7 Content</th>
<th>Grade 7 Claims</th>
<th>Aug</th>
<th>Sep</th>
<th>Oct</th>
<th>Nov</th>
<th>Dec</th>
<th>Jan</th>
<th>Feb</th>
<th>Mar</th>
<th>Apr</th>
<th>May</th>
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<tbody>
<tr>
<td>Road to Independence</td>
<td>When is challenging government justifiable?</td>
<td>X</td>
<td>X</td>
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<tr>
<td>Governing a New Nation</td>
<td>How does a nation establish its identity?</td>
<td></td>
<td></td>
<td>X</td>
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<tr>
<td>The New Republic</td>
<td>How do advancements affect a nation’s identity?</td>
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<td>X</td>
<td>X</td>
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<tr>
<td>Expansion &amp; Conflict</td>
<td>How does growth shape a nation’s identity?</td>
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<td></td>
<td>X</td>
<td>X</td>
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<tr>
<td>The Civil War</td>
<td>How does conflict define a nation?</td>
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<td>X</td>
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<tr>
<td>Reconstruction</td>
<td>What is the legacy of conflict resolution on a nation’s identity?</td>
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In grade 7, students explore the formation of the American identity as they learn early United States history from the eve of the Revolution to the end of Reconstruction. The key themes in grade 7 highlight the connections among the GLEs that students should make as they develop and express informed opinions about the grade 7 claims.
Grade 7 Social Studies: How to Navigate This Document

The grade 7 scope and sequence document is divided into six units. Each unit has an overview, instruction which includes topics and tasks, and a unit assessment. Click on a link below to access the content.

Unit One: Road to Independence
- Unit One Overview
- Unit One Instruction
  - Topic One: Rising Tension with Britain
  - Topic Two: A Crisis in the Colonies
  - Topic Three: The Revolutionary War
- Unit One Assessment

Unit Two: Creating a New Government
- Unit Two Overview
- Unit Two Instruction
  - Topic One: Articles of Confederation
  - Topic Two: Creating the Constitution
  - Topic Three: The Federal System
- Unit Two Assessment

Unit Three: The New Republic
- Unit Three Overview
- Unit Three Instruction
  - Topic One: Governing the New Nation
  - Topic Two: The Jefferson Era
  - Topic Three: Jacksonian Democracy
- Unit Three Assessment

Unit Four: Expansion & Conflict
- Unit Four Overview
- Unit Four Instruction
  - Topic One: Westward Expansion
  - Topic Two: Growth and Reform
  - Topic Three: Slavery
- Unit Four Assessment

Unit Five: The Civil War
- Unit Five Overview
- Unit Five Instruction
  - Topic One: Sectionalism
  - Topic Two: Lincoln and Secession
  - Topic Three: Events of the Civil War

Return to Grade 7 Social Studies: How to Navigate This Document
Unit Six: Reconstruction

- **Unit Six Overview**
- **Unit Six Instruction**
  - Topic One: Reconstruction
  - Topic Two: Life for African Americans during Reconstruction
  - Topic Three: The Last Years of Reconstruction
- **Unit Six Assessment**
Unit One Overview

Description: As the United States developed into a new nation, so too did the American identity. Students examine primary and secondary source documents to establish an understanding of the foundation of the American identity through the fight for independence against the British.

Suggested Timeline: 7 weeks

<table>
<thead>
<tr>
<th>Grade 7 Content</th>
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<tbody>
<tr>
<td>Road to Independence</td>
<td>When is challenging a government justifiable?</td>
</tr>
</tbody>
</table>

Topics (GLEs):
1. Rising Tension with Britain (7.1.1, 7.1.3, 7.1.5, 7.2.1-2, 7.5.1-3, 7.6.4, 7.9.1-2)
2. A Crisis in the Colonies (7.1.1-5; 7.2.1-3; 7.5.3; 7.9.2)
3. The Revolutionary War (7.1.3, 7.1.5; 7.2.2; 7.5.3)

Unit Assessment: Students demonstrate mastery of the content by engaging in a Socratic seminar in response to the following question: How did challenging the British government lay the foundation and shape the American identity in its earliest years? Have students use historical evidence and their knowledge of social studies to develop and support their position. As students prepare for the seminar, have them consider:
● British governing of the colonies
● Taxation without representation
● Attempts at peaceful negotiations
Unit One Instruction

**Topic One:** Rising Tension with Britain (7.1.1, 7.1.3, 7.1.5, 7.2.1-2, 7.5.1-3, 7.6.4, 7.9.1-2)

**Connections to the unit claim:** Students examine a variety of source documents in order to identify the social, economic, and political impact of British colonial policies in the American colonies and describe how these tensions led to colonists challenging their government.

**Suggested Timeline:** 10 class periods

**Use this sample task:**
- The End of the French and Indian War
- British Colonial Policies in America
- The Stamp Act Crisis

**To explore these key questions:**
- How did the relationship between the thirteen American Colonies and Great Britain change after the French and Indian War?
- What political, economic, and social factors led to the colonists’ decision to rebel against the British?
- What was the economic, social, and political impact of the American Revolution?

**That students answer through this assessment:**
- Students create a before and after map of the French and Indian War.
- Students complete a Causes and Effects of the French and Indian War graphic organizer. Check these for a grade.
- Students examine a variety of source documents and identify the social, economic, and political impact of British colonial policies in the American colonies and complete a British Colonial Policies graphic organizer. Collect these for a grade.
- Students explore the opinions of select founding fathers and colonial groups on British colonial policies.
- Students examine critical events leading to the American Revolution and complete an Events Leading to Independence graphic organizer. Collect these for a grade.
- Students analyze the social, political, and economic impact of the Stamp Act Crisis in the American colonies and complete The Stamp Act Crisis, Sons of Liberty, and Colonial Opinions Against the Stamp Act graphic organizers. Collect these for a grade.
- Students write an essay explaining how the French and Indian War impacted colonial economic policy and identity. Grade the written response using the LEAP assessment social studies extended response rubric. Note: Customize the Content portion of the rubric for this assessment. Use the Claims portion of the rubric as written. (ELA/Literacy Standards: WHST.6-8.2a-f, WHST.6-8.4, WHST.6-8.5, WHST.6-8.6, WHST.6-8.10)
Grade 7 Instructional Task: The End of the French and Indian War
Unit One: Road to Independence, Topic One: Rising Tension with Great Britain

Description: Students identify and examine how the relationship between the Thirteen American Colonies and Great Britain changed after the French and Indian War by investigating different British colonial policies after the French and Indian War and describing how the colonists reacted.

Suggested Timeline: 2 class periods

Materials: Map of North America (blank and completed); Map of North America before the French and Indian War; French and Indian War/Seven Years War, 1754-63; The Treaty of Paris 1763 and Its Impact; Causes and Effects of the French and Indian War split-page notes (blank and completed); Map of North America after the French and Indian War

Instructional Process:

1. Say, “We are beginning a year-long journey to form an understanding of the foundation of the American identity. The beginning of our journey takes us through the fight for independence against the British. Today we are going to set the geographic context for this conflict and examine the causes and effects of the French and Indian War and the impact of Treaty of Paris 1763 using various source documents.”

2. Distribute copies of a blank map of North America. (Teachers may want to print two copies of the map for students or print two maps side by side on one handout so that students may create a before and after map for the French and Indian War.)

3. Pair students and pose the following discussion questions; ask pairs to record their responses:
   a. What three European nations maintained colonies in North America in the early 1700s?
   b. What major geographic features might have served as boundaries between European powers in North America?

4. Allow students to share and discuss their responses as a class. As students identify correct European nations (England, France, Spain), have them create a map key or legend including those nations. As students identify major geographic features (Appalachian Mountains, Ohio and Mississippi Rivers), show students where those features are located on a displayed map.

5. Present the following questions; as students provide correct answers, identify the appropriate land areas on the displayed map:
   a. What European power controlled land in what is now Canada? (France)
   b. What European power controlled the colony of Louisiana? (France)
   c. What European power controlled land in what is now Florida? (Spain)
   d. What European power controlled land along the east coast of what is now America? (England)
   e. What European power controlled land in what is now Texas and the American southwest? (Spain)

6. Display a map of North America before the French and Indian War. Ask: “What European powers controlled land in central America? (Spain and England) How was land distributed in the Caribbean? (Spain, France, and England) What other European power controls land in North America and where is that land area located? (Russia) What land was disputed?”
7. Allow time for students to color-code their maps using the map of North America before the French and Indian War for reference.

8. Divide the class into small groups using an established classroom routine.

9. Provide students with a copy of:
   a. French and Indian War/Seven Years War, 1754-63
   b. The Treaty of Paris 1763 and Its Impact
   c. Causes and Effects of the French and Indian War split-page notes

10. Ask students to complete a pre-reading activity on French and Indian War/Seven Years War, 1754-63 in which they identify unfamiliar words in the text. For example, allow students 8-10 minutes to skim through the text. While skimming ask students to underline/highlight any words or phrases that they do not know. Using context clues within the document ask students to determine the meaning of some unfamiliar words in the text such as:
   a. subsequent
   b. discontent
   c. outmaneuvered
   d. skirmish
   e. stalemate
   f. reinvigorated

11. Conduct a discussion to build contextual understanding of the words in the text.

12. Next, instruct students to re-read and annotate the text with their groups and identify the following:
   a. the major empires involved in the conflict
   b. the goal of each country involved in the conflict
   c. the causes and effects of the conflict
   d. why it is important

13. Provide students with a reasonable amount of time to work in their small groups and record details on their Causes and Effects of the French and Indian War split-page notes (15-20 minutes).

14. Instruct students to independently read The Treaty of Paris 1763 and Its Impact and record the following information:
   a. The terms of the treaty
b. The importance of the Treaty of Paris 1763
   c. The geographic, economic, and social impact of the treaty
   d. How the Treaty of Paris 1763 changed the relationship between the British and the colonies.

18. Ask students to complete a pre-reading activity on The Treaty of Paris 1763 and Its Impact. Encourage students to identify unfamiliar words in the text. For example, allow students 8-10 minutes to skim through the text. While skimming, ask students to underline/highlight any words or phrases that they do not know. Using context clues within the document ask students to determine the meaning of some unfamiliar words in the text such as:
   a. reimburse
   b. pious
   c. intercolonial
   d. nationalism
   e. flourishing

19. Conduct a discussion to build contextual understanding of the words in the text. Encourage students to provide definitions to the words listed above.

20. Instruct students to re-read and annotate the text with their groups. Provide students time to work in their small groups and record details on their Causes and Effects of the French and Indian War split-page notes (15-20 minutes).

21. Ask students to underline, highlight or write down some of the main ideas from the text using the Causes and Effects of the French and Indian War split-page notes. While taking notes, students should include:
   a. the terms of the treaty (France was forced to give up all its land claims in North America, Spain acquired Louisiana and New Orleans, and England received all the land east of the Mississippi River and Canada)
   b. the geographic, economic, and social impact of the treaty (the Treaty of Paris 1763 propelled England to dominance in North America, the French and Indian War created a tremendous amount of debt for England, and a sense of Nationalism began to sweep through the colonies.)

22. Have students discuss their answers with their group so they can build understanding of how the relationship between the colonies and Great Britain changed after the French and Indian War. Additionally, have small groups join together to build depth and further understanding of the French and Indian War.

23. Conduct a brief discussion to check for student understanding of the main ideas from the article on the French and Indian War. Possible questions:
   a. What were France and England fighting over?
   b. What was the economic impact of the war for Great Britain?
   c. How did the war affect the relationship between the colonies and Great Britain?
   d. How did the war affect geographic boundaries within North America?

24. Instruct students to complete their map on North America, now reflecting boundaries after the French and Indian War in 1763. Ask the following questions:
   a. What European power controlled land in what is now Canada? (England)
   b. What European power controlled the colony of Louisiana? (Spain)
   c. What European power controlled land in what is now Florida? (England)
   d. What European power controlled land along the east coast of what is now America? (same)
   e. What European power controlled land in what is now Texas and the American southwest? (same)
   f. What European power controlled land in central America? (same)
g. What European powers controlled land in central America? (same)

h. How was land distributed in the Caribbean? (same)

i. What other European power controls land in North America and where is that land area located? (same)

j. What happened to the disputed land area? (England)

25. Allow students to use their “before” map for reference. After providing a reasonable amount of time for students to complete their maps, display a map of North America after the French and Indian War so that students may check their work.
Milestones: 1750–1775 - French and Indian War/Seven Years’ War, 1754–63

The French and Indian War was the North American conflict in a larger imperial war between Great Britain and France known as the Seven Years’ War. The French and Indian War began in 1754 and ended with the Treaty of Paris in 1763. The war provided Great Britain enormous territorial gains in North America, but disputes over subsequent frontier policy and paying the war’s expenses led to colonial discontent, and ultimately to the American Revolution.

The French and Indian War resulted from ongoing frontier tensions in North America as both French and British imperial officials and colonists sought to extend each country’s sphere of influence in frontier regions. In North America, the war pitted France, French colonists, and their Native allies against Great Britain, the Anglo-American colonists, and the Iroquois Confederacy, which controlled most of upstate New York and parts of northern Pennsylvania. In 1753, prior to the outbreak of hostilities, Great Britain controlled the 13 colonies up to the Appalachian Mountains, but beyond lay New France, a very large, sparsely settled colony that stretched from Louisiana through the Mississippi Valley and Great Lakes to Canada. (See Incidents Leading up to the French and Indian War and Albany Plan)

The border between French and British possessions was not well defined, and one disputed territory was the upper Ohio River valley. The French had constructed a number of forts in this region in an attempt to strengthen their claim on the territory. British colonial forces, led by Lieutenant Colonel George Washington, attempted to expel the French in 1754, but were outnumbered and defeated by the French. When news of Washington’s failure reached British Prime Minister Thomas Pelham-Holles, Duke of Newcastle, he called for a quick undeclared retaliatory strike. However, his adversaries in the Cabinet outmaneuvered him by making the plans public, thus alerting the French Government and escalating a distant frontier skirmish into a full-scale war.

The war did not begin well for the British. The British Government sent General Edward Braddock to the colonies as commander in chief of British North American forces, but he alienated potential Indian allies and colonial leaders failed to cooperate with him. On July 13, 1755, Braddock died after being mortally wounded in an ambush on a failed expedition to capture Fort Duquesne in present-day Pittsburgh. The war in North America settled into a stalemate for the next several years, while in Europe the French scored an important naval victory and captured...
British possession of Minorca in the Mediterranean in 1756. However, after 1757 the war began to turn in favor of Great Britain. British forces defeated French forces in India, and in 1759 British armies invaded and conquered Canada.

Facing defeat in North America and a tenuous position in Europe, the French Government attempted to engage the British in peace negotiations, but British Minister William Pitt (the elder), Secretary for Southern Affairs, sought not only the French cession of Canada but also commercial concessions that the French Government found unacceptable. After these negotiations failed, Spanish King Charles III offered to come to the aid of his cousin, French King Louis XV, and their representatives signed an alliance known as the Family Compact on August 15, 1761. The terms of the agreement stated that Spain would declare war on Great Britain if the war did not end before May 1, 1762. Originally intended to pressure the British into a peace agreement, the Family Compact ultimately reinvigorated the French will to continue the war, and caused the British Government to declare war on Spain on January 4, 1762, after bitter infighting among King George III’s ministers.

Despite facing such a formidable alliance, British naval strength and Spanish ineffectiveness led to British success. British forces seized French Caribbean islands, Spanish Cuba, and the Philippines. Fighting in Europe ended after a failed Spanish invasion of British ally Portugal. By 1763, French and Spanish diplomats began to seek peace. In the resulting Treaty of Paris (1763), Great Britain secured significant territorial gains in North America, including all French territory east of the Mississippi river, as well as Spanish Florida, although the treaty returned Cuba to Spain.

Unfortunately for the British, the fruits of victory brought seeds of trouble with Great Britain’s American colonies. The war had been enormously expensive, and the British government’s attempts to impose taxes on colonists to help cover these expenses resulted in increasing colonial resentment of British attempts to expand imperial authority in the colonies. British attempts to limit western expansion by colonists and inadvertent provocation of a major Indian war further angered the British subjects living in the American colonies. These disputes ultimately spurred colonial rebellion, which eventually developed into a full-scale war for independence.
The Treaty of Paris (1763) and Its Impact

The fighting was over. Now the British and the British Americans could enjoy the fruits of victory. The terms of the Treaty of Paris were harsh to losing France. All French territory on the mainland of North America was lost. The British received Quebec and the Ohio Valley. The port of New Orleans and the Louisiana Territory west of the Mississippi were ceded to Spain for their efforts as a British ally.

It should have been a time to revel in the spoils of war. Instead, the very victory that temporarily brought American colonists close to their British cousins would help tear them apart.

There is nothing like fear to make a group of people feel close to a protector. The American colonists had long felt the threat of France peering over their shoulders. They needed the might of the great British military to keep them safe from France. With France gone, this was no longer true. They could be free to

The experience of the French and Indian War did not in many ways bring the British and the Americans closer together. British troops looked down their noses at the colonials. Americans were regarded as crude, lacking culture. The pious New Englanders found the British redcoats to be profane. New Englanders did not like taking orders. There was considerable resistance to helping the British at all until Pitt promised to reimburse the colonists. Smugglers continued to trade with the French and Spanish enemies throughout the war. There was considerable tension indeed.

The American colonists did feel closer to each other. Some of the intercolonial rivalry was broken down in the face of a common enemy. The first sign of nationalism was seen when settlers from all thirteen colonies lay down their lives together in battle. Likewise, the joy of victory was an American triumph. All could share in the pride of success. In many ways, the French and Indian War was a coming of age for the English colonies. They had over a century of established history. They had a flourishing economy.

The Americans proved they could work together to defeat a common foe. Before long, they would do so again.

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Causes and Effects of the French and Indian War Split-Page Notes

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<th>Notes</th>
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Comments/Questions

Why is it important?

Return to [Grade 7 Social Studies: How to Navigate This Document](#)
Causes and Effects of the French and Indian War Graphic Organizer (Completed)

<table>
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<tr>
<th>Unknown Words/Phrases</th>
<th>Notes</th>
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</thead>
<tbody>
<tr>
<td>subsequent</td>
<td>French and Indian War was fought between England, France, Spain, and Native Americans in North America</td>
</tr>
<tr>
<td>discontent</td>
<td>French and Indian War was fought for control of North America and specifically the Ohio River Valley/Fur Trade</td>
</tr>
<tr>
<td>outmaneuvered</td>
<td>Also called the Seven Years’ War</td>
</tr>
<tr>
<td>skirmish</td>
<td>French allied with many different Native Americans</td>
</tr>
<tr>
<td>stalemate</td>
<td>English allied with Iroquois Confederacy</td>
</tr>
<tr>
<td>reinvigorated</td>
<td>French and Indian War ultimately led to American Revolution</td>
</tr>
<tr>
<td>pious</td>
<td>British did not do so well in the beginning of the war but things changed after Pitt took charge</td>
</tr>
<tr>
<td>reimburse</td>
<td>Spain came into war because of family ties to France</td>
</tr>
<tr>
<td>intercolonial</td>
<td>(France was forced to give up all its land claims in North America, Spain acquired Louisiana and New Orleans, and England received all the land east of the Mississippi River and Canada)</td>
</tr>
<tr>
<td>nationalism</td>
<td>the Treaty of Paris 1763 propelled England to dominance in North America</td>
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<tr>
<td></td>
<td>a sense of Nationalism began to sweep through the colonies.</td>
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</tbody>
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**Comments/Questions**

Why did some Indians fight with the French and some with the English?

*The French and Indian War was important because it gave England greater control of North America and forced the French to give up massive amounts of land in Canada and the Mississippi River valley. However, the war was extremely expensive and eventually altered the relationship between England and the thirteen colonies because Great Britain expected the colonies to pay for the war effort through new taxes and controversial policies that had not existed before the war.*
Grade 7 Instructional Task: British Colonial Policies in America
Unit One: Road to Independence, Topic One: Rising Tension with Great Britain

Description: Students examine and identify the social, economic, and political impact of British colonial policies in the American colonies and explain how those policies altered the relationship between the thirteen American colonies and Great Britain.

Suggested Timeline: 3 class periods

Materials: The Events Leading to Independence; Events Leading to Independence graphic organizer (blank and completed); The Royal Proclamation of 1763; List of British Acts on Colonial America; British Colonial Policies graphic organizer (blank and completed)

Instructional Process:

1. Say, “In this task we are going to examine and evaluate various British colonial policies following the French and Indian War. While reading about these policies, your job is to identify and describe the social, political, and economic impact of each act and how these actions changed the relationship between the Colonies and Great Britain.”
2. Divide the class into small groups using an established classroom routine.
3. Provide students with a copy of:
   a. The Events Leading to Independence
   b. Events Leading to Independence graphic organizer
4. Instruct students to read The Events Leading to Independence with their group and to record information on their Events Leading to Independence graphic organizer.
5. Project a blank Events Leading to Independence graphic organizer and conduct a class discussion on how the social, political, and economic situation in the colonies changed after the French and Indian War. Possible questions include:
   a. What was the economic situation in Great Britain after the French and Indian War?
   b. Describe the economic situation in the colonies after the French and Indian War.
6. Provide students with a copy of The Royal Proclamation of 1763.
7. Direct students to read The Royal Proclamation of 1763 in their small group. While reading, encourage students to make note of any words they do not understand.
8. Conduct a brief discussion to build contextual understanding of the words in the text. If there are any words that students do not understand, provide sufficient time during the lesson to review with students.
9. Provide students with a copy of the British Colonial Policies graphic organizer. Model for students how to complete the first row (Proclamation of 1763).
10. Conduct a brief discussion on how the Proclamation of 1763 changed the relationship between England and the colonies. Possible questions include:
    a. What was the geographic impact of the Proclamation of 1763?
    b. Why were the colonists against the Proclamation of 1763?
    c. How did the Proclamation of 1763 change the relationship between the colonies and England?
11. Say, “Now we are going to evaluate the causes and effects of some other British colonial policies after the French and Indian War. While reading the following sources, make sure to evaluate and identify how the colonists felt about the laws and how they reacted.

12. Provide students with access to the List of British Acts on Colonial America from Stamp Act History and a copy of the British Colonial Policies graphic organizer.

13. Ask students to complete a pre-reading of the List of British Acts on Colonial America in which they identify unfamiliar words in the text. For example, allow students 10-15 minutes to skim through the text. While skimming ask students to underline/highlight any words or phrases that they do not know. Using context clues within the document ask students to determine the meaning of some unfamiliar words in the text such as:
   a. revenue
   b. curb
   c. smuggling
   d. endemic
   e. restrictions
   f. enforcement
   g. currency
   h. tender
   i. quarter

14. Conduct a brief discussion to build contextual understanding of the words in the text. Ask students to provide their own definitions for the words listed above.

15. Instruct students to re-read and annotate the text with their groups. While reading, encourage students to underline, highlight or write down some of the main ideas from the text using the British Colonial Policies graphic organizer. Students should include:
   a. the causes and effects of each British Act
   b. how the colonists reacted to each act
   c. why is the act important/significant

16. Provide students with a reasonable amount of time to work in their small groups to complete each section of the graphic organizer (7-10 minutes per section). For example, after students complete the first section of the British Colonial Policies graphic organizer, The Sugar Act, conduct a class discussion for understanding. Note: In lieu of completing the graphic organizer section by section, teachers can allow students to complete the entire British Colonial Policies graphic organizer (30-35 minutes) before reviewing with students.

17. Project a blank British Colonial Policies graphic organizer in the classroom so students can engage in a full class discussion on the how these British Acts changed the relationship between England and the colonies. Possible questions include:
   a. What was the purpose of the Sugar Act and how did the colonies feel about it?
   b. Why were the British attempting to stop smuggling in the colonies?
   c. How did the colonists react to the Currency Act?
   d. Why were the colonists especially upset after the Quartering Act? How would it feel if the United States government today made citizens house American soldiers?
The Events Leading to Independence

In 1763, few would have predicted that by 1776 a revolution would be unfolding in British America.

The ingredients of discontent seemed lacking — at least on the surface. The colonies were not in a state of economic crisis; on the contrary, they were relatively prosperous. Unlike the Irish, no groups of American citizens were clamoring for freedom from England based on national identity. KING GEORGE III was not particularly despotic — surely not to the degree his predecessors of the previous century had been.

Furthermore, the colonies were not unified. Benjamin Franklin discovered this quite clearly when he devised the ALBANY PLAN OF UNION in 1754. This plan, under the slogan "Join, or Die," would have brought the colonial rivals together to meet the common threat of the French and Indians. Much to Franklin's chagrin, this plan was soundly defeated.

How, then, in a few short years did everything change? What happened to make the American colonists, most of whom thought of themselves as English subjects, want to break the ties that bound them to their forebears? What forces led the men and women in the 13 different colonies to set aside their differences and unanimously declare their independence?

Much happened between the years of 1763 and 1776. The colonists felt unfairly taxed, watched over like children, and ignored in their attempts to address grievances. Religious issues rose to the surface, political ideals crystallized, and, as always, economics were the essence of many debates.

For their part, the British found the colonists unwilling to pay their fair share for the administration of the Empire. After all, citizens residing in England paid more in taxes than was asked of any American during the entire time of crisis.

This was not the first time American colonists found themselves in dispute with Great Britain. But this time the cooler heads did not prevail. Every action by one side brought an equally strong response.
response from the other. The events during these important years created sharp divisions among the English people, among the colonists themselves, and between the English and the Colonists.

Over time, the geographic distance between England and the colonies became more and more noticeable. It took England time to respond to Colonial provocations and to administer the settled areas of America. Further, some now questioned how it could be that a tiny island nation could contain and rule the American continent.

Before long, the point of no return was reached.
## Events Leading to Independence

<table>
<thead>
<tr>
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<tr>
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<tr>
<td>What was the slogan ‘join or die” and what did it mean?</td>
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<td>From 1763 to 1776, how did the relationship change between the colonies and the Great Britain?</td>
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## Events Leading to Independence (Completed)

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<tr>
<td>What was the economic situation in the colonies after the French and Indian War?</td>
<td>After the French and Indian War, the colonies were somewhat prosperous. They were not experiencing the same amount of debt as England.</td>
</tr>
<tr>
<td>What was the Albany Plan of Union?</td>
<td>The Albany Plan of Union was an attempt proposed by Benjamin Franklin to unite the colonies in opposition to the French and Indians during the war.</td>
</tr>
<tr>
<td>What was the slogan ‘join or die and what did it mean’?</td>
<td>The slogan was meant to inspire all 13 colonies to join together to fight the French. If they did not work together, there was a greater chance they would lose their land to the French.</td>
</tr>
<tr>
<td>From 1763 to 1776, how did the relationship change between the colonies and the Great Britain?</td>
<td>As Britain attempted to raise revenue for protecting the colonies during the war, many colonists resented Britain. “The colonists felt unfairly taxed, watched over like children, and ignored in their attempts to address grievances. Religious issues rose to the surface, political ideals crystallized, and, as always, economics were the essence of many debates.”</td>
</tr>
<tr>
<td>What role did geography play in the relationship between England and the Colonies?</td>
<td>The distance between Great Britain and the colonies made governing them extremely difficult. It would take weeks or even months before Parliament would respond to Colonial requests or pass new laws.</td>
</tr>
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</table>
The Royal Proclamation of 1763

The TREATY OF PARIS, which marked the end of the French and Indian War, granted Britain a great deal of valuable North American land. But the new land also gave rise to a plethora of problems. The ceded territory, known as the Ohio Valley, was marked by the APPALACHIAN MOUNTAINS in the east and the Mississippi River in the west.

Don’t Go West, Young Man

Despite the acquisition of this large swath of land, the British tried to discourage American colonists from settling in it. The British already had difficulty administering the settled areas east of the Appalachians. Americans moving west would stretch British administrative resources thin.

Further, just because the French government had yielded this territory to Britain did not mean the Ohio Valley’s French inhabitants would readily give up their claims to land or trade routes. Scattered pockets of French settlers made the British fearful of another prolonged conflict. The war had dragged on long enough, and the British public was weary of footing the bill.

Moreover, the Native Americans, who had allied themselves with the French during the Seven Years’ War, continued to fight after the peace had been reached. Pontiac’s Rebellion continued after the imperial powers achieved a ceasefire.

The last thing the British government wanted were hordes of American colonists crossing the Appalachians fueling French and Native American resentment.

The solution seemed simple. The ROYAL PROCLAMATION OF 1763 was issued, which declared the boundaries of settlement for inhabitants of the 13 colonies to be Appalachia.

Even after Britain issued the Royal Proclamation of 1763, Daniel Boone continued to settle areas west of the Appalachian Mountains. This 1851 painting, Daniel Boone Leading the Settlers through the Cumberland Gap, depicts the popular image of a confident Boone leading the early pioneers fearlessly into the West.

4 This work by The Independence Hall Association is licensed under a Creative Commons Attribution 4.0 International License. The original work is available at http://www.ushistory.org/us/9a.asp.
Proclaim and Inflame

But what seemed simple to the British was not acceptable to their colonial subjects. This remedy did not address some concerns vitally important to the colonies. Colonial blood had been shed to fight the French and Indians, not to cede land to them. What was to be said for American colonists who had already settled in the West?

In addition, the colonies themselves had already begun to set their sights on expanding their western boundaries; such planning sometimes even causing tension among the colonies. Why restrict their appetites to expand? Surely this must be a plot to keep the American colonists under the imperial thumb and east of the mountains, where they could be watched.

Consequently, this law was observed with the same reverence the colonists reserved for the mercantile laws. Scores of wagons headed westward. How could the British possibly enforce this decree? It was nearly impossible.

The Proclamation of 1763 merely became part of the long list of events in which the intent and actions of one side was misunderstood or disregarded by the other.

Despite the Treaty of Paris, many Native Americans continued to fight against European settlement of land west of Appalachia. Ottawa Chief Pontiac led numerous attacks against British and colonial expansion and settlement and his violent aggression is one reason Britain issued the Proclamation of 1763.
<table>
<thead>
<tr>
<th>British Policy/Event</th>
<th>Cause</th>
<th>Effect</th>
<th>Colonial Reaction</th>
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<td>Sugar Act 1764</td>
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<tr>
<td>Quartering Act 1765</td>
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## British Colonial Policies and Reaction (Completed)

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<tr>
<td><strong>Proclamation of 1763</strong></td>
<td>Great Britain did not want to upset the French and Indians still living west of the App. Mountains. Colonists began west of the App. Mountains into lands controlled by Native Americans.</td>
<td>Native Americans protected their land in the Ohio River Valley and attacked many of the colonists who moved into their land; Chief Pontiac led an uprising against colonies moving west.</td>
<td>Colonists were angered because they believed they had won the land in the French and Indian War. Colonists ignored the proclamation and continued to move west.</td>
<td>It prevented the colonists from expanding in new territories and caused problems between England and Native Americans in the Ohio River Valley.</td>
</tr>
<tr>
<td><strong>Sugar Act 1764</strong></td>
<td>The British needed to raise money to pay for debt incurred during the French and Indian War. The British wanted to end molasses smuggling into the colonies.</td>
<td>The strict enforcement of the law did not stop the colonists from smuggling molasses into the colonies.</td>
<td>The colonists ignored the act and continued to smuggle molasses into the colonies.</td>
<td>The law helped begin colonial protests against new taxes in the colonies.</td>
</tr>
<tr>
<td><strong>Currency Act 1764</strong></td>
<td>The British government issued the Currency Act because the Colonies were printing their own source of money.</td>
<td>Many business owners, merchants, and private citizens were unable to pay off their debt. They had to trade with Britain for money.</td>
<td>Colonial governments petitioned the British to repeal the act.</td>
<td>It banned the issuing of paper money in all the colonies and forced merchants to rely on the British economic system of using gold and silver.</td>
</tr>
<tr>
<td><strong>Quartering Act 1765</strong></td>
<td>The British government sent British troops to the colonies to “protect” them from Native American tribes and to keep order following the French and Indian War.</td>
<td>Colonists were forced to provide food and housing for the soldiers instead of the British government.</td>
<td>Many colonists saw the quartering as a violation of their privacy, especially New York who was forced to pay the largest share of housing troops.</td>
<td>The first in a series of laws requiring colonists to pay for British troops stationed in the colonies.</td>
</tr>
</tbody>
</table>
**Grade 7 Instructional Task: The Stamp Act Crisis**

**Unit One: Road to Independence, Topic One: Rising Tension with Great Britain**

**Description:** Students identify and examine the social, economic, and political impact of the Stamp Act Crisis in the American Colonies.

**Suggested Timeline:** 5 class periods

**Materials:** The Stamp Act Controversy; The Repeal of the Stamp Act; The Stamp Act Crisis graphic organizer (blank and completed); Sons of Liberty; Sons of Liberty graphic organizer (blank and completed); Three Founding Fathers on the Stamp Act, 1765-66; A Loyalist Defends the Stamp Act; Colonial Opinions Against the Stamp Act Split-Page Notes (blank and completed)

**Instructional Process:**

1. Say, “During this instructional task, your goal is to examine and identify the social, political, and economic impact of the Stamp Act, a tax passed by the British Parliament in 1765. The Stamp Act was unlike other colonial policies passed by the British government. For the first time, Parliament was directly taxing the colonies in an attempt to raise revenue for England. The Stamp Act directly led the citizens of the colonies to protest British goods and inspired the slogan ‘taxation without representation’.”

2. Write the phrase “taxation without representation” on the classroom board.

3. Ask students to define “taxation without representation” in their own words. (Taxation without Representation - a phrase, generally attributed to James Otis about 1761, that reflected the resentment of American colonists at being taxed by a British Parliament to which they elected no representatives and became an anti-British slogan before the American Revolution)⁵

4. Divide students into small groups according to an established classroom routine.

5. Instruct students to engage in a discussion to build contextual understanding of the phrase “Taxation without Representation.” During the discussion ask students to explain:
   a. Why is taxation necessary?
   b. Why is representation necessary in government?
   c. Should people agree to pay taxes before the government collects them?”

6. Provide students with a copy of:
   a. The Stamp Act Controversy
   b. The Repeal of the Stamp Act
   c. The Stamp Act Crisis graphic organizer

7. Direct students to read The Stamp Act Controversy with their group. Provide students with a reasonable amount of time to read and complete the questions on the Stamp Act Controversy (25-30 minutes).

8. Ask students to underline, highlight or write down some of the main ideas from the text. While taking notes, students should answer the questions in complete sentences.

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⁵ http://www.dictionary.com/browse/taxation-without-representation
9. Project The Stamp Act Crisis graphic organizer as students review their answers. Conduct a brief discussion to check for understanding of the social, political, and economic consequences of the Stamp Act. Possible questions:
   a. What were the political consequences of the Stamp Act? (Colonists began protesting British businesses and boycotted British goods)
   b. Why did the British feel it was necessary to raise taxes on the American colonies? (They needed to generate revenue)
   c. What were the social consequences of the Stamp Act? (Colonists became disruptive forming protest groups such as the Sons of Liberty which prevented the collection of the stamp tax; the Stamp Act affected the affluent people in the colonies such as lawyers and newspaper printers)
   d. What were the economic consequences of the Stamp Act? (very little money was actually collected)

10. Divide the class into small groups using an established classroom routine.
11. Provide students with a copy of The Repeal of the Stamp Act.
12. Direct students to read The Repeal of the Stamp Act in their group. Provide students with a reasonable amount of time to read and complete the questions on The Stamp Act Crisis graphic organizer (25-30 minutes).
13. Ask students to underline, highlight or write down some of the main ideas from the text using The Stamp Act Crisis graphic organizer. While taking notes, students should answer the questions in complete sentences.
14. Project The Stamp Act Crisis graphic organizer as students review the questions.
15. Conduct a discussion to check for understanding of the social, political, and economic consequences of the Stamp Act. Possible questions:
   a. Was the Stamp Act unfair? Why or why not? Provide evidence from the text to support your answers.
   b. How did the British respond to the repeal of the Stamp Act?
   c. What is the difference between internal and external taxes?

16. Provide students with a copy of Sons of Liberty and the Sons of Liberty graphic organizer.
17. Ask students to read Sons of Liberty with their group. Provide students with a reasonable amount of time to read and complete the questions in the graphic organizer (25-30 minutes)
18. Ask students to underline, highlight or write down some of the main ideas from the text using the Sons of Liberty graphic organizer.
19. Project a Sons of Liberty graphic organizer as students answer the questions. Conduct a discussion to check for understanding. Possible questions:
   a. Why were the Sons of Liberty protesting?
   b. How did the British respond to the Sons of Liberty?
20. Say, “Now we are going to examine the different colonial opinions about the Stamp Act. You will examine writings of those who were against the Stamp Act and those who were in favor of the Stamp Act.”
21. Provide students with access to the following sources/materials:
   a. Three Founding Fathers on the Stamp Act, 1765-66 pages 4-5 from Colonists Respond to the Stamp Act 1765-1766 from the National Humanities Center
   b. A Loyalist Defends the Stamp Act page 7 from Colonists Respond to the Stamp Act 1765-1766 from the National Humanities Center
22. Provide students with a copy of the Colonial Opinions Against the Stamp Act split-page notes.
23. Ask students to complete a pre-reading activity on Three Founding Fathers on the Stamp Act, 1765-66 in which they identify unfamiliar words in the text. For example, allow students 8-10 minutes to skim through the text. While skimming ask students to underline/highlight any words or phrases that they do not know. Using context clues within the document ask students to determine the meaning of some unfamiliar words in the text such as:
   a. speculative
   b. direful
   c. affirm
   d. fabricated
   e. renounce
   f. commerce
   g. duty
   h. commodities

24. Conduct a discussion to build contextual understanding of the words in the text.

25. Next, instruct students to re-read and annotate the text with their groups. Make sure to provide students with a reasonable amount of time to work in their small groups to complete the graphic notes organizer (25-30 minutes).

26. Ask students to underline, highlight or write down some of the main ideas from the text using the graphic note organizer. Students should focus on how the author feels about the Stamp Act and what do they suggest should be done to protect the colonies.

27. Once students have completed the graphic notes organizer, allow small groups a reasonable amount of time (5-8 minutes) to discuss their answers with their group so they can build understanding of how the colonies felt about the Stamp Act.

28. Ask students to read A Loyalist Defends the Stamp Act with their group. Provide students with a reasonable amount of time to read and complete the questions in the split-page notes (25-30 minutes).

29. Ask students to underline, highlight or write down some of the main ideas from the text using the graphic note organizer. Students should focus on how the author feels about the Stamp Act and why they defended the Stamp Act.

30. Project a Colonial Opinions of the Stamp Act split-page notes as students answer the questions. Engage students in a full class discussion to check for understanding. Students should use accountable language as they discuss the documents and should both reference and cite evidence from the documents to support their claims. Possible discussion questions include:
   a. What differing opinions are presented on the Stamp Act?
   b. What were the most compelling arguments presented for and against the Stamp Act?
   c. Did the Stamp Act ultimately achieve its objective?

31. Instruct students to write an essay explaining how the French and Indian War impacted colonial economic policy and identity. Students should reference and cite sources used throughout Topic One, including:
   a. the impact of the French and Indian War on the British economy
   b. Britain’s colonial economic policy after the French and Indian War
   c. colonial reaction to Britain’s economic policies
   d. the role of the Stamp Act in forming colonial identify
The Stamp Act Controversy

Something was dreadfully wrong in the American colonies.

All of sudden after over a century and a half of permitting relative self-rule, Britain was exercising direct influence over colonial life. In addition to restricting westward movement, the parent country was actually enforcing its trade laws.

Puttin' on the Writs

Writs of assistance, or general search warrants, were granted to British customs inspectors to search colonial ships. The inspectors had long been charged with this directly but, until this time, had not carried it out. Violators did not receive the benefit of a trial by jury; rather, they were at the mercy of the British admiralty courts.

Worst of all, the British now began levying taxes against American colonists. What had gone wrong? The British point of view is not difficult to grasp. The Seven Years' War had been terribly costly. The taxes asked of the American colonists were lower than those asked of mainland English citizens. The revenue raised from taxing the colonies was used to pay for their own defense. Moreover, the funds received from American colonists barely covered one-third of the cost of maintaining British troops in the 13 colonies.

The Americans, however, saw things through a different lens. What was the purpose of maintaining British garrisons in the colonies now that the French threat was gone? Americans wondered about contributing to the maintenance of troops they felt were there only to watch them.

True, those in England paid more in taxes, but Americans paid much more in sweat. All the land that was cleared, the Indians who were fought, and the relatives who died building a colony that enhanced the British Empire made further taxation seem insulting.

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6 This work by The Independence Hall Association is licensed under a Creative Commons Attribution 4.0 International License. The original work is available at http://www.ushistory.org/us/9b.asp.
In addition to emotional appeals, the colonists began to make a political argument, as well. The tradition of receiving
permission for levying taxes dated back hundreds of years in British history. But the colonists had no representation in
the British Parliament. To tax them without offering representation was to deny their traditional rights as English
subjects. This could not stand.

The Stamp Act of 1765 was not the first attempt to tax the American colonies. Parliament had passed the Sugar Act and
Currency Act the previous year. Because tax was collected at ports though, it was easily circumvented. Indirect taxes
such as these were also much less visible to the consumer.

The Stamp Act

When Parliament passed the Stamp Act in March 1765, things changed. It was the first direct tax on the American
colonies. Every legal document had to be written on specially stamped paper, showing proof of payment. Deeds, wills,
marrige licenses — contracts of any sort — were not recognized as legal in a court of law unless they were prepared on
this paper. In addition, newspaper, dice, and playing cards also had to bear proof of tax payment. American activists
sprang into action.

Taxation in this manner and the Quartering Act (which required the American colonies to provide food and shelter for
British troops) were soundly thrashed in colonial assemblies. From Patrick Henry in Virginia to James Otis in
Massachusetts, Americans voiced their protest. A Stamp Act Congress was convened in the colonies to decide what to
do.

The colonists put their words into action and enacted widespread boycotts of British goods. Radical groups such as the
Sons and Daughters of Liberty did not hesitate to harass tax collectors or publish the names of those who did not comply
with the boycotts.

Soon, the pressure on Parliament by business-starved British merchants was too great to bear. The Stamp Act was
repealed the following year.

The crisis was over, but the uneasy peace did not last long.
The Repeal of the Stamp Act

The Stamp Act was nullified before it went into effect and was repealed by parliament on March 18, 1766 under the Marquis of Rockingham.

In the summer of 1765 King George III fired George Grenville and replaced him with Charles Watson-Wentworth, Marquis of Rockingham. For the new Prime Minister the only alternative to repealing the tax was a long and costly civil war with the American colonies. Britain, as the world’s greatest power, could not give up on the decision to uphold the tax and give in to mobs and activist in its colonies. Under those circumstances the Marquis of Rockingham had to find a face saving excuse to repeal the tax. The King was not in favor of a repeal but he wanted a modification that would keep the tax only on dice and playing cards, however more difficult to enforce. Rockingham threatened to resign and the king conceded to repeal the Stamp Act entirely.

Three pieces of legislation made the repeal of the Stamp Act possible putting an end to the crisis. The first one was interpreted as a face saving motion. It was the Declaratory Act which affirmed that Parliament had the “full power and authority to make laws and statutes of sufficient force and validity to bind the colonies and people of America...in all cases whatsoever”. The text did not mentioned “taxes” and Rockingham resisted pressure to include “taxes” along with “laws and statutes” in the document. The omission of the word “taxes” affirmed the position of the colonist and drew a clear distinction between British legislation (which they could) and taxation (which they could not).

The second one was an economic legislation which labeled the Stamp Act as detrimental to commercial interest of Britain. The boycott to British goods had been felt in many industries across the Atlantic as well as in the trade of West Indies natural resources. The American colonies had resorted to smuggling needed goods from French and Spanish traders.

The third was the Revenue Act which reduced the duty on molasses from three pence to one penny per gallon on all molasses imported from foreign or British territories. This duty generated more revenue than any other duty or tax in the colonies. Few protested this act as it was not seen as internal taxation but external taxation on trade.

In summary, the repeal of the Stamp Act was successful because Britain realized the distinction between internal and external taxes. Parliament had tried to extend its authority over the colonies’ internal affairs and failed but continued to collect duties in its ports to regulate trade and as revenue. In other words, external taxes did not affect the principle of “no taxation without representation”.

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# The Stamp Act Crisis

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<thead>
<tr>
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<th>Answer</th>
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<td>Why was the Stamp Act repealed?</td>
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<td>What was the Declaratory Act?</td>
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<td>What was significant about the Stamp Act?</td>
<td>What economic impact did the Stamp Act have on the Colonies and Great Britain?</td>
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<td>What was the purpose of the Stamp Act?</td>
<td>What was the Revenue Act?</td>
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<td>What items were taxed under the Stamp Act?</td>
<td>What lesson did the British learn from the repeal of the Stamp Act?</td>
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<td>Why did the colonists consider the Stamp Act unfair?</td>
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<tr>
<td>What were Writs of Assistance?</td>
<td>Writs of Assistance were search warrants that allowed customs officials to search colonial ships.</td>
<td>Why was the Stamp Act repealed?</td>
<td>It was to ease colonial tensions and prevent rebellion in the colonies.</td>
</tr>
<tr>
<td>What was the British view of colonial taxes?</td>
<td>Most British citizens thought the Stamp Act was fair because British citizens had been paying a similar tax for years.</td>
<td>What was the Declaratory Act?</td>
<td>The Declaratory Act gave Parliament the authority to tax the colonies.</td>
</tr>
<tr>
<td>What was significant about the Stamp Act?</td>
<td>The Stamp Act was the first internal tax passed by Parliament against the colonies; passed on colonial goods instead of trade.</td>
<td>What economic impact did the Stamp Act have on the Colonies and Great Britain?</td>
<td>The Stamp Act collected very little money.</td>
</tr>
<tr>
<td>What was the purpose of the Stamp Act?</td>
<td>To raise money for protection of the colonies.</td>
<td>What was the Revenue Act?</td>
<td>The Revenue Act reduced the tax on molasses and generated more money than other colonial taxes.</td>
</tr>
<tr>
<td>What items were taxed under the Stamp Act?</td>
<td>All paper goods including deeds, wills, playing cards, contracts, and other legal documents.</td>
<td>What lesson did the British learn from the repeal of the Stamp Act?</td>
<td>The British government would face colonial opposition for intervening in colonial politics.</td>
</tr>
<tr>
<td>Why did the colonists consider the Stamp Act unfair?</td>
<td>Many of the colonists felt that Parliament could not directly tax the colonies because they had no representation in the British government.</td>
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Who were the Sons of Liberty?

The Sons of Liberty were a group of colonists who organized protests against what they perceived as unfair taxation and boycotts against taxed goods. Their purpose was to show the British government their discontent with taxes imposed on them without representation in Parliament, their logo was “No Taxation without Representation”. Leaders of the Sons of Liberty who took part in the struggle for independence include Samuel Adams, John Hancock, Patrick Henry, Paul Revere and Joseph Warren.

Origin of the Sons of Liberty

The Sons of Liberty originated in the mid 1760’s with just a few members who called themselves The Loyal Nine. This group included: John Avery and Henry Bass, both merchants; Benjamin Edes, printer; Thomas Chase, Distiller; John Smith and Stephen Cleverly, both braziers and Joseph Field, a ship captain. Little is known of this initial group because they met informally.

Ironically the name “Sons of Liberty” was adopted from a debate in Parliament in 1765 about the Stamp Act. During this debate Charles Townshend who supported the act referred to the colonists as “children planted by our care, nourished up by our indulgence and protected by our arms.” Isaac Barre, a member of Parliament who was against the Stamp Act declared that the Americans were not children but “Sons of Liberty”.

The Sons of Liberty and the Stamp Act

As news of the approval of the Stamp Act became known The Loyal Nine began preparing for demonstrations and recruited a known mob leader, shoemaker Ebenezer Mackintosh. The group was loosely organized and virtually anyone opposed to the Stamp Act was part of it, soon groups calling themselves Sons of Liberty operated in major cities in the colonies.

Meanwhile Samuel Adams, John Adams, John Hancock and other intellectuals were emerging in the political circles and voicing their discontent with the Stamp Act. John Adams published a number of essays in local newspapers, his first one was in the Boston Gazette on August 1765 entitled “A Dissertation on Cannon and Feudal Law”. The essay discussed British Law and how certain liberties and freedom Americans enjoyed was god given and earned by many generations of Americans. However his was a moderate position as a loyal British subject. His cousin, Samuel Adams, was more radical and it is believed that he guided the group secretly through violent demonstrations...

The objective of the Sons of Liberty was to make the government repeal the Stamp Act which happened on March 18, 1766. Their actions, violent or not, were aimed at intimidating officials and stamp distributors forcing them to resign. The group also put pressure on merchants who did not act in accordance with the non-importation agreement. The best work at undermining the Stamp Act was done by newspapers. Many members were printers and publishers who were directly affected by the new Stamp tax, it is remarkable that almost every newspaper in the colonies had daily reports of the activities of the Sons of Liberty and essays regarding the unconstitutionality of the Act.
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<td>Who were the Sons of Liberty?</td>
<td></td>
</tr>
<tr>
<td>List some of the main contributors to the Sons of Liberty.</td>
<td></td>
</tr>
<tr>
<td>What was the purpose of the Sons of Liberty?</td>
<td></td>
</tr>
<tr>
<td>Why were the Sons of Liberty protesting the Stamp Act?</td>
<td></td>
</tr>
<tr>
<td>How did the Sons of Liberty protest the Stamp Act?</td>
<td></td>
</tr>
</tbody>
</table>
## Sons of Liberty Graphic Organizer (Completed)

<table>
<thead>
<tr>
<th>Questions</th>
<th>Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Who were the Sons of Liberty?</strong></td>
<td>A group of colonial protesters that united to defend the colonies against the Stamp Act.</td>
</tr>
<tr>
<td><strong>List some of the main contributors to the Sons of Liberty.</strong></td>
<td>Sam Adams, John Adams, John Otis, John Hancock, Ebenezer Mackintosh</td>
</tr>
<tr>
<td><strong>What was the purpose of the Sons of Liberty?</strong></td>
<td>To force the British government to repeal the Stamp Act</td>
</tr>
<tr>
<td><strong>Why were the Sons of Liberty protesting the Stamp Act?</strong></td>
<td>The Sons of Liberty felt that the British government was interfering in colonial government; Also, they believed the government did not have the right to tax the colonies because they had no representation in government.</td>
</tr>
<tr>
<td><strong>How did the Sons of Liberty protest the Stamp Act?</strong></td>
<td>The Sons of Liberty boycotted British goods, refused to pay the tax, and intimidated tax collectors.</td>
</tr>
</tbody>
</table>
Colonial Opinions on the Stamp Act Split-Page Notes

<table>
<thead>
<tr>
<th>Unknown Words/Phrases</th>
<th>Opinions Against Stamp Act</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Comments/Questions</th>
<th>Opinions For Stamp Act</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Summary:

Return to [Grade 7 Social Studies: How to Navigate This Document](#)
## Colonial Opinions on the Stamp Act Split-Page Notes (Completed)

<table>
<thead>
<tr>
<th>Unknown Words/Phrases</th>
<th>Opinions Against Stamp Act</th>
</tr>
</thead>
<tbody>
<tr>
<td>speculative - to guess</td>
<td><strong>Washington:</strong></td>
</tr>
<tr>
<td>direful - terrible</td>
<td>● felt the Stamp Act was an attack on freedom and liberty</td>
</tr>
<tr>
<td>affirm - agree</td>
<td>● would not collect as much money as Parliament was hoping</td>
</tr>
<tr>
<td>fabricated - make up/create commerce - buying and selling of goods</td>
<td>● the Stamp Act would limit trade and commerce in the colonies</td>
</tr>
<tr>
<td>renounce - go against commerce</td>
<td><strong>Adams:</strong></td>
</tr>
<tr>
<td>duty - a tax</td>
<td>● the Stamp Act has incited people to attack local tax collectors</td>
</tr>
<tr>
<td>commodities - products/goods</td>
<td>● it has united the colonists against the British government</td>
</tr>
<tr>
<td></td>
<td>● the act has attacked the liberties of the colonies</td>
</tr>
<tr>
<td></td>
<td>● American will be ‘ruined’ if Parliament is given the authority to tax the colonies.</td>
</tr>
<tr>
<td></td>
<td><strong>Franklin:</strong></td>
</tr>
<tr>
<td></td>
<td>● Parliament cannot pass internal taxes because the colonies are not represented</td>
</tr>
<tr>
<td></td>
<td>● Not all colonies are against taxes, except those that are passed without consent or representation.</td>
</tr>
<tr>
<td></td>
<td>● the colonies are not disputing taxes on trade and commerce, only those on goods in the colonies</td>
</tr>
<tr>
<td></td>
<td>● repeal of the Stamp Act will ‘satisfy’ the people of the colonies</td>
</tr>
<tr>
<td>Comments/Questions</td>
<td>Opinions For Stamp Act</td>
</tr>
<tr>
<td></td>
<td><strong>Galloway:</strong></td>
</tr>
<tr>
<td></td>
<td>● As British people, the colonies should be willing to pay for the debt that they helped create</td>
</tr>
<tr>
<td></td>
<td>● debt in England is a result of protection of the colonies</td>
</tr>
<tr>
<td></td>
<td>● we owe our freedom to the British</td>
</tr>
<tr>
<td></td>
<td>● colonies should pay the tax for the benefit of trade</td>
</tr>
</tbody>
</table>

**Summary:**

Many of the colonies felt the Stamp Act was an attack on their freedom and liberty. In addition, they felt the British government was interfering in colonial affairs without their representation in government. However, proponents of the Stamp Act felt the colonies were responsible for paying for their protection and paying the tax would increase trade and commerce with the colonies.
Topic Two: Crisis in the Colonies (7.1.1-5; 7.2.1-3; 7.5.3; 7.9.2)

Connections to the unit claim: Students examine the social, political, and economic impact of critical events leading up to the colonists challenging their government in the American Revolution.

Suggested Timeline: 12-13 class periods

Use this sample task:
- Events Leading to the American Revolution
- Colonial Propaganda on the Eve of Revolution
- Colonial Government on the Eve of Revolution
- The Colonies Declare Independence

To explore these key questions:
- What role did the authors of the Declaration of Independence play in shaping the American identity?
- Why did colonial governments attempt to reconcile their differences with Great Britain?
- Were the colonists justified in declaring independence from Great Britain?
- Why did the authors of the Declaration of Independence fail to identify the rights of women, Native Americans, and African Americans?

That students answer through this assessment:
- Students explore the actions and characteristics of leading revolutionary figures in order to describe how they helped shape the American identity by completing the Boston Patriots graphic organizer. Collect these for a grade.
- Students examine and identify the causes and effects of major events leading to the American Revolution by completing the Comparing Historical Events in Boston and the Outlining the Impact of the Coercive/Intolerable Acts graphic organizers. Collect these for a grade.
- Students analyze and examine sources of colonial propaganda leading up to the Revolutionary War.
- Students complete a close reading of the Declaration of Independence in order to identify the social and political impact on the citizens of the colonies.
- Students analyze arguments for and against declaring independence from Great Britain by writing an extended response essay. Grade the written response using the LEAP assessment social studies extended response rubric. Note: Customize the Content portion of the rubric for this assessment. Use the Claims portion of the rubric as written. (ELA/Literacy Standards: WHST.6-8.2a-f, WHST.6-8.4, WHST.6-8.5, WHST.6-8.6, WHST.6-8.10)
- Students create a timeline of events leading from the end of the French and Indian War to the outbreak of the American Revolution.
Grade 7 Instructional Task: Events Leading to the American Revolution
Unit One: Road to Independence, Topic Two: Crisis in the Colonies

Description: Students examine the causes and effects of major events leading to the American Revolution.

Suggested Timeline: 4 class periods

Materials: The Boston Patriots; Boston Patriots graphic organizer (blank and completed); The Boston Massacre; The Tea Act: The Catalyst of the Boston Tea Party; Comparing Historical Events in Boston (blank and completed); The Intolerable Acts, Consequences and Effects of the Intolerable Acts; Outlining the Impact of the Coercive/Intolerable Acts (blank and completed)

Instructional Process:

1. Say, “Today we are going to analyze the characteristics of leading patriots from Boston during the pre-revolutionary war era. Most of these men lived in Boston, which was the focal point of revolutionary activity and protests following the repeal of the Stamp Act. While examining these people, take notes on their characteristics and describe how they contributed to colonial opposition.”
2. Divide the class into small groups using an established classroom routine.
3. Provide students with a copy of The Boston Patriots and the Boston Patriots graphic organizer.
4. Ask students to read The Boston Patriots with their group and to identify the characteristics and accomplishments of famous patriots from Boston using the Boston Patriots graphic organizer. Provide students with a reasonable amount of time to complete the Boston Patriots graphic organizer and the questions (20-25 minutes).
5. Project a blank Boston Patriots graphic organizer as students answer the questions. Engage students in a full class discussion to check for understanding. Possible questions include:
   a. What characteristics did almost all the patriots have in common?
   b. Why was Boston the center of colonial opposition?
   c. What are some of the accomplishments of the Boston patriots?
6. Say, “Now we are going to analyze and compare historical events in Boston leading up to the Revolutionary War. Boston was the focal point of revolutionary activity following the repeal of the Stamp Act. While examining these events, we will analyze the social, political and economic impact of each event. You should make sure to note how each event led to a crisis in the colonies and eventually rebellion.”
7. Provide students with a copy of The Boston Massacre and the Comparing Historical Events in Boston graphic organizer.
9. Direct students to read The Boston Massacre with their group. Instruct students to take notes on the causes and effects of the Boston Massacre and to pay close attention to the people involved and why they were protesting.
10. Instruct students to record the social, political, and economic impact of the Boston Massacre in the left column of their Comparing Historical Events in Boston graphic organizer. Provide students with a reasonable amount of time to complete the Comparing Historical Events in Boston and the questions (20-25 minutes).
11. Engage students in a full class discussion on the how the Boston Massacre changed the relationship between England and the colonies. Possible questions:
   a. What ultimately led to the Boston Massacre?
   b. Who was Crispus Attucks?
   c. Describe the Boston Massacre from the point of view of a Patriot.
   d. Describe the Boston Massacre from the point of view of a Loyalist.
   e. Can the event really be considered a massacre?

12. Direct students to read The Tea Act: The Catalyst of the Boston Tea Party with their group. Instruct students to take notes on the causes and effects of the Boston Tea Party. Instruct students to pay close attention to the people involved and why they were protesting.

13. Instruct students to record the social, economic, and political impact of the Boston Tea Party in the right column of their Comparing Historical Events in Boston graphic organizer. Provide students with a reasonable amount of time to complete the graphic organizer and the questions (20-25 minutes).

14. Engage students in a full class discussion comparing and contrasting the Boston Massacre and the Boston Tea Party. Possible questions:
   a. How was the Boston Tea Party different from the Boston Massacre?
   b. What was the economic impact of the Boston Tea Party?
   c. What are the main differences between the two events?

15. After students have completed the graphic organizer, instruct them to write a paragraph answering the following prompt: Using evidence from the sources provided, compare and contrast the Boston Massacre and the Boston Tea Party. Provide students with a reasonable amount of time to write a response to the prompt. Encourage students to share their answers with the class.

16. Say, “Next we will examine the British response to the Boston Tea Party. We will analyze the social, political, and economic impact of the Intolerable Acts on the city of Boston. After the Boston Tea Party, England labeled the city of Boston in full rebellion against the King of England. The King could not let open rebellion to the crown go unpunished. In order to crack down on protests within the city of Boston, Parliament and the King passed a series of laws hoping to force the colonists to pay for destroying the tea.”

17. Provide students with access to The Intolerable Acts and Consequences and Effects of the Intolerable Acts from The Stamp Act History website.

18. Provide students with a copy of the Outlining the Impact of the Coercive (Intolerable Acts) graphic organizer.

19. Direct students to read The Intolerable Acts with their group. Instruct students to take notes on the social, political, and economic impact as well as the causes and effects of the Coercive Acts on the citizens of Boston. Instruct students to pay close attention to the people involved and why they were protesting. Provide students with a reasonable amount of time to complete the graphic organizer and the questions (20-25 minutes).

20. Ask students to underline, highlight or write down some of the main ideas from the text using the Outlining the Impact of the Coercive (Intolerable Acts) graphic organizer. Students should focus on how the people of Boston were affected by the Intolerable Acts.

21. Once students have completed the graphic notes organizer, allow small groups a reasonable amount of time (5-8 minutes) to discuss their answers with their group so they can build understanding of the impacts of the Intolerable Acts.
22. Next, ask students to read *Consequences and Effects of the Intolerable Acts* with their group. Encourage students to compare information from the first reading on the Intolerable Acts and take notes on the social, political, and economic impact as well as the causes and effects of the Coercive Acts on the citizens of Boston. Instruct students to pay close attention to the people involved and why they were protesting. Provide students with a reasonable amount of time to complete the graphic organizer and the questions (20-25 minutes).

23. Ask students to underline, highlight or write down some of the main ideas from the text using the graphic note organizer. Students should focus on how the people of Boston were affected by the Intolerable Acts.

24. Once students have completed the graphic notes organizer, allow small groups a reasonable amount of time (5-8 minutes) to discuss their answers with their group so they can build understanding of the impacts of the Intolerable Acts.

25. Project a blank copy of *Outlining the Impact of the Coercive (Intolerable Acts)* in the class. Lead students in a full class discussion on the causes of the Intolerable Acts. Engage students in a full class discussion comparing and contrasting the Intolerable Acts. Possible questions include:
   a. What common theme can be found in each of the Intolerable Acts?
   b. Did the King of England and Parliament have any other choice when they passed the Intolerable Acts? Why or why not?
   c. What effect did the Intolerable Acts have on the rest of the colonies?
The Boston Patriots

The American Revolution was not simply a series of impersonal events. Men and women made fateful, often difficult decisions that led to the great clash.

Although patriots could be found in any of the 13 colonies, nowhere were they more numerous than in the city of Boston.

Perhaps the prevalence of shipping in Boston made Bostonians especially resent the restrictions on trade. Maybe its legacy of religious quarrels with the Church of England made Bostonians more rebellious. Its long history of town meetings and self-rule may have led New Englanders to be more wary of royal authority.

Perhaps a combination of these and other factors led the city of Boston to be the leading voice against British authority. It was, after all, the Boston Massacre and the Boston Tea Party.

Furthermore, fierce patriots such as James Otis, Samuel Adams, John Adams, John Hancock, and Paul Revere were all citizens of one great city: Boston.

James Otis

Quick-tempered James Otis was one of the first vociferous opponents of British taxation policies. As early as 1761, Boston merchants hired him to provide legal defense against British search warrants.

His widely distributed pamphlet, *The Rights of the British Colonists Asserted and Proved*, was one of the first legal criticisms of Parliament's taxation policies. A large man with a large heart for British liberties, he was perceived by many in London to be the center of treasonous American activity.

But Otis also saw himself as fiercely loyal to the English Constitution. Once he stormed into Boston's Royal Coffee House to face drawn swords because his loyalty had been called into question. Violence ensued. Otis was so severely beaten that he never really recovered. The wounds he received from British made him somewhat of a martyr around Boston.
Lightning Strikes

Otis was never the same mentally after the severe beating. Friends and admirers commented about his diminished verbal capacities.

Of Otis, John Adams wrote, "In short, I never saw such an object of admiration, reverence, contempt, and compassion, all at once, as this. I fear, I tremble, I mourn, for the man and his country; many others mourn over him, with tears in their eyes." Poor Otis!

In May, 1782, Otis was killed after being struck by a bolt of lightning.

Samuel Adams

Samuel Adams was perhaps the fiercest supporter of American liberty in the 13 colonies. His mind drew a sharp distinction between the evils of the British Empire and simple American life. His skills as a political organizer drove the colonies toward declaring independence. Adams chaired the Boston town meeting that preceded the infamous tea party.

Rather unsuccessful in a series of pursuits prior to the Revolution, Adams found his calling in organizing and rabble-rousing. He served as an active member of the Sons of Liberty and the creator of the first significant committee of correspondence. As the Revolution approached, the cries for Adams' head grew louder and louder in the streets of London.

The Destruction of the Tea is the pretence for the unprecedented Severity shown to the Town of Boston but the real Cause is the opposition to Tyranny for which the people of that Town have always made themselves remarkable & for which I think this Country is much obliged to them. They are suffering the Vengeance of Administration in the Common Cause of America.

– Samuel Adams, letter to Arthur Lee (January 25, 1774)
John Adams

John Adams, Samuel's second cousin, was no less a patriot. His early fame as a defense attorney for the British soldiers in the trial that followed the Boston Massacre cannot be taken in isolation. He provided the wording of the resistance message sent to George III that was adopted by the First Continental Congress. John and Samuel Adams represented the radical wing of the Second Continental Congress that demanded a taking up of arms against Britain. John Adams was also a member of the committee of five who drafted the Declaration of Independence.

John Hancock

The man with the famous signature — John Hancock — was also a Bostonian. Hancock earned the early ire of British officials as a major smuggler. The seizure of one of his ships brought a response from Bostonians that led directly to British occupation in 1768. Later, Hancock and Samuel Adams were the two agitators whose arrest was ordered by General Gage after the battles at Lexington and Concord. As a man of great wealth, he had much to lose by resisting Britain. Nevertheless, he did not bend.

Paul Revere

Paul Revere did not come from the same social class as the aforementioned patriots. As a silversmith, he was a man of humbler means, but his attitudes about Britain were anything but humble. His famous midnight ride that warned of the advancing British troops was only one of his revolutionary actions. He was also an illustrator, whose image of the Boston Massacre became iconic.
When the British suspended the Massachusetts legislature for refusing to retract its circular letter, Revere engraved the names of the 92 assemblymen who stood up to Parliament. His engravings were used by patriots as anti-British propaganda, particularly his famous engraving of the Boston Massacre.

These five were but a handful of Bostonians who became the thorn in the British side. Their brave actions encouraged American patriotism throughout the 13 colonies. As the American Revolution was dawning, the Boston patriots led the way.
<table>
<thead>
<tr>
<th>Patriot</th>
<th>Characteristics</th>
</tr>
</thead>
<tbody>
<tr>
<td>James Otis</td>
<td></td>
</tr>
<tr>
<td>Samuel Adams</td>
<td></td>
</tr>
<tr>
<td>John Adams</td>
<td></td>
</tr>
<tr>
<td>John Hancock</td>
<td></td>
</tr>
<tr>
<td>Paul Revere</td>
<td></td>
</tr>
</tbody>
</table>

List at least two characteristics the patriots had in common. Use evidence from the text to support your answer.

What role did the patriots have in helping to shape the American identity? Use evidence from the text to support your answer.
Boston Patriots (Completed)

<table>
<thead>
<tr>
<th>Patriot</th>
<th>Characteristics</th>
</tr>
</thead>
</table>
| James Otis| ● vocal opponent of the Stamp Act and British taxation  
                                      ● author of the Rights of the British Colonists Asserted and Proved  
                                      ● was killed by lightning                                                  |
| Samuel Adams| ● fierce supporter of American liberty  
                                                        ● cousin to John Adams  
                                                        ● leader of the Boston Tea Party  
                                                        ● member of the Sons of Liberty  
                                                        ● creator of earliest Committees of Correspondence |
| John Adams | ● cousin of Sam Adams  
                                      ● defended British soldiers after the Boston Massacre  
                                      ● member at both the 1st and 2nd Continental Congresses  
                                      ● helped write the Declaration of Independence                                |
| John Hancock| ● 1st person to sign the Declaration  
                                                        ● wealthy merchant and ship owner  
                                                        ● a smuggler  
                                                        ● arrested after the battles of Lexington and Concord                        |

List at least two characteristics the patriots had in common. Use evidence from the text to support your answer.

- most of the patriots were wealthy and educated
- members of the Sons of Liberty
- vocal supporters of individual liberty

What role did the patriots have in helping to shape the American identity? Use evidence from the text to support your answer.

The Patriots shaped the American identity by personifying our desire for individual liberty and freedom. They vocally supported the cause and personally sacrificed just as generations of Americans have done after them.
The Boston Massacre

American blood was shed on American soil.

The showdown between the British and the Americans was not simply a war of words. Blood was shed over this clash of ideals. Although large-scale fighting between American minutemen and the British redcoats did not begin until 1775, the 1770 Boston Massacre gave each side a taste of what was to come.

No colony was thrilled with the Townshend duties, but nowhere was there greater resentment than in Boston. British officials in Boston feared for their lives. When attempts were made to seize two of John Hancock's trading vessels, Boston was ready to riot. Lord Hillsborough, Parliament's minister on American affairs, finally ordered four regiments to be moved to Boston.

The British Make the Americans Skittish

Samuel Adams and James Otis did not take this lightly. Less than three weeks prior to the arrival of British troops, Bostonians defiantly, but nervously, assembled in Faneuil Hall. But when the redcoats marched boldly through the town streets on October 1, the only resistance seen was on the facial expressions of the townspeople. The people of Boston had decided to show restraint.

The other 12 colonies watched the Boston proceedings with great interest. Perhaps their fears about British tyranny were true. Moderates found it difficult to argue that the Crown was not interested in stripping away American civil liberties by having a standing army stationed in Boston. Throughout the occupation, sentiment shifted further and further away from the London government.

The Massacre

On March 5, 1770, the inevitable happened. A mob of about 60 angry townspeople descended upon the guard at the Customs House. When reinforcements were called, the crowd became more unruly, hurling rocks and snowballs at the guard and reinforcements.

10 This work by The Independence Hall Association is licensed under a Creative Commons Attribution 4.0 International License. The original work is available at http://www.ushistory.org/us/9e.asp.
In the heat of the confusing melee, the British fired without Captain Thomas Preston's command. Imperial bullets took the lives of five men, including Crispus Attucks, a former slave. Others were injured.

---

**Anonymous Account of the Boston Massacre, 1770**

This party in proceeding from Exchange lane into King street, must pass the sentry posted at the westerly corner of the Custom House, which butts on that lane and fronts on that street. This is needful to be mentioned, as near that spot and in that street the bloody tragedy was acted, and the street actors in it were stationed: their station being but a few feet from the front side of the said Custom House. The outrageous behavior and the threats of the said party occasioned the ringing of the meeting-house bell near the head of King street, which bell ringing quick, as for fire, it presently brought out a number of inhabitants, who being soon sensible of the occasion of it, were naturally led to King street, where the said party had made a stop but a little while before, and where their stopping had drawn together a number of boys, round the sentry at the Custom House. whether the boys mistook the sentry for one of the said party, and thence took occasion to differ with him, or whether he first affronted them, which is affirmed in several depositions,—however that may be, there was much foul language between them, and some of them, in consequence of his pushing at them with his bayonet, threw snowballs at him, which occasioned him to knock hastily at the door of the Custom House. From hence two persons thereupon proceeded immediately to the main-guard, which was posted opposite to the State House, at a small distance, near the head of the said street. The officer on guard was Capt. Preston, who with seven or eight soldiers, with fire-arms and charged bayonets, issued from the guardhouse, and in great haste posted himself and his soldiers in front of the Custom House, near the corner aforesaid.


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**Trial and Error**

Captain Preston and four of his men were cleared of all charges in the trial that followed. Two others were convicted of manslaughter, but were sentenced to a mere branding of the thumb. The lawyer who represented the British soldiers was none other than patriot John Adams.

At the same time Preston’s men drew blood in Boston, the Parliament in London decided once again to concede on the issue of taxation. All the Townshend duties were repealed save one, the tax on tea. It proved to another error in judgment on the part of the British.

The Massachusetts legislature was reconvened. Despite calls by some to continue the tea boycott until all taxes were repealed, most American colonists resumed importation.
The events in Boston from 1768 through 1770 were not soon forgotten. Legal squabbles were one thing, but bloodshed was another. Despite the verdict of the soldiers' trial, Americans did not forget the lesson they had learned from this experience.

What was the lesson? Americans learned that the British would use force when necessary to keep the Americans obedient.

If it could happen in Boston, where would it happen next?

THE FATAL FIFTH OF MARCH, 1770, CAN NEVER BE FORGOTTEN. The horrors of THAT DREADFUL NIGHT are but too deeply impressed on our hearts. Language is too feeble to paint the emotions of our souls, when our streets were stained with the BLOOD OF OUR BRETHERN; when our ears were wounded by the groans of the dying, and our eyes were tormented with the sight of the mangled bodies of the dead. When our alarmed imagination presented to our view our houses wrapt in flames, our children subjected to the barbarous caprice of the raging soldiery; our beauteous virgins exposed to all the insolence of unbridled passion; our virtuous wives, endeared to us by every tender tie, falling a sacrifice to worse than brutal violence, and perhaps, like the famed Lucretia, distracted with anguish and despair, ending their wretched lives by their own fair hands...

— Dr. Joseph Warren, "Oration commemorating the anniversary of the Boston Massacre," (March 5, 1772)
## Comparing Historical Events in Boston

<table>
<thead>
<tr>
<th>Event</th>
<th>Boston Massacre, 1770</th>
<th>Boston Tea Party, 1773</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Cause</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Effect</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Social Impact</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Economic Impact</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Using text evidence, compare and contrast the Boston Massacre and the Boston Tea Party.

Which historical event do you believe had a greater impact on the citizens of Boston? Use text evidence to support your answer.
## Comparing Historical Events in Boston (Completed)

<table>
<thead>
<tr>
<th>Event</th>
<th>Boston Massacre, 1770</th>
<th>Boston Tea Party, 1773</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Cause</strong></td>
<td>● The colonists protesting the unfair Townshend Acts.</td>
<td>● The colonists were protesting the unfair tax on tea.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>● The British government gave the East India Company a monopoly on tea.</td>
</tr>
<tr>
<td><strong>Effect</strong></td>
<td>● Five (5) citizens were killed.</td>
<td>● The colonists destroyed the tea.</td>
</tr>
<tr>
<td></td>
<td>● The colonies united against England.</td>
<td>● The British government passed the Intolerable Acts.</td>
</tr>
<tr>
<td><strong>Social Impact</strong></td>
<td>● Boston gathered to protest British taxation and specifically the Townshend Acts.</td>
<td>● The British government closed Boston Harbor preventing the city from getting supplies.</td>
</tr>
<tr>
<td></td>
<td>● Citizens began to protest and armed British soldiers attempted to stop the protest.</td>
<td></td>
</tr>
<tr>
<td><strong>Economic Impact</strong></td>
<td>● They created a propaganda campaign to influence the colonies to continue to boycott British goods.</td>
<td>● The British East India Company lost millions of dollars in tea.</td>
</tr>
<tr>
<td></td>
<td>● It led to the repeal of the Townshend Acts.</td>
<td>● The Colonists continued to boycott tea and other British goods.</td>
</tr>
</tbody>
</table>
### Political Impact

- British soldiers opened fire killing 5 citizens.
- John Adams defended the soldiers at trial and all but one was found not guilty.
- The colonists learned the British were willing to kill their own citizens.
- The British government passed the Coercive (Intolerable) Acts to stop open rebellion in Boston.
- The British government disbanded the state legislature.

### Using text evidence, compare and contrast the Boston Massacre and the Boston Tea Party.

Both the Boston Massacre and the Boston Tea Party helped unite the colonists in opposition to Great Britain. The Boston Massacre had a larger social impact on the city because the citizens of the colonies realized the British soldiers were willing to kill their own people. The Boston Tea party had a wider political and economic impact because it forced the British government to pass the Intolerable Acts, which closed Boston Harbor to goods and supplies, disbanded the state legislature, and required the colonies to pay for the tea. Both events inspired the citizens of Boston to resist what they considered British oppression.

### Which historical event do you believe had a greater impact on the citizens of Boston? Use text evidence to support your answer.

Answers will vary. Either side could produce a valid argument. Students must make a valid claim and support the claim with strong text evidence.
Outlining the Impact of the Coercive (Intolerable) Acts

**Directions:** After reading about the Intolerable Acts, determine if the act listed below had a Social, Economic, or Political effect on the citizens of Boston. Some acts had a greater effect than others, and therefore not all boxes will be used. Explain how you determined your answer.

<table>
<thead>
<tr>
<th>Cause of the Coercive Acts</th>
<th>Social Impact</th>
<th>Political Impact</th>
<th>Economic Impact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boston Port Act</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Massachusetts Government Act</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Administration of Justice Act</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The Quartering Act 1774</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-------------------------</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>How did the colonies feel about the Intolerable Acts?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Why did the colonists change the name to the Intolerable Acts?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Outlining the Impact of the Coercive (Intolerable) Acts (Completed)

**Directions:** After reading about the Intolerable acts determine if the act listed below had a Social, Economic, or Political effect on the citizens of Boston. Some acts had a greater effect than others, and therefore not all boxes will be used. Explain how you determined your answer.

<table>
<thead>
<tr>
<th>Cause of the Coercive Acts</th>
<th>Social Impact</th>
<th>Political Impact</th>
<th>Economic Impact</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Boston Port Act</strong></td>
<td>The Boston Port Act had a social impact on the citizens of Boston because they were unable to get food and other supplies to survive.</td>
<td></td>
<td>The Boston Port Act also had an economic impact because it prevented the buying, selling, and importing of goods into Boston.</td>
</tr>
<tr>
<td><strong>Massachusetts Government Act</strong></td>
<td></td>
<td>The Mass. Government Act was political because it sought to “control the local government and to eliminate the obstruction and the execution of British laws.”</td>
<td></td>
</tr>
<tr>
<td><strong>Administration of Justice Act</strong></td>
<td></td>
<td></td>
<td>The Administration of Justice Act had a political impact because it “limited the ability for colonial courts to try British officials.”</td>
</tr>
</tbody>
</table>
### The Quartering Act 1774

- **The Quartering Act had a social impact because it forced the citizens of Boston to house soldiers in their own homes.**
- **The Quartering affected the citizens economically because they were forced to provide food and shelter for British soldiers.**

### How did the colonies feel about the Intolerable Acts?

- The colonies believed the Intolerable Acts were another attempt by the British to take away the individual rights and liberties of the colonies. They also saw the Intolerable Acts as interfering with colonial government.

### Why did the colonists change the name to the Intolerable Acts?

- The colonies changed the name from the Coercive Acts to the Intolerable Acts because they could not live with the social, economic, and political effects of the acts on the city of Boston.
Grade 7 Instructional Task: Colonial Propaganda on the Eve of Revolution

Unit One: Road to Independence, Topic Two: Crisis in the Colonies

Description: Students compare and contrast images related to the Revolution and explain how propaganda was used to influence the ideas of independence.

Suggested Timeline: 2 class periods

Materials: The Repeal of Funeral of Miss-Ame Stamp, 1766; The Bloody Massacre Perpetrated in King Street, Boston on March 5, 1770; Virtual representation, 1775; Analyzing Images Related to the American Revolution (blank and completed)

Instructional Process:

1. Say, “Today we are going compare and contrast images related to the Revolution and explain how propaganda was used to influence the ideas of independence. After the Repeal of the Stamp Act, the Boston Massacre, and the Boston Tea Party, the colonists used various forms of propaganda to influence the colonies and gain support for the revolutionary cause.”

2. Write the word “propaganda” on the board in the classroom. Ask students to define Propaganda and provide any examples they know.

Propaganda - information, ideas, or rumors deliberately spread widely to help or harm a person, group, movement, institution, nation, etc.; the deliberate spreading of such information, rumors, etc.\(^\text{11}\)

3. Divide students into small groups according to an established classroom routine.

4. Provide students with a copy of following images and materials:
   a. The Repeal of Funeral of Miss-Ame Stamp, 1766
   b. The Bloody Massacre Perpetrated in King Street, Boston on March 5, 1770; Virtual representation, 1775
   c. Virtual representation, 1775
   d. Analyzing Images Related to the American Revolution

5. Allow students an opportunity, 5-6 minutes, to look over the images relating to the colonial propaganda. Instruct students to analyze the images with their small groups and to record their analysis on their Analyzing Images Related to the American Revolution handout.

6. Ask students to discuss the images in small groups to gain an understanding of how propaganda was used during the American Revolution. Prompt students to use existing knowledge of the events depicted in the images to find bias, judge historical accuracy, and explain how propaganda was used to incite the colonists. To facilitate the group discussion provide students with guiding questions that focus on the key ideas expressed in the images.

Possible guiding questions:
   a. How do these images express colonial feelings about Great Britain?
   b. What conclusions can you draw from the images?
   c. Are they historically accurate according to your knowledge of the event? Explain.
   d. Does this picture contain any elements of bias or propaganda? Explain.

\(^{11}\) http://www.dictionary.com/browse/propaganda
e. Does this picture have an underlying meaning? How was it used to incite the colonists?
f. What impact did the use of propaganda have on the colonists declaring independence?
The Repeal or Funeral of Miss Ame- Stamp 1766

This image is in the public domain. It is available online at [http://www.loc.gov/pictures/item/93504548/](http://www.loc.gov/pictures/item/93504548/).
The Bloody Massacre Perpetrated in King Street, Boston on March 5, 1770

This image is in the public domain. It is available online at https://www.loc.gov/exhibits/british/brit-2.html.

Return to Grade 7 Social Studies: How to Navigate This Document
Virtual Representation, 1775

This image is in the public domain. It is available online at https://www.loc.gov/item/2004673310/.
### Analyzing Images Related to the American Revolution

<table>
<thead>
<tr>
<th>Image # 1</th>
<th>Image # 2</th>
<th>Image # 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Title:</strong></td>
<td><strong>Title:</strong></td>
<td><strong>Title:</strong></td>
</tr>
<tr>
<td><strong>Year Published:</strong></td>
<td><strong>Year Published:</strong></td>
<td><strong>Year Published:</strong></td>
</tr>
<tr>
<td><strong>Details:</strong> What’s happening in the image? Describe what you see.</td>
<td><strong>Details:</strong> What’s happening in the image? Describe what you see.</td>
<td><strong>Details:</strong> What’s happening in the image? Describe what you see.</td>
</tr>
<tr>
<td><strong>Inference:</strong> Does this picture have an underlying meaning?</td>
<td><strong>Inference:</strong> Does this picture have an underlying meaning?</td>
<td><strong>Inference:</strong> Does this picture have an underlying meaning?</td>
</tr>
<tr>
<td><strong>Hypothesis:</strong> How does this image relate to the American Revolution?</td>
<td><strong>Hypothesis:</strong> How does this image relate to the American Revolution?</td>
<td><strong>Hypothesis:</strong> How does this image relate to the American Revolution?</td>
</tr>
<tr>
<td><strong>Bias:</strong> Does this picture contain any elements of bias or propaganda? Explain.</td>
<td><strong>Bias:</strong> Does this picture contain any elements of bias or propaganda? Explain.</td>
<td><strong>Bias:</strong> Does this picture contain any elements of bias or propaganda? Explain.</td>
</tr>
</tbody>
</table>

**Summary:** What impact did the use of propaganda have on the colonists declaring independence?
## Analyzing Images Related to the American Revolution (Completed)

<table>
<thead>
<tr>
<th>Image # 1</th>
<th>Image # 2</th>
<th>Image # 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Title:</strong> The Repeal of the Stamp Act</td>
<td><strong>Title:</strong> The Bloody Massacre</td>
<td><strong>Title:</strong> Virtual Representation</td>
</tr>
<tr>
<td><strong>Year Published:</strong> 1766</td>
<td><strong>Year Published:</strong> 1770</td>
<td><strong>Year Published:</strong> 1775</td>
</tr>
<tr>
<td><strong>Details:</strong> What’s happening in the image? Describe what you see.</td>
<td><strong>Details:</strong> What’s happening in the image? Describe what you see.</td>
<td><strong>Details:</strong> What’s happening in the image? Describe what you see.</td>
</tr>
<tr>
<td>The image depicts repeal of the Stamp Act. Colonists are marching in a funeral to show how the Stamp Act has ‘died’.</td>
<td>The image depicts the Boston Massacre. The image is showing how innocent citizens were gunned down by British soldiers.</td>
<td>The image depicts the idea of ‘virtual representation’ in Parliament or that members of Parliament represent all British subjects, even those in the colonies.</td>
</tr>
<tr>
<td><strong>Inference:</strong> Does this picture have an underlying meaning?</td>
<td><strong>Inference:</strong> Does this picture have an underlying meaning?</td>
<td><strong>Inference:</strong> Does this picture have an underlying meaning?</td>
</tr>
<tr>
<td>The image is meant to influence the colonists and let them know they can change British policies if they worked together using tactics like boycotts and the committees of correspondence.</td>
<td>Yes, the image was used as propaganda by the citizens of Boston. They used the image to influence people and to gain support for their causes.</td>
<td>Yes, the image was used as propaganda after the Intolerable Acts were passed to show how the British were making decisions for the colonists even though they did not live there.</td>
</tr>
<tr>
<td><strong>Hypothesis:</strong> How does this image relate to the American Revolution?</td>
<td><strong>Hypothesis:</strong> How does this image relate to the American Revolution?</td>
<td><strong>Hypothesis:</strong> How does this image relate to the American Revolution?</td>
</tr>
<tr>
<td>The image is important to the American Revolution because it was the first time the British had taxed the colonists directly without representation.</td>
<td>The image is an important episode leading up to the revolution. The image was used as propaganda by the citizens of Boston to gain support against the British.</td>
<td>The image shows an important idea from the American Revolution - ‘taxation without representation’.</td>
</tr>
<tr>
<td>Bias: Does this picture contain any elements of bias or propaganda? Explain.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td></td>
<td></td>
</tr>
<tr>
<td>There is not as much propaganda used in this image as the others. However, the image is meant to influence the colonists and let them know they can change British policies.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bias: Does this picture contain any elements of bias or propaganda? Explain.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes. The image is showing how innocent unarmed citizens were gunned down by British soldiers. However, only five people were killed not all the citizens in the image.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bias: Does this picture contain any elements of bias or propaganda? Explain.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes. The image depicts a British member of Parliament making decisions for everyone in the picture. It is meant to show colonists they have no voice in government.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Summary: What impact did the use of propaganda have on the colonists declaring independence?**

Propaganda was an important tool used by the colonies before the American Revolution. Many of the images published in colonial newspapers were meant to influence colonists and change their opinions of the British government. Not all of the pictures were historically accurate and often showed the British as cruel and overbearing. Most importantly, the images attempted to show that the British were attacking innocent colonial citizens, when in all actuality the colonists often provoked the British to action. Colonial leaders used propaganda to bring together the colonists in their opposition to British taxes and laws.
Grade 7 Instructional Task: Colonial Government on the Eve of Revolution
Unit One: Road to Independence, Topic Two: Crisis in the Colonies

Description: Students compare and contrast the actions taken by the 1st and 2nd Continental Congresses

Suggested Timeline: 2 class periods

Materials: First Continental Congress; Second Continental Congress; Comparing the First and Second Continental Congresses graphic organizer (blank and completed)

Instructional Process:
1. Say, “Today we are going to examine the actions taken by the 1st Continental Congress.”
2. Divide the class into small groups using an established classroom routine.
3. Provide students with a copy of First Continental Congress, Second Continental Congress and the Comparing the 1st and 2nd Continental Congresses graphic organizer.
4. Ask students to read First Continental Congress with their group and complete the Comparing the 1st and 2nd Continental Congresses graphic organizer. Instruct students to identify the “who, what, when, where, and why” characteristics about the 1st Continental Congress. Provide students with a reasonable amount of time to complete the graphic organizer and the questions for the 1st Continental Congress (20-25 minutes).
5. Project a blank Comparing the 1st and 2nd Continental Congresses graphic organizer as students answer the questions.
6. Conduct discussion to check for understanding. Possible questions:
   a. Why were they meeting?
   b. What are some of the accomplishments that came out of the meetings?
7. Say, “Next we are going to examine the actions taken by the 2nd Continental Congress.”
8. Ask students to read Second Continental Congress with their group and complete the Comparing the 1st and 2nd Continental Congresses graphic organizer. Instruct students to identify the “who, what, when, where, and why” characteristics about the 2nd Continental Congress. Provide students with a reasonable amount of time to complete the graphic organizer and the questions for the 2nd Continental Congress (20-25 minutes)
9. Project a blank Comparing the 1st and 2nd Continental Congresses graphic organizer as students answer the questions.
10. Conduct a class discussion to check for understanding. Possible questions:
    a. What do the 1st and 2nd Continental Congresses have in common?
    b. Why were they meeting?
    c. What are some of the accomplishments that came out of the meetings?
First Continental Congress\textsuperscript{12}

Americans were fed up. The "Intolerable" Acts were more than the colonies could stand.

In the summer that followed Parliament's attempt to punish Boston, sentiment for the patriot cause increased dramatically. The printing presses at the Committees of Correspondence were churning out volumes. There was agreement that this new quandary warranted another intercolonial meeting. It was nearly ten years since the Stamp Act Congress had assembled.

It was time once again for intercolonial action. Thus, on September 1774, the First Continental Congress was convened in Philadelphia.

This time participation was better. Only Georgia withheld a delegation. The representatives from each colony were often selected by almost arbitrary means, as the election of such representatives was illegal.

Still, the natural leaders of the colonies managed to be selected. Sam and John Adams from Massachusetts were present, as was John Dickinson from Pennsylvania. Virginia selected Richard Henry Lee, George Washington, and Patrick Henry. It took seven weeks for the country's future heroes to agree on a course of action.

\textbf{The Intolerable Acts}

- \textbf{Quartering Act} (March 24, 1765): This bill required that Colonial Authorities to furnish barracks and supplies to British troops. In 1766, it was expanded to public houses and unoccupied buildings.

- \textbf{Boston Port Bill} (June 1, 1774): This bill closed the port of Boston to all colonists until the damages from the Boston Tea Party were paid for.

- \textbf{Administration of Justice Act} (May 20, 1774): This bill stated that British Officials could not be tried in provincial courts for capital crimes. They would be extradited back to Britain and tried there.

- \textbf{Massachusetts Government Act} (May 20, 1774): This bill annulled the Charter of the Colonies, giving the British Governor complete control of the town meetings.

- \textbf{Quebec Act} (May 20, 1774): This bill extended the Canadian borders to cut off the western colonies of Connecticut, Massachusetts, and Virginia.

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First and most obvious, complete non-importation was resumed. The Congress set up an organization called the Association to ensure compliance in the colonies.

A declaration of colonial rights was drafted and sent to London. Much of the debate revolved around defining the colonies' relationship with mother England.

A plan introduced by Joseph Galloway of Pennsylvania proposed an imperial union with Britain. Under this program, all acts of Parliament would have to be approved by an American assembly to take effect.

Such an arrangement, if accepted by London, might have postponed revolution. But the delegations voted against it — by one vote. One decision by the Congress often overlooked in importance is its decision to reconvene in May 1775 if their grievances were not addressed. This is a major step in creating an ongoing intercolonial decision making body, unprecedented in colonial history.

When Parliament chose to ignore the Congress, they did indeed reconvene that next May, but by this time boycotts were no longer a major issue. Unfortunately, the Second Continental Congress would be grappling with choices caused by the spilling of blood at Lexington and Concord the previous month.

It was at Carpenters' Hall that America came together politically for the first time on a national level and where the seeds of participatory democracy were sown.
Times had taken a sharp turn for the worse. Lexington and Concord had changed everything. When the Redcoats fired into the Boston crowd in 1775, the benefit of the doubt was granted. Now the professional imperial army was attempting to arrest patriot leaders, and minutemen had been killed in their defense. In May 1775, with Redcoats once again storming Boston, the Second Continental Congress convened in Philadelphia.

The questions were different this time. First and foremost, how would the colonist meet the military threat of the British. It was agreed that a Continental Army would be created. The Congress commissioned George Washington of Virginia to be the supreme commander, who chose to serve without pay. How would supplies be paid for? The Congress authorized the printing of money. Before the leaves had turned, Congress had even appointed a standing committee to conduct relations with foreign governments, should the need ever arise to ask for help. No longer was the Congress dealing with mere grievances. It was a full-fledged governing body.

Still, in May of 1775 the majority of delegates were not seeking independence from Britain. Only radicals like John Adams were of this mindset. In fact, that July Congress approved the Olive Branch Petition, a direct appeal to the king. The American delegates pleaded with George III to attempt peaceful resolution and declared their loyalty to the Crown. The King refused to receive this petition and instead declared the colonies to be in a state of rebellion in August. Insult turned to injury when George ordered the hiring of Hessian mercenaries to bring the colonists under control. Americans now felt less and less like their English brethren. How could their fellow citizens order a band of ruthless, foreign goons? The moderate voice in the Continental Congress was dealt a serious blow. As the seasons changed and hostilities continued, cries for independence grew stronger. The men in Philadelphia were now wanted for treason. They continued to govern and hope against hope that all would end well. For them, the summer of 1776 brought the point of no return — a formal declaration of independence.

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Return to Grade 7 Social Studies: How to Navigate This Document
## Comparing the First and Second Continental Congresses

<table>
<thead>
<tr>
<th>Key details</th>
<th>First Continental Congress</th>
<th>Second Continental Congress</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who was there?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What came out of the meetings? (accomplishments, laws, etc.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>When did they meet?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Where did they meet?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Why were they meeting?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Comparing the First and Second Continental Congresses (Completed)

<table>
<thead>
<tr>
<th>Key details</th>
<th>First Continental Congress</th>
<th>Second Continental Congress</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who was there?</td>
<td>• many of the Boston patriots</td>
<td>most of the delegates at the 1st Continental Congress</td>
</tr>
<tr>
<td></td>
<td>• George Washington</td>
<td>• George Washington</td>
</tr>
<tr>
<td></td>
<td>• John Adams</td>
<td>• John Adams</td>
</tr>
<tr>
<td></td>
<td>• John Dickinson</td>
<td>• John Dickinson</td>
</tr>
<tr>
<td></td>
<td>• Richard Henry Lee</td>
<td>• Richard Henry Lee</td>
</tr>
<tr>
<td></td>
<td>• Patrick Henry</td>
<td>• Patrick Henry</td>
</tr>
<tr>
<td>What came out of the meetings?</td>
<td>• Patrick Henry gave his famous “Give me Liberty, or Give me Death” speech.</td>
<td>• The Continental Army was created to defend the colonies.</td>
</tr>
<tr>
<td></td>
<td>• Agreement to continue nonimportation of British goods</td>
<td>• The Olive Branch petition was written and sent to King George III.</td>
</tr>
<tr>
<td>When did they meet?</td>
<td>• September 1774</td>
<td>• May 1775</td>
</tr>
<tr>
<td>Where did they meet?</td>
<td>• Independence Hall, Philadelphia</td>
<td>• Independence Hall, Philadelphia</td>
</tr>
<tr>
<td>Why were they meeting?</td>
<td>• The 1st Continental Congress was called to address the Intolerable Acts, which had been passed earlier that year.</td>
<td>• The 2nd Continental Congress met after the fighting started at Lexington and Concord. They met to attempt to reconcile with England by writing the Olive Branch Petition; they also met to discuss a response to fighting at Lexington.</td>
</tr>
</tbody>
</table>
Grade 7 Instructional Task: The Colonies Declare Independence
Unit One: Road to Independence, Topic Two: Crisis in the Colonies

Description: Students develop and support a claim on whether the colonists were justified in declaring independence from Great Britain. Students also explain the effects of the colonists’ decision. In this instructional task, students develop and express claims through discussions and writing as they compare and contrast key events, ideas and differing viewpoints that led to America’s declaration of independence from Britain and the resulting war.

Suggested Timeline: 5 class periods
Materials: Excerpts from Common Sense, Thomas Paine; Common Sense guided reading questions (blank and completed); Excerpt from “Arguments against the Independence of these Colonies”, 1776; Arguments Against the Independence of these Colonies split-page notes (blank and completed); Excerpts from the Declaration of Independence, 1776

Instructional Process:

1. Say, “Today we are going to examine the arguments for declaring independence from Great Britain. As tension between colonists and the British government continued to increase, protests in the Thirteen Colonies grew stronger. In order to combat British oppression, colonial leaders met in Philadelphia in 1774 to discuss a response to the British crown. However, within seven months, the colonists found themselves in open rebellion against the strongest military in the world. In the end, the new American colonists decided to break apart from the British government and declare independence.”

2. Divide students into small groups according to an established classroom routine.

3. Provide students with a copy of the Excerpts from Common Sense, Thomas Paine and the Common Sense guided reading questions.

4. Instruct students to complete a pre-reading activity in which they identify unfamiliar words in Excerpts from Common Sense, Thomas Paine. For example, allow students about 8-10 minutes to skim through the text. While skimming ask students to underline/highlight any words or phrases that they do not know. Using context clues within the document ask students to determine the meaning of some unfamiliar words in the text such as:
   a. ineffectual
   b. reconciliation
   c. fallacious
   d. engrossed
   e. brute
   f. precariousness

5. Engage students in a whole class discussion to build contextual understanding of the words in the text.

6. Ask students to re-read and annotate Excerpts from Common Sense, Thomas Paine. Encourage students to underline, highlight or write down some of Thomas Paine’s main ideas in the margin. In addition, have students paraphrase in their own words the main points from the text. For example, some of the main ideas students should gather from Paine’s work include:
   a. Great Britain’s only reason for protecting America was for her own benefit.
   b. Great Britain is unable to effectively govern the colonies from Europe.
c. Governments should be ruled by people and not Kings.
d. The colonists have a natural right to govern themselves.
e. The King of England is like a savage and cruel to his own people.
f. The true King of the People is the Law.

7. After students have completed their reading activity, provide students with a reasonable amount of time, about 20-25 minutes, to work in their small groups to answer the questions in the Common Sense guided reading questions.

8. Once students have completed the Common Sense guided reading questions, allow small groups a reasonable amount of time (6-8 minutes) to discuss their answers so they can build understanding of the main ideas expressed in Common Sense. In addition, small groups can join together in discussion so they may build depth and further understanding of the differing viewpoints that led to America’s declaration of independence from Britain and the resulting war.

9. Conduct a discussion to check for student understanding of the main ideas of Excerpts from Common Sense, Thomas Paine.

10. After checking student answers, conduct a class discussion to build student understanding of Thomas Paine’s point of view in Excerpts from Common Sense, Thomas Paine. Possible guiding questions include:
   a. Why did many colonists reject the idea of reconciliation with Britain?
   b. Who does Paine believe should govern people? Why?
   c. How has the relationship between Great Britain and the colonies changed?
   d. What does Paine believe are the colonists’ reasons for declaring independence?
   e. How does Paine feel about war with Great Britain?

11. Say, “Next we are going to examine the arguments against declaring independence from Great Britain. While tension between colonists and the British government was high and protests in the thirteen colonies grew stronger, not everyone was in favor of separating from Great Britain. A large number of colonists remained loyal to Great Britain and others were simply afraid to declare independence.”

12. Divide the class into small groups using an established classroom routine.

13. Provide each group with a copy of the Excerpts from “Arguments against the Independence of these Colonies”, 1776 and the Arguments Against the Independence of these Colonies split-page notes.

14. Provide students with context on the author of Excerpts from “Arguments against the Independence of these Colonies”, 1776. For example, students might find the information listed below helpful when analyzing the document.
   a. John Dickinson was from Pennsylvania. He was a member of the Pennsylvania delegation to the 2nd Continental Congress.
   b. Dickinson was one of the most outspoken opponents of the Stamp Act and other British taxes and policies in the colonies. He also helped author the Olive Branch Petition to the King before declaring independence.
   c. He was a Quaker and against all forms of violence, which is one reason he was against the declaration.
   d. The document is an excerpt from a speech given during the debate over issuing the Declaration of Independence. He argued against the declaration and did not sign it with other members of the 2nd Continental Congress.

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17. Read *Excerpts from “Arguments against the Independence of these Colonies”, 1776* aloud. Ask students to identify unfamiliar words in the text and write them in the top left corner of their *Arguments Against the Independence of these Colonies* split-page notes. Using context clues within the document ask students to determine the meaning of some unfamiliar words in the text such as:

- *magnitude*
- *oppressive*
- *burthen (burden)*
- *calamities*
- *animate*
- *quarrel*
- *preventative*
- *ardent*
- *vigorously*

18. After reading, allow students additional time to skim through *Excerpts from “Arguments against the Independence of these Colonies”, 1776* again to find contextual meaning of the words.

19. Engage students in a whole class discussion to build contextual understanding of the words in the text.

20. As students reread *Excerpts from “Arguments against the Independence of these Colonies”, 1776* have them record the main ideas of text, write any comments or questions about the text, and provide a brief summary of the text on their *Arguments Against the Independence of these Colonies* split-page notes.

21. Instruct students to return to *Excerpts from “Arguments against the Independence of these Colonies”, 1776*, to underline, highlight or write down some of John Dickinson’s main arguments against independence. In addition, have students paraphrase in their own words the main points from the text. For example, the main arguments against independence include:

- a. The colonies are unprepared for war with Great Britain.
- b. The colonies have no allies to help.
- c. The colonists have no supplies for war since their main trade partner is Great Britain.
- d. There was a chance the colonies would separate from each other even after declaring independence from Britain.
- e. The colonies are moving too quickly in declaring independence.

22. Direct students to discuss *Excerpts from “Arguments against the Independence of these Colonies”, 1776* in small groups to gain an understanding of the causes and effects declaring independence from Great Britain and why Dickinson and other colonists were against declaring independence from Great Britain. To facilitate the group discussion provide students with guiding questions that focus on the key ideas expressed in the text. Possible questions:

- a. Who is the author of this document and when was it produced?
- b. Why was John Dickinson personally against independence?
- c. What are some of his arguments against independence?
- d. What are the advantages to declaring independence? What are the disadvantages?
- e. Why does Dickinson believe the colonies are unprepared for war? Is it possible for the colonies to reconcile with Great Britain?
- f. Does Dickinson believe there are any other options to declaring independence?
23. Students should focus on important ideas and arguments presented in the text, such as:
   a. The colonies are unprepared for war with Great Britain.
   b. The colonies have no allies to help.
   c. The colonists have no supplies for war since their main trade partner is Great Britain.
   d. There was a chance the colonies would separate from each other even after declaring independence from Britain.
   e. The colonies are moving too quickly in declaring independence.

24. Say, “Next we are going to analyze and examine the Declaration of Independence. Written by Thomas Jefferson in the Summer of 1776, the Declaration of Independence formally called for separation from Great Britain.”

25. Provide students with a copy of the Excerpts from the Declaration of Independence, 1776.

26. Direct students to read and examine Excerpts from the Declaration of Independence, 1776 independently.

27. During the first reading of Excerpts from the Declaration of Independence, 1776, allow students an opportunity to identify unfamiliar words in the text. Ask students to underline/highlight any words or phrases that they do not know. Using context clues within the document ask students to determine the meaning of some unfamiliar words in the text such as:
   a. unalienable
   b. instituted
   c. deriving
   d. Usurpations
   e. invariably
   f. evinces
   g. candid
   h. formidable

28. Once students have had an opportunity to build understanding of the complex vocabulary in the text, have students work with a partner to paraphrase the text into their own words.

29. Conduct a discussion in which students consider the impact of the Declaration and why Jefferson felt the colonists had a right to break away from Great Britain. Possible questions:
   a. Why did Thomas Jefferson feel the colonists had the right to break away from Great Britain? (Have students identify the following sentence from the text - “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.”)
   b. What grievances against the King were included in the Declaration of Independence?
   c. What are the ‘unalienable rights’ that Jefferson refers to in the text?
   d. What does Jefferson mean by the Laws of Nature?
   e. What are the colonists willing to give up in order to win independence?

30. Conduct a discussion of Excerpts from the Declaration of Independence, 1776 in which students consider whether the Declaration of Independence was the right thing to do for the colonists. Students should focus on important ideas and details from the text, such as:
   a. People are born with ‘unalienable rights’ such as life, liberty, and the pursuit of happiness.
b. When a government continuously takes freedom away from the people it is their right to get rid of that government.

c. People have a right to self-government according to the Laws of Nature.

31. Students should have a firm understanding of the grievances that led to the Declaration of Independence. For example, Jefferson specifically lists the problems or reasons for declaring independence such as:

a. forbidding the colonies from passing laws
b. interfering with colonial matters without due process
c. preventing representation in Parliament
d. quartering troops without consent
e. acting as a tyrant against its own citizens

32. Instruct students to write a response to the following prompt: “Using the sources and your knowledge of U.S. history, write an essay in which you explain in detail why the colonists were or were not justified in declaring independence from Great Britain. Include an explanation of the effects of their decision in your response. Be sure to acknowledge the different perspectives and support your position with evidence from the texts and prior knowledge of the events leading up the signing of the Declaration of Independence.” Students should use text evidence from the sources they explored throughout the instructional task. Use the LEAP assessment social studies extended response rubric. Note: Customize the Content portion of the rubric for this assessment. Use the Claims portion of the rubric as written. Provide students with access to the Social Studies Extended Response checklist. An exemplar response may include but is not limited to:

a. Students responses should make reference to and provide detailed information on: The main ideas expressed in Common Sense such as (1) Great Britain's only reason for protecting America was for her own benefit; (2) Great Britain is unable to effectively govern the colonies from Europe; (3) Governments should be ruled by people and not Kings; (4) the colonists have a natural right to govern themselves, (5) the King of England is like a savage and cruel to its own people and (6) the true King of the People is the Law.

b. The compelling arguments expressed by John Dickinson in “Arguments Against the Independence of the Colonies” such as (1) the colonies are unprepared for war with Great Britain; (2) the colonies have no allies to help; (3) the colonists have no supplies for war since their main trade partner is Great Britain; (4) there was a chance the colonies would separate from each other even after declaring independence from Britain and (5) the colonies are moving too quickly in declaring independence.

c. Rationale for declaring independence provided by Jefferson in the Declaration of Independence: (1) forbidding the colonies from passing laws, (2) interfering with colonial matters without due process; (3) preventing representation in Parliament, (4) quartering troops without consent, and (5) acting as a tyrant against its own citizens.

33. Have students create a timeline of events from the Treaty of Paris 1763, ending the French and Indian War, to the writing of the Declaration of Independence in 1776. Grade student timelines.
“Volumes have been written on the subject of the struggle between England and America. Men of all ranks have embarked in the controversy, from different motives, and with various designs: but all have been ineffectual, and the period of debate is closed. Arms as a last resource decide the contest; the appeal was the choice of the king, and the continent has accepted the challenge.” “As much has been said of the advantages of reconciliation, which, like an agreeable dream, has passed away and left us as we were, it is but right that we should examine the contrary side of the argument, and inquire into some of them any material injuries which these colonies sustain, and always will sustain, by being connected with and dependent on Great Britain.”

“I have heard it asserted by some that as America hath flourished under her former connection with Great Britain, the same connection is necessary towards her future happiness, and will always have the same effect. Nothing can be more fallacious than this kind of argument... For I answer roundly, that America would have flourished as much, and probably much more, had no European power taken any notice of her.”

“But she has protected us, say some. That she hath engrossed us is true, and defended the continent at our expense as well as her own is admitted; Alas! We have boasted the protection of Great Britain without considering that her motive was interest, not attachment; and that she did not protect us from our enemies on our account, but from her enemies on her own account.”

“But Britain is the parent country, say some. Then the more shame upon her conduct. Even brutes do not devour their young, nor savages make war upon their families; Europe, and not England, is the parent country of America. This new world hath been the asylum for the persecuted lovers of civil and religious liberty from every part of Europe. Hither have they fled, not from the tender embraces of a mother, but from the cruelty of the monster.”

“As to government matters, it is not in the power of Britain to do this continent justice: the business of it will soon be too weighty and intricate to be managed with any tolerable degree of convenience, by a power so distant from us, and so very ignorant of us; for if they cannot conquer us, they cannot govern us. To be always running three or four thousand miles with a tale or a petition, waiting four or five months for an answer, which, when obtained, requires five or six more to explain it in, will in a few years be looked upon as folly and childishness.”

“There was a time when it was proper, and there is a proper time for it to cease. . . .But where, say some, is the king of America? I’ll tell you, friend, he reigns above, and doth not make havoc of mankind like the Royal Brute of Great Britain; let a day be solemnly set apart for proclaiming the charter; let it be brought forth placed on the divine law, the Word of God; let a crown be placed thereon, by which the world may know, that so far as we approve of monarchy, that in America THE LAW IS KING. For as in absolute governments the king is law, so in free countries the law ought to BE KING, and there ought to be no other.”

“A government of our own is our natural right; and when a man seriously reflects on the precariousness of human affairs, he will become convinced, that it is infinitely wiser and safer to form a constitution of our own in a cool deliberate manner, while we have it in our power, than to trust such an interesting event to time and chance.”

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### Common Sense Guided Reading Questions

<table>
<thead>
<tr>
<th>Questions</th>
<th>Answers</th>
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<tbody>
<tr>
<td>Who is the author of the text? When was the document written? Is the source credible?</td>
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<tr>
<td>According to the document, who does the author believe should govern the people?</td>
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<tr>
<td>According to the document, why is reconciliation with Great Britain not an option for the colonies?</td>
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<td>Answer</td>
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<tr>
<td>According to the document, what is Thomas Paine’s view of the new world’s role for mankind? Explain.</td>
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<td>Who does Thomas Paine believe is the true king of people?</td>
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<tr>
<td>How does Thomas Paine describe the relationship between Great Britain and the colonies?</td>
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<tr>
<td>In your opinion, does Thomas Paine make a good argument for declaring independence from Great Britain? Why or Why not? Use evidence from the text.</td>
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</table>
### Common Sense Guided Reading Questions (Completed)

<table>
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</thead>
<tbody>
<tr>
<td><strong>Who is the author of the text? When was the document written? Is the source credible?</strong></td>
<td>Common Sense was written by Thomas Paine in January 1776. In the document, Thomas Paine argues that the colonies have no option but to declare independence from Great Britain. Yes, the document is credible because Thomas Paine lived during the time, and it is a primary source document.</td>
</tr>
<tr>
<td><strong>According to the document, who does the author believe should govern the people?</strong></td>
<td>In Common Sense, Thomas Paine argues that the people should govern themselves according to natural law.</td>
</tr>
<tr>
<td><strong>According to the document, why is reconciliation with Great Britain not an option for the colonies?</strong></td>
<td>Thomas Paine believes the time for reconciliation with Great Britain has passed. He also describe the idea of reconciliation as a dream that will never happen and will not correct the colonies’ problems with Great Britain.</td>
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<tr>
<td>Question</td>
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<tr>
<td>According to the document, what is Thomas Paine’s view of the new world’s role for mankind? Explain.</td>
<td>Thomas Paine believes the new world to be a safe place for all the people who have been persecuted for their “civil and religious liberties”.</td>
</tr>
<tr>
<td>Who does Thomas Paine believe is the true king of people?</td>
<td>Thomas Paine believes the true king of people is the law. If people follow natural law, there would be no need for a king. The people can govern themselves according to the laws of nature.</td>
</tr>
<tr>
<td>How does Thomas Paine describe the relationship between Great Britain and the colonies?</td>
<td>Paine describes the relationship between Great Britain and the colonies like the relationship between a mother and child. However, Paine points out that the current relationship between the two has evolved into a situation where the mother chose to eat her young instead of protecting them.</td>
</tr>
<tr>
<td>In your opinion, does Thomas Paine make a good argument for declaring independence from Great Britain? Why or Why not? Use evidence from the text.</td>
<td>Thomas Paine cites multiple examples why the colonists should declare independence. First, Paine believes that Great Britain is simply using the colonies to make England richer. Second, Paine believes that Great Britain has violated colonial trust by interfering in colonial government, taxing without their consent, and treating the colonies like children.</td>
</tr>
</tbody>
</table>
“The Consequences involv’d in the Motion now lying before You are of such Magnitude, that I tremble under the oppressive Honor of sharing in its Determination. I feel Myself unequal to the Burthen assigned Me. I believe, I had almost said, I rejoice, that the Time is approaching, when I shall be relieved from its Weight…”

“My Conduct, this Day, I expect will give the finishing Blow to my once too great, and, my Integrity considered now too diminish’d Popularity. It will be my Lott to know, that I had rather vote away the Enjoyment of that dazzling display, that pleasing Possession, than the Blood and Happiness of my Countrymen—too fortunate, amidst their Calamities, if I prove a Truth known in Heaven, that I had rather they should hate Me, than that I should hurt them… But thinking as I do on the Subject of Debate, Silence would be guilt.”

“What advantages could it be claimed would follow from the adoption of this resolution? 1. It might animate the People. 2. It would Convince foreign Powers of our Strength & Unanimity & we would receive their aid in consequence thereof. As to the 1st point—it is Unnecessary. The preservation of Life, Liberty & Property is a sufficient Motive to animate the People. The General Spirit of America is animated. “

“As to the 2d - foreign Powers will not rely on Words…” “When We have bound ourselves to a stern Quarrel with Great Britain by a Declaration of Independence, France has nothing to do but to hold back & intimidate Great Britain till Canada is put into her Hands, then to intimidate Us into a most disadvantageous Grant of our Trade…” “Now let us consider, if all the Advantages expected from foreign Powers cannot be attained in a more unexceptional manner. Is there no way of giving Notice of a Nation’s Resolution, than by proclaiming it to all the World? Let Us in the most solemn Manner inform the House of Bourbon, at least France that We wait only for her Determination to declare our Independence. We must not talk generally of foreign Powers but only of those We expect to favor Us…”

“Besides, first we ought to Establish our governments & take the Regular Form of a State—These preventive Measures will shew Deliberation, Wisdom, Caution & Unanimity.” “It is Our Interest to keep Great Britain in the Opinion that We mean Reconciliation as long as possible—… The Wealth of London &c is pour’d into the Treasury. The whole Nation is ardent against Us. We oblige her by our attitude to persevere in Her Spirit…” “The War will be carried on with more Severity. The Burning of Towns, the Setting Loose of Indians on our Frontiers, has Not yet been done. Boston might have been burnt though it was not.”

“What Advantage is to be expected from a Declaration? 1 – The Animating of our Troops? I answer, it is unnecessary. 2 – Union of the Colonies? I answer, this is also unnecessary. It may weaken that Union, when the People find themselves engaged in a cause rendered more cruel by such a Declaration without Prospect of an End to their Calamities, by a Continuation of the War.” 3rd – “A PARTITION of these Colonies will take Place if Great Britain cant conquer Us. To escape from the protection we have in British rule by declaring independence would be like Destroying a House before We have got another, In Winter, with a small Family; Then asking a Neighbour to take Us in and finding He is unprepared.”

“We cannot look back. Men generally sell their Goods to most Advantage when they have several Chapmen. We have but two to rely on. We exclude one by this Declaration without knowing what the other will give.” “Great Britain after one or more unsuccessful Campaigns may be induc’d to offer Us such a share of Commerce as would satisfy Us, to appoint Councillors during good Behaviour, to withdraw her armies, to protect our Commerce, Establish our Militias- in short to redress all the Grievances complain’d of in our first Petition.”

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“Let Us know, if We can get Terms from France that will be more beneficial than these. If we can, LET US DECLARE INDEPENDENCE. If We cannot, let Us at least withhold that Declaration, till We obtain Terms that are tolerable.” “We have many Points of the utmost Moment to settle with France- Canada, Acadia and Cape Breton. What will content her? Barbary Pirates, Spain, Portugal? Will she demand an Exclusive Trade as a Compensation, or grant Us Protection against piratical States only for a Share of our Commerce?” “When our Enemies are pressing Us so vigorously, When We are in so wretched a State of Preparation, When the Sentiments & Designs of our expected Friends are so unknown to Us, I am alarm’d at this Declaration being so vehemently presented.”

http://teachingamericanhistory.org/library/document/arguments-against-the-independence-of-these-colonies/

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<table>
<thead>
<tr>
<th>Unknown Words/Phrases</th>
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Comments/Questions

Summary:
### Arguments Against the Independence of these Colonies Split-Page Notes (Completed)

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<td></td>
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<tr>
<td>calamities - events causing stress</td>
<td></td>
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<tr>
<td>animate - excite</td>
<td></td>
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<tr>
<td>quarrel - fight/argument</td>
<td></td>
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<tr>
<td>preventative - In an effort to keep something from happening</td>
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</tr>
<tr>
<td>ardent - passionate</td>
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<td>vigorously - forcefully</td>
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<tr>
<td>● The colonies are unprepared for war with Great Britain.</td>
<td></td>
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<tr>
<td>● The colonies have no allies to help.</td>
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<tr>
<td>● The colonies should wait for help from France or confirmation that France is supporting them.</td>
<td></td>
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<tr>
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<tr>
<td>● The colonists have no supplies for war since their main trade partner is Great Britain.</td>
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<tr>
<td>● The colonies do not have enough men to fight England.</td>
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<tr>
<td>● The colonies are not prepared for the death and destruction that the war will bring.</td>
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### Comments/Questions
- Who was John Dickinson?
- Where was the speech written?
- Why was Dickinson against independence?
- Why does Dickinson shorten all these words?

### Summary:
In “Arguments Against the Independence of these Colonies” John Dickinson argues against the colonies declaring independence from Great Britain. In the article Dickinson cites several reason why the colonists should wait. First, he believes the colonies are unprepared for war with Great Britain because their main trading partner is Great Britain and if they move forward with declaring war, then they would be unable to get the materials needed to fight. Second, Dickinson is hesitant to move forward with independence simply because there was a chance the colonies would separate from each other after declaring independence from Britain. Also, Dickinson is against declaring independence because he believes the colonists should wait for help from France or another foreign power to ensure they can actually win. Finally, Dickinson does not want to see his fellow colonists hurt in a war with England.
Excerpts from the Declaration of Independence, 1776

“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. “

“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 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 their Safety and Happiness.”

“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.” “HE has forbidden his Governors to pass Laws of immediate and pressing Importance...HE has refused to pass other Laws for the Accommodations 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 Tyranny only...HE has dissolved Representative Houses repeatedly, for opposing with manly Firmness his Invasions on the Rights of the People.”

“For quartering large Bodies of Armed Troops among us: FOR protecting them, by a mock Trial, from Punishment for any Murders which they should commit on the Inhabitants of these States: FOR cutting off our Trade with all Parts of the World: FOR imposing Taxes on us without our Consent:”

“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 Connexion 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 Honour.”

16 This text is in the public domain.
**Topic Three:** The Revolutionary War (7.1.3, 7.1.5; 7.2.2; 7.5.3)

**Connections to the unit claim:** Students examine primary and secondary sources in order to gain an understanding of the causes and effects of the Revolutionary War and how the war helped shape the American identity.

**Suggested Timeline:** 12-13 class periods

**Use these sample tasks:**
- Unprepared for War
- The Patriots Gain Momentum

**To explore these key questions:**
- What were the strengths and weaknesses of the American colonies and the British during the Revolutionary War?
- How did the Revolutionary War begin?
- What kind of leader was George Washington?
- Why was Washington chosen to lead the Continental Army?
- How did America’s foreign allies contribute to the American victory in the Revolutionary War?
- What might have happened if Washington’s troops had not survived the winter at Valley Forge?

**That students answer through this assessment:**
- Students complete an Impact of the Revolution on the Home Front graphic organizer in which they analyze and investigate the social, political, and economic impact of the early years of the Revolutionary War. Collect these for a grade.
- Students complete a textual analysis of Washington’s General Orders to analyze the leadership qualities of George Washington.
- Students analyze the challenges faced by the Americans at the beginning of the Revolutionary War by examining early battles.
- Students complete an Examining Colonial Victories in the American Revolution graphic organizer in which they analyze the American military strategy at decisive victories at Trenton, Princeton, and Saratoga.
- Students complete the Yorktown and the Treaty of Paris Split-Page Notes analyzing the end of the Revolutionary War.
Grade 7 Instructional Task: Unprepared for War
Unit One: Road to Independence, Topic Three: The Revolutionary War

Description: Students analyze and investigate the social, political, and economic impact of the early years of the Revolutionary War by examining how the Americans were unprepared for war and how citizens were affected on the home front.

Suggested Timeline: 7 class periods

Materials: American and British Strengths and Weaknesses; Advantages and Disadvantages of the Revolutionary War graphic organizer (blank and completed); First Shots, 1775; First Shots anticipation guide (blank and completed); Creating a Continental Army; Creating a Continental Army graphic organizer (blank and completed); Commander Washington’s General Orders, July 4, 1775; General Washington to the President of the Continental Congress, September 2, 1776; Washington’s General Orders graphic organizer (blank and completed); Lexington and Concord; The Siege at Fort Ticonderoga; Bunker Hill; The Results of the Battle of Long Island; Early Revolutionary War Battles handout (blank and completed); Revolutionary War: The Homefront; Recruiting African American in the Continental Army - Continental Congress, March 29, 1779; Impact of the Revolution on the Homefront graphic organizer (blank and completed)

Instructional Process:

1. Say, “Today we are going to examine and evaluate the strengths and weaknesses of the British and the American colonies at the beginning of the Revolutionary War. Think back to some of the reasons why the colonies were against declaring Independence from Great Britain. Some of these same reasons will help us understand why the colonies were unprepared for war with Great Britain.”
2. Divide the class into small groups using an established classroom routine.
3. Provide students with a copy of American and British Strengths and Weaknesses and the Revolutionary War Advantages and Disadvantages graphic organizer.
4. Instruct students to read American and British Strengths and Weaknesses with their group. Encourage students to underline, highlight or write down some of the main ideas from the text on the graphic note organizer while reading. Provide students with a reasonable amount of time to complete the questions in the graphic organizer (15-20 minutes).
5. Project a blank Revolutionary War Advantages and Disadvantages graphic organizer as students answer the questions and conduct a discussion on how the colonies were unprepared for war with Great Britain. Possible questions:
   a. Why were the American colonies unprepared for war?
   b. What was the greatest strength for the American colonies?
   c. How did geography contribute to the strengths of the colonies?
6. Say, “Next we are going to examine the beginning of the American Revolution. Think back to previous lessons about the escalating crisis between the colonies and the British. Conduct a discussion on the coming war between the American Colonies and Great Britain. Possible questions:
   a. How long could the colonies and the British continue on the same path?
b. Was war inevitable?
c. Why were the colonies willing to risk their lives over taxes?

7. Provide students with access to First Shots, 1775 from The Library of Congress and a copy of the First Shots anticipation guide.

8. Ask students to complete the pre-reading part of the First Shots anticipation guide individually to gauge their knowledge on the beginning of the Revolutionary War.

9. Divide the class into small groups using an established classroom routine.

10. Instruct students to read First Shots, 1775 with their group. Encourage students to outline notes on the main ideas from the text while reading. Provide students with a reasonable amount of time to complete the questions in the graphic organizer (15-20 minutes).

11. Project a blank copy of the First Shots anticipation guide as students answer the questions and conduct a discussion on how the Revolutionary War began. Possible questions:

   a. Where were the first shots of the revolution fired?
   b. Who were Paul Revere and Williams Dawes?
   c. How did the 2nd Continental Congress feel about fighting Great Britain?

12. Say, “As we examine sources, you will examine the colonial war strategy and explore how General George Washington led the Continental Army to identify how the American colonies were planning to win the war, the leadership qualities of George Washington, and why Washington was chosen to lead the Continental Army.

13. Divide the class into pairs using an established classroom routine.

14. Provide students with access to Creating a Continental Army from The Library of Congress and a copy of the Creating a Continental Army graphic organizer.

15. Instruct students to read Creating a Continental Army in pairs. Encourage students to take notes on the main ideas from the text while reading. Provide students with a reasonable amount of time to complete the Creating a Continental Army graphic organizer. (15-20 minutes)

16. Conduct a discussion on Creating a Continental Army and the leadership qualities of George Washington. Possible questions include:

   a. What was Washington’s strategy to win the war?
   b. What did Washington believe the Continental Army needed to become in order to win the war?

17. Provide students with access to Commander Washington’s General Orders, July 4, 1775 and General Washington to the President of the Continental Congress, September 2, 1776 from This Library of Congress and a copy of Washington’s General Orders graphic organizer.

18. Instruct students to read Commander Washington’s General Orders, July 4, 1775. Encourage students to take notes while reading on their Washington’s General Orders graphic organizer. Provide students with a reasonable amount of time to complete the first section of the Washington’s General Orders graphic organizer (15-20 minutes).

19. Instruct students to read General Washington to the President of the Continental Congress, September 2, 1776. Encourage students to take notes while reading on their Washington’s General Orders graphic organizer. Provide students with a reasonable amount of time to complete the second section of the Washington’s General Orders graphic organizer (15-20 minutes).

20. Conduct a discussion on the creation of the Continental Army and the leadership qualities of George Washington. Possible questions:
a. What kind of leader was George Washington?
b. Why was Washington chosen to lead the Continental Army?
c. Why did General Washington believe a well maintained army could win the war?

21. Say, “Now that we have examined the leadership qualities of General Washington, we will next analyze the early battles of the American Revolution to understand why and in what ways the colonies were unprepared for war.”

22. Conduct a jigsaw reading of various sources on the early battles of the American Revolution.

23. Divide the class into small groups using an established classroom routine. Establish this group as the students “home” groups.

24. Assign each students from the “home” groups to an expert group. Refer to the jigsaw one-pager if needed.

25. Provide students in each expert group with a copy or access to the following sources:
   a. Group 1: Lexington and Concord
   b. Group 2: Bunker Hill
   c. Group 3: The Results of the Battle of Long Island from The Library of Congress
   d. Group 4: The Siege at Fort Ticonderoga from theamericanrevolution.org

26. Provide students with a copy of the Early Revolutionary War Battles handout.

27. Instruct students to read their assigned text independently. Encourage students to take notes on the main ideas from the text on their Early Revolutionary War Battles handout while reading. Provide students with a reasonable amount of time to complete the questions in the graphic organizer (15-20 minutes).

28. After they complete their reading, allow students to review the outcome and importance of each battle with their group to gain a deeper understanding of their notes. Provide students with a reasonable amount of time to refine their understanding of the information with their group (10-15 minutes).

29. Direct students to return to their “home” group to take turns presenting the information they received from the text in their expert group.

30. Conduct a discussion on the importance of these early battles in the war. Possible questions:
   a. What did the colonies learn in these early battles?
   b. What can the colonies change before fighting the British again?
   c. How were the colonies unprepared for these battles?

31. Say, “We will now examine the social, political, and economic impact the Revolutionary War had on women, Native Americans, and Africans Americans. During this task, you will explore sources and examine how the war impacted different groups who were not engaged in actual fighting, but nonetheless, took part in the war effort.”

32. Divide the class into small groups using an established classroom routine.


18 [External Link]: http://theamericanrevolution.org/battledetail.aspx?battle=3
34. Instruct students to read *Revolutionary War: The Home Front* and *Recruiting African American in the Continental Army - Continental Congress, March 29, 1779* with groups. Encourage students to write down the main ideas from the texts on the *Impact of the Revolution on the Home Front graphic organizer* while reading.

35. Provide students with a reasonable amount of time to record the social, political, and economic impact of the Revolutionary War on different groups of citizens and answer the questions on their *Impact of the Revolution on the Home Front graphic organizer* (15-20 minutes).

36. Instruct students to review their work and ensure that they have included details on how the war affected women, Native Americans, and African Americans.

37. Project the *Impact of the Revolution on the Home Front graphic organizer* as students answer the questions and conduct a discussion on the social, political, and economic impact on different groups not involved in the fighting. Possible questions include:

   a. How did the Revolutionary War affect women? Native Americans? African Americans?
   b. What contributions did these groups make to the war effort?
   c. Were Native Americans or African Americans allowed to fight in the war? Explain.
American and British Strengths and Weaknesses

The question remains: What factors led an undisciplined, unprepared, divided American nation to prevail over the world’s largest empire?

Despite the supremacy of the British navy in the 18th century, the Colonial naval forces won many battles. This picture depicts the naval engagement of July 7, 1777, between the American frigates Hancock, Boston, and HMS Fox, and the British frigates Flora and Rainbow.

British Strengths and American Weaknesses

The British seemed unbeatable. During the previous 100 years, the British had enjoyed triumph after triumph over nations as powerful as France and Spain. At first glance, the odds were clearly against the Americans. A closer look provides insight into how the underdogs emerged victorious.

Britain’s military was the best in the world. Their soldiers were well equipped, well disciplined, well paid, and well fed. The British navy dominated the seas. Funds were much more easily raised by the Empire than by the Continental Congress.

Some of those funds were used to hire Hessian mercenaries to fight the Americans.

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19 This work by The Independence Hall Association is licensed under a Creative Commons Attribution 4.0 International License. The original work is available at http://www.ushistory.org/us/11a.asp.
The Americans had tremendous difficulty raising enough funds to purchase basic supplies for their troops, including shoes and blankets. The British had a winning tradition. Around one in five Americans openly favored the Crown, with about half of the population hoping to avoid the conflict altogether. Most Indian tribes sided with Britain, who promised protection of tribal lands.

**American Strengths and British Weaknesses**

On the other hand, the Americans had many intangible advantages. The British fought a war far from home. Military orders, troops, and supplies sometimes took months to reach their destinations. The British had an extremely difficult objective. They had to persuade the Americans to give up their claims of independence. As long as the war continued, the colonists' claim continued to gain validity. The geographic vastness of the colonies proved a hindrance to the British effort. Despite occupying every major city, the British remained as at a disadvantage.

Americans had a grand cause: fighting for their rights, their independence and their liberty. This cause is much more just than waging a war to deny independence. American military and political leaders were inexperienced, but proved surprisingly competent.

The war was expensive and the British population debated its necessity. In Parliament, there were many American sympathizers. Finally, the alliance with the French gave Americans courage and a tangible threat that tipped the scales in America's favor.
## Advantages and Disadvantages of the Revolutionary War

<table>
<thead>
<tr>
<th></th>
<th>Advantages</th>
<th>Disadvantages</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>American Colonies</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>British</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Advantages and Disadvantages of the Revolutionary War (Completed)

<table>
<thead>
<tr>
<th></th>
<th>Advantages</th>
<th>Disadvantages</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>American Colonies</strong></td>
<td>● fighting on home territory&lt;br&gt;● Americans were fighting for independence</td>
<td>● limited money to wage war&lt;br&gt;● inexperienced soldiers&lt;br&gt;● weak Navy&lt;br&gt;● relied on militia&lt;br&gt;● few allies/international support</td>
</tr>
<tr>
<td><strong>British</strong></td>
<td>● largest Navy in the world&lt;br&gt;● stronger Army and better trained soldiers</td>
<td>● took a long time to ship soldiers and supplies to the colonies&lt;br&gt;● no clear military strategy or objective for fighting&lt;br&gt;● not all the British supported fighting the war</td>
</tr>
</tbody>
</table>
First Shots Anticipation Guide

Directions before Reading: Read the statements below and indicate whether you think the statement is true or false in the Before Reading column.
Directions after Reading: After reading *First Shots, 1775*, decide whether you still think the statement is true or false. Write information from the document that supports your response.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Before Reading</th>
<th>After Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Before the revolution began, the colonies were secretly gathering weapons for the impending war with Great Britain.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supporting Information:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Before the first shots of the revolution were fired, John Hancock and Samuel Adams rode through the countryside around Boston warning people that the British army was invading Massachusetts.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supporting Information:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. After arriving in Boston Harbor, the British regulars, also known as redcoats, marched to Lexington and Concord. When they arrived, members of the colonial minutemen began firing on the soldiers.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supporting Information:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
4. After the skirmishes at Lexington and Concord, the Second Continental Congress agreed that they could not support the fighting in Massachusetts because most of the colonists did not favor war with Great Britain.

Supporting Information:

5. Once fighting began in the colonies, the British attempted to recruit Indians for help fighting the colonial army, issued a blockage of colonial port cities, and pushed the colonists toward independence.

Supporting Information:
### First Shots Anticipation Guide (Completed)

Directions before Reading: Read the statements below and indicate whether you think the statement is true or false in the Before Reading column.

Directions after Reading: After reading **First Shots, 1775**, decide whether you still think the statement is true or false. Write information from the document that supports your response.

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<thead>
<tr>
<th></th>
<th>Before Reading</th>
<th>After Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Before the revolution began, the colonies were secretly gathering weapons for the impending war with Great Britain.</td>
<td>True</td>
<td>False</td>
</tr>
<tr>
<td><strong>Supporting Information:</strong> Before the fighting began at Lexington/Concord, the colonies were stockpiling weapons to fight the British. When the British found out, they sent soldiers to arrest the colonists and confiscate the weapons.</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>2. Before the first shots of the revolution were fired, John Hancock and Samuel Adams rode through the countryside around Boston warning people that the British army was invading Massachusetts.</td>
<td>True</td>
<td>False</td>
</tr>
<tr>
<td><strong>Supporting Information:</strong> William Dawes and Paul Revere warned the colonists that the British were coming.</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>3. After arriving in Boston Harbor, the British regulars, also known as redcoats, marched to Lexington and Concord. When they arrived, members of the colonial minutemen began firing on the soldiers.</td>
<td>True</td>
<td>False</td>
</tr>
<tr>
<td><strong>Supporting Information:</strong> When the British arrived at Lexington, someone fired. No one knows who actually fired the first shots of the American Revolution.</td>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>
4. After the skirmishes at Lexington and Concord, the Second Continental Congress agreed that they could not support the fighting in Massachusetts because most of the colonists did not favor war with Great Britain.

**Supporting Information:** After Lexington and Concord, the Second Continental Congress agreed to support Massachusetts.

5. Once fighting began in the colonies, the British attempted to recruit Indians for help fighting the colonial army, issued a blockage of colonial port cities, and pushed the colonists toward independence.

**Supporting Information:** The British attempted to recruit the Native Americans to fight against the colonists.
# Creating a Continental Army

## Text: Creating a Continental Army: Overview

### Main Ideas:

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>What was General Washington’s strategy for winning the Revolutionary War?</td>
<td></td>
</tr>
<tr>
<td>Why did Washington believe “preserving a good army” would help win the war?</td>
<td></td>
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<tr>
<td>Describe the military experience of the soldiers fighting in the Revolutionary War.</td>
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</tr>
<tr>
<td>What did Washington believe needed to be done in order to “save the revolution”?</td>
<td></td>
</tr>
</tbody>
</table>
Creating a Continental Army (Completed)

Text: Creating a Continental Army: Overview

Main Ideas:
- colonial militia lacked combat experience
- maintaining an army was key to winning
- with training the army would become discipline
- many issues needed to be addressed with the soldiers

<table>
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<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>What was General Washington’s strategy for winning the Revolutionary War?</td>
<td>Washington wanted to keep and maintain a strong army.</td>
</tr>
<tr>
<td>Why did Washington believe “preserving a good army” would help win the war?</td>
<td>He believed a well-kept army would allow them to fight long enough to receive help from international allies.</td>
</tr>
<tr>
<td>Describe the military experience of the soldiers fighting in the Revolutionary war.</td>
<td>Most of the Revolutionary War soldiers were inexperienced. Many of them had no combat experience.</td>
</tr>
<tr>
<td>What did Washington believe needed to be done in order to “save the revolution”?</td>
<td>Washington believed the Continental Army needed to become more of a European style army in order to win the war.</td>
</tr>
</tbody>
</table>
## Washington’s General Orders

<table>
<thead>
<tr>
<th>Commander Washington’s General Orders, July 4, 1775</th>
<th>Commander Washington’s General Orders, September 2, 1776</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Main Ideas:</strong></td>
<td><strong>Main Ideas:</strong></td>
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<tr>
<td></td>
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<tr>
<td><strong>What did Washington expect from soldiers in the Continental Army?</strong></td>
<td><strong>How does Washington expect his officers to behave?</strong></td>
</tr>
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<td></td>
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<tr>
<td><strong>What does Washington expect his officers to do?</strong></td>
<td><strong>How does Washington respond to the “payment” of soldiers enlisting into different regiments?</strong></td>
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<tr>
<td></td>
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<tr>
<td><strong>What can you infer about the leadership qualities of General Washington from reading his military orders?</strong></td>
<td></td>
</tr>
</tbody>
</table>
## Washington’s General Orders (Completed)

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<th>Commander Washington’s General Orders, July 4, 1775</th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>Main Ideas:</strong></td>
<td><strong>Main Ideas:</strong></td>
</tr>
<tr>
<td>● Discipline is required for the army to succeed.</td>
<td>● Any man guilty of being a coward will be punished.</td>
</tr>
<tr>
<td>● Officers must set examples for inexperienced</td>
<td>● Officers must make sure to keep all their soldiers</td>
</tr>
<tr>
<td>soldiers.</td>
<td>together.</td>
</tr>
<tr>
<td>● Soldiers must fight together for all the</td>
<td>● Washington orders the Baker to make sure the men</td>
</tr>
<tr>
<td>colonies.</td>
<td>have suitable food to eat (bread).</td>
</tr>
<tr>
<td>● The articles of war must be followed.</td>
<td>● Washington is upset with the neglect his officers</td>
</tr>
<tr>
<td>● no cursing, swearing, or drunkenness</td>
<td>have shown and they should set an example for the</td>
</tr>
<tr>
<td>● Soldiers are required to attend religious</td>
<td>men.</td>
</tr>
<tr>
<td>services.</td>
<td></td>
</tr>
<tr>
<td><strong>What did Washington expect from soldiers in the</strong></td>
<td><strong>How does Washington expect his officers to behave?</strong></td>
</tr>
<tr>
<td>Continental Army?</td>
<td>Washington expects all his officers to show bravery</td>
</tr>
<tr>
<td>Washington expected soldiers to be disciplined</td>
<td>and courage to their men; any officer who does not</td>
</tr>
<tr>
<td>and lay aside their allegiance to their colony</td>
<td>perform his duties will be held as “an infamous</td>
</tr>
<tr>
<td>to fight for all of the colonies.</td>
<td>coward” and “punish’d as such”.</td>
</tr>
<tr>
<td><strong>What does Washington expect his officers to do?</strong></td>
<td>**How does Washington respond to the “payment” of</td>
</tr>
<tr>
<td>Officers are responsible for making sure their</td>
<td>soldiers enlisting into different regiments?**</td>
</tr>
<tr>
<td>men are “neat and clean”; officers should visit</td>
<td>Washington strictly forbids paying soldiers to switch</td>
</tr>
<tr>
<td>with their men and make sure they have necessary</td>
<td>regiments and states that any person committing this</td>
</tr>
<tr>
<td>supplies and are comfortable.</td>
<td>action “will punish them with the utmost severity”.</td>
</tr>
<tr>
<td>**What can you infer about the leadership</td>
<td></td>
</tr>
<tr>
<td>qualities of General Washington from reading</td>
<td></td>
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<tr>
<td>his military orders?</td>
<td></td>
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<tr>
<td>Washington was well organized and required</td>
<td></td>
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<tr>
<td>discipline from his soldiers. He communicated</td>
<td></td>
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<tr>
<td>his orders directly with his officers and was</td>
<td></td>
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<tr>
<td>straightforward. He was a religious man. He had</td>
<td></td>
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<tr>
<td>integrity, courage, and expected his men to</td>
<td></td>
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<tr>
<td>follow his example. Washington held his officers</td>
<td></td>
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<tr>
<td>and soldiers accountable for their actions,</td>
<td></td>
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<tr>
<td>especially when it came to deserting, being a</td>
<td></td>
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<tr>
<td>coward, or leaving the army.</td>
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</tbody>
</table>
Britain's General Gage had a secret plan.

During the wee hours of April 19, 1775, he would send out regiments of British soldiers quartered in Boston. Their destinations were LEXINGTON, where they would capture Colonial leaders Sam Adams and John Hancock, then CONCORD, where they would seize gunpowder.

But spies and friends of the Americans leaked word of Gage's plan.

Two lanterns hanging from Boston's North Church informed the countryside that the British were going to attack by sea. A series of horseback riders — men such as Paul Revere, WILLIAM DAWES and DR. SAMUEL PRESCOTT — galloped off to warn the countryside that the REGULARS (British troops) were coming.

Regulars

It is a myth that Revere and other riders shouted, "The British are coming!" This warning would have confused a good many of the Americans living in the countryside who still considered themselves British. The Regulars were known to be British soldiers.
Word spread from town to town, and militias prepared to confront the British and help their neighbors in Lexington and Concord.

These COLONIAL MILITIAS had originally been organized to defend settlers from civil unrest and attacks by French or Native Americans. Selected members of the militia were called MINUTEMEN because they could be ready to fight in a minute's time.

Sure enough, when the advance guard of nearly 240 British soldiers arrived in Lexington, they found about 70 minutemen formed on the LEXINGTON GREEN awaiting them. Both sides eyed each other warily, not knowing what to expect. Suddenly, a bullet buzzed through the morning air.

It was "the shot heard round the world."

Concord

The numerically superior British killed seven Americans on Lexington Green and marched off to Concord with new regiments who had joined them. But American militias arriving at Concord thwarted the British advance.

As the British retreated toward Boston, new waves of Colonial militia intercepted them. Shooting from behind fences and trees, the militias inflicted over 125 casualties, including several officers. The ferocity of the encounter surprised both sides.


In obedience to your Excellency's commands, I marched on the evening of the 18th inst. with the corps of grenadiers and light infantry for Concord, to execute your Excellency's orders with respect to destroying all ammunition, artillery, tents, &c., collected there, which
was effected, having knocked off the trunnions of three pieces of iron ordnance, some new
gun carriages, a great number of carriage wheels burnt, a considerable quantity of flour,
some gunpowder and musket balls, with other small articles thrown into the river.
Notwithstanding we marched with the utmost expedition and secrecy, we found the
country had intelligence or strong suspicion of our coming, and fired many signal guns, and
rung the alarm bells repeatedly; and were informed, when at Concord, that some cannon
had been taken out of the town that day, that others, with some stores, had been carried
three days before ....

I think it proper to observe, that when I had got some miles on the march from Boston, I
detached six light infantry companies to march with all expedition to seize the two bridges
on different roads beyond Concord. On these companies' arrival at Lexington, I understand,
from the report of Major Pitcairn, who was with them, and from many officers, that they
found on a green close to the road a body of the country people drawn up in military order,
with arms and accoutrements, and, as appeared after, loaded; and that they had posted
some men in a dwelling and Meeting-house. Our troops advanced towards them, without
any intention of injuring them, further than to inquire the reason of their being thus
assembled, and, if not satisfactory, to have secured their arms; but they in confusion went
off, principally to the left, only one of them fired before he went off, and three or four more
jumped over a wall and fired from behind it among the soldiers; on which the troops
returned it, and killed several of them. They likewise fired on the soldiers from the Meeting
and dwelling-house. We had one man wounded, and Major Pitcairn's horse shot in two
places. Rather earlier than this, on the road, a country man from behind a wall had snapped
his piece at Lieutenants Adair and Sutherland, but it flashed and did not go off. After this we
saw some in the woods, but marched on to Concord without anything further happening.
While at Concord we saw vast numbers assembling in many parts; at one of the bridges
they marched down, with a very considerable body, on the light infantry posted there. On
their coming pretty near, one of our men fired on them, which they returned; on which an
action ensued, and some few were killed and wounded. In this affair, it appears that after
the bridge was quitted, they scalped and otherwise ill-treated one or two of the men who
were either killed or severely wounded, being seen by a party that marched by soon after.
At Concord we found very few inhabitants in the town; those we met with both Major
Pitcairn and myself took all possible pains to convince that we meant them no injury, and
that if they opened their doors when required to search for military stores, not the slightest
mischief would be done. We had opportunities of convincing them of our good intentions,
but they were sulky; and one of them even struck Major Pitcairn. On our leaving Concord to
return to Boston, they began to fire on us from behind the walls, ditches, trees, etc., which,
as we marched, increased to a very great degree, and continued without the intermission of
five minutes altogether, for, I believe, upwards of eighteen miles; so that I can't think but it
must have been a preconcerted scheme in them, to attack the King's troops the first
favourable opportunity that offered, otherwise, I think they could not, in so short a time as
from our marching out, have raised such a numerous body, and for so great a space of
ground. Notwithstanding the enemy's numbers, they did not make one gallant effort during
so long an action, though our men were so very much fatigued, but kept under cover.

– Lieutenant Colonel Smith, 10th Regiment of Foot, letter to General Gage (April 22, 1775)
The first bloodshed at Lexington and Concord, marked the crossing of a threshold, and the momentum from these events pushed both sides farther apart. Following the battles, neither the British nor the Americans knew what to expect next.

Indignation against the British ran high in the Colonies — for they had shed American blood on American soil. Radicals such as Sam Adams took advantage of the bloodshed to increase tensions through propaganda and rumor-spreading. The Americans surrounded the town of Boston, and the rebel army started gaining many new recruits.

During the battles of Lexington and Concord, 73 British soldiers had been killed and 174 wounded; 26 were missing. LORD PERCY, who led the British back into Boston after the defeat suffered at Concord, wrote back to London, “Whoever looks upon them [THE REBELS] as an irregular mob will be much mistaken.” Three British major generals — WILLIAM HOWE, HENRY CLINTON, and "GENTLEMAN JOHNNY" BURGOYNE — were brought to Boston to lend their expertise and experience to the situation.

**Benedict Arnold and Ethan Allen Join the Cause**

Shortly after the battle, an express rider carried the news to New Haven, Connecticut, where a local militia commander and wealthy shopkeeper named Benedict Arnold demanded the keys to a local powder house.

After arming himself and paying money from his own pocket to outfit a group of militia from Massachusetts, Arnold and his men set off for upstate New York. He was searching for artillery that was badly needed for the Colonial effort and reckoned that he could commandeer some cannon by capturing Fort Ticonderoga, a rotting relic from the French and Indian War.

Up in the HAMPSHIRE GRANTS, part of modern-day Vermont, ETHAN ALLEN who led a group called the GREEN MOUNTAIN BOYS, also had the idea to capture Fort Ticonderoga. The two reluctantly worked together and surprised the poorly manned British fort before dawn on May 10, 1775.

The fort's commander had been asleep and surrendered in his pajamas!
Bunker Hill

On the night of June 16, 1775, a detail of American troops acting under orders from ARTEMAS WARD moved out of their camp, carrying picks, shovels, and guns. They entrenched themselves on a rise located on Charleston Peninsula overlooking Boston. Their destination: BUNKER HILL.

From this hill, the rebels could bombard the town and British ships in Boston Harbor. But Ward's men misunderstood his orders. They went to BREED'S HILL by mistake and entrenched themselves there — closer to the British position.

Cannon for Breakfast

The next morning, the British were stunned to see Americans threatening them. In the 18th century, British military custom demanded that the British attack the Americans, even though the Americans were in a superior position militarily (the Americans had soldiers and cannon pointing down on the British).

Major General William Howe, leading the British forces, could have easily surrounded the Americans with his ships at sea, but instead chose to march his troops uphill. Howe might have believed that the Americans would retreat in the face of a smashing, head-on attack.

He was wrong.

His Majesty's ships opened fire on the Americans. Early in the afternoon, 28 barges of British soldiers crossed the CHARLES RIVER and stormed the hills. The Americans waited until the British were within 15 paces, and then unleashed a bloody fusillade. Scores of British troops were killed or wounded; the rest retreated down the hill.

Again, the British rushed the hill in a second wave. And again they retreated, suffering a great number of casualties.

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By the time the third wave of British charged the hill, the Americans were running low on ammunition. Hand-to-hand fighting ensued. The British eventually took the hill, but at a great cost. Of the 2,300 British soldiers who had gone through the ordeal, 1,054 were either killed or wounded.

Dear and Hon’d Mother ...

Friday the 16 of June we were order’d on parade at six ’o Clock, with one days provision and Blankets ready for a March somewhere, but we knew not where but we readily and cheerfully obey’d, ...

[We march’d down, on to Charleston Hill against Copts hill in Boston, where we entrench’d & made a Fort ... we work’d there undiscovered till about five in the Morning, when we saw our danger, being against Ships of the Line, and all Boston fortified against us, The danger we were in made us think there was treachery and that we were brought there to be all slain, and I must and will say that there was treachery oversight or presumption in the Conduct of our Officers, for about 5 in the morning, we not having more than half our fort done, they began to fire (I suppose as soon as they had orders) pretty briskly for a few minutes, then ceas’d but soon begun again, and fir’d to the number of twenty minutes, (they kild but one of our Men) then ceas’d to fire till about eleven oClock when they began to fire as brisk as ever, which caus’d many of our young Country people to desert, apprehending the danger in a clearer manner than others who were more diligent in digging, & fortifying ourselves against them.

– Peter Brown, letter to his mother (June 25, 1775)
Massachusetts Historical Society

On July, 2, 1775, George Washington rode into Cambridge, Massachusetts, to take command of the new AMERICAN ARMY. He had a formidable task ahead of him. He needed to establish a CHAIN OF COMMAND and determine a course of action for a war — if there would be a war.
**Why Washington**

<table>
<thead>
<tr>
<th>Why Washington</th>
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</thead>
<tbody>
<tr>
<td>Washington was one of the few Americans of the era to have military experience. He had served with distinction in the French and Indian War.</td>
</tr>
<tr>
<td>Washington was also a southerner. Politicians from the north (such as John Adams) recognized that, for the Americans to have any shot at defeating the British, all regions of the country would have to be involved. The uprising had to be more than just New England agitation.</td>
</tr>
<tr>
<td>In London, the news of Bunker Hill convinced the king that the situation in the Colonies had escalated into an organized uprising and must be treated as a foreign war. Accordingly, he issued a Proclamation of Rebellion.</td>
</tr>
</tbody>
</table>

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**This Means War**

The British had taken the initiative, but they, like Washington, needed to establish a plan of action. How did they plan to win the war? With the help of loyal colonials! "There are many inhabitants in every province well affected to Government, from whom no doubt we shall have assistance," General Howe wrote. But he hedged: the Loyalists could not rally "until His Majesty's armies have a clear superiority by a decisive victory."

The general needed a showdown. But first he needed supplies, reinforcements, and a scheme to suppress the rebels. Almost 11 months after the shots at Bunker Hill were fired, Howe departed Boston and moved north to Nova Scotia to wait and plan.

He did win decisive victories later, but his assumption that the Loyalists would rally behind him was simply wrong.
# Early Revolutionary War Battles

<table>
<thead>
<tr>
<th>Battle</th>
<th>Description</th>
<th>Outcome</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Lexington &amp; Concord</td>
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<tr>
<td>The Siege at Fort Ticonderoga</td>
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<tr>
<td>Bunker Hill</td>
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<tr>
<td>New York/Long Island</td>
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Return to [Grade 7 Social Studies: How to Navigate This Document](#)
### Early Revolutionary War Battles (Completed)

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<tr>
<td><strong>Lexington &amp; Concord</strong></td>
<td>The British landed in Boston and marched toward Lexington and Concord. At Lexington, the British and colonists exchanged fire and the British forced the colonists to retreat. The British marched to Concord where they were met and forced back by the colonists. The colonists attacked, and the British had to retreat to Boston.</td>
<td>The colonists were able to force the British Army to retreat all the way back to Boston.</td>
<td>The British realized defeating the rebels would not be easy.</td>
</tr>
<tr>
<td><strong>The Siege at Fort Ticonderoga</strong></td>
<td>After the fighting at Lexington and Concord, Ethan Allen and Benedict Arnold led an expedition to Fort Ticonderoga to capture additional cannons and ammunition to help the Americans protect Boston.</td>
<td>Arnold and Allen were able to secure cannons to protect the city of Boston.</td>
<td>The Siege at Fort Ticonderoga provided the Americans with a valuable fort to protect the colonies from an invasion through Canada and also provided them with cannons to protect the colonies.</td>
</tr>
<tr>
<td><strong>Bunker Hill</strong></td>
<td>At Bunker Hill the Americans secured the high ground around Boston. The British under General William Howe attempted to take Bunker Hill but the Americans repelled the British until they ran out of ammunition.</td>
<td>The British were able to force the colonists to surrender Bunker Hill.</td>
<td>The Battle of Bunker Hill “convinced the king that the situation in the colonies had escalated into an organized uprising and must be treated as a foreign war.”</td>
</tr>
<tr>
<td><strong>New York/Long Island</strong></td>
<td>Washington and his troops were defeated at Long Island. The British Army was able to surround Washington but he escaped.</td>
<td>The Battle of Long Island was a failure for the colonists. They were forced to retreat from New York.</td>
<td>The Battle of Long Island highlighted the fact that the Americans were unprepared to fight the British Army.</td>
</tr>
</tbody>
</table>
### Impact of the Revolution on the Homefront

<table>
<thead>
<tr>
<th>Impacts</th>
<th>Women</th>
<th>Native Americans</th>
<th>African Americans</th>
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<tr>
<td>Social Impact</td>
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<tr>
<td>Economic Impact</td>
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<tr>
<td>Political Impact</td>
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### Impact of the Revolution on the Homefront (Completed)

<table>
<thead>
<tr>
<th>Impacts</th>
<th>Women</th>
<th>Native Americans</th>
<th>African Americans</th>
</tr>
</thead>
</table>
| **Social Impact**| ● Women had to provide for families when husbands and other males left to fight the war.  
                  | ● “Cities throughout the United States witnessed growing populations of impoverished women.” | ● Patriots viewed Native Americans as enemies throughout the war. | ● African Americans who fought or prevented the war would be emancipated. |
| **Economic Impact** | ● Women had to assume responsibility for business or farms. | ● Tribes worked hard to protect their lands from colonial encroachments. | ● African Americans who fought for the Revolution would receive $50. |
| **Political Impact** | ● Many women left home and went to aid in the war effort as nurses and camp attendants. | ● At first most Native Americans were unsure which side to support in the war. | ● African Americans thought the Revolution meant freedom.  
                  |                                                                 | ● “The British, hoping to weaken the American war effort, emancipated and evacuated thousands of ex-slaves.” | |
**Grade 7 Instructional Task: The Patriots Gain Momentum**

**Unit One: Road to Independence, Topic Three: The Revolutionary War**

**Description:** Students explore colonial victories during the American Revolution and examine different battle strategies that allow an army to defeat a more powerful army.

**Suggested Timeline:** 5 class periods

**Materials:** Battle of Trenton; Battle of Princeton; The Battle of Saratoga; Examining Colonial Victories in the American Revolution graphic organizer (blank and completed); Valley Forge; Valley Forge split-page notes (blank and completed); Revolutionary War: Southern Phase, 1778-1781; Yorktown and the Treaty of Paris; Yorktown and the Treaty of Paris split-page notes (blank and completed)

**Instructional Process:**

1. Say, “Next we will explore colonial victories during the American Revolution and examine different battle strategies that allow the continental army to defeat the more powerful British army.”
2. Ask students to brainstorm in writing different military strategies that would allow a small army to defeat a much more powerful force.
3. Conduct a discussion on why military strategy is important to victory in battle. Possible questions:
   a. What is the best strategy to use when you have a small army?
   b. What do you think was the main battle strategy for the Continental Army? Explain your answer.
4. Say, “As the war continued, Washington and his troops were able to gain momentum with victories at Trenton, New Jersey and Princeton, New Jersey, and at the Battle of Saratoga.”
5. Conduct a jigsaw reading of various sources on the turning point battles of the American Revolution.
6. Divide the class into small groups using an established classroom routine. Establish this group as the students “home” groups.
7. Assign each students from the “home” groups to an expert group. Refer to the jigsaw one-pager if needed.
8. Provide students in each expert group with a copy or access to the following sources:
   a. Group 1: Battle of Trenton from MountVernon.org
   b. Group 2: Battle of Princeton from MountVernon.org
   c. Group 3: The Battle of Saratoga
9. Provide students with a copy of the Examining Colonial Victories in the American Revolution graphic organizer.
10. Instruct students to read their assigned text independently. Encourage students to take notes on the main ideas from the text on their Examining Colonial Victories in the American Revolution graphic organizer while reading. Provide students with a reasonable amount of time to complete the questions in the graphic organizer (15-20 minutes).
11. After they complete their reading, allow students to review the outcome and importance of each battle with their group to gain a deeper understanding of their notes. Provide students with a reasonable amount of time to refine their understanding of the information with their group (10-15 minutes).
12. Direct students to return to their “home” group to take turns presenting the information they received from the text in their expert group.
13. Project a blank Examining Colonial Victories in the American Revolution graphic organizer and conduct a discussion on why these victories were important to colonial victory in the Revolutionary War. Possible questions:
   a. Why were these victories important to colonial victory?
   b. What examples of leadership did Washington display at Trenton?
   c. Did these victories fit in with Washington’s overall war strategy to keep the army intact?
   d. Describe the military strategy used and why each battle was significant.
   e. Which battle used the most effective military strategy?

14. Say, “After Washington secured victories at Trenton and Princeton, he decided to camp at Valley Forge. Washington did not receive word of the French alliance that formed after the colonial victory at Saratoga while he and his troops were encamped at Valley Forge. Their winter at Valley Forge was extremely difficult. Next we will analyze how Washington’s troops survived the harsh winter in Valley Forge.”

15. Divide the class into small groups using an established classroom routine.

16. Provide students with access to Valley Forge from MountVernon.org and a copy of the Valley Forge split-page notes.

17. Instruct students to read Valley Forge with their group and take notes on the main ideas from the text on their Valley Forge split-page notes while reading. Provide students with a reasonable amount of time to complete the split-page notes (15-20 minutes).

18. Project a blank copy of Valley Forge split-page notes as students answer the questions and engage in a full class discussion about the winter at Valley Forge. Possible questions:
   a. What might have happened if Washington’s troops had not survived the winter at Valley Forge?
   b. Why did armies make camp during the winter instead of fighting?
   c. How did America’s foreign allies contribute to the Continental Army at Valley Forge?

19. Say, “Lastly we are going to analyze the Battle of Yorktown and the Treaty of Paris. The Battle of Yorktown was the culmination of the American Revolution.”


21. Instruct students to independently read Yorktown and the Treaty of Paris. Encourage students to write down the main ideas from the text on their Yorktown and the Treaty of Paris split-page notes while reading. Provide students with a reasonable amount of time to complete the questions in the split-page notes (25-30 minutes).

22. Project a blank copy of the Yorktown and the Treaty of Paris split-page notes as students answer the questions and engage in a full class discussion about the Battle of Yorktown and the Treaty of Paris. Possible questions:
   a. How did the French help the Americans at the Battle of Yorktown?
   b. Why did the British surrender at Yorktown?
   c. What were the terms of the Treaty of Paris?
   d. Did the end justify the means in regards to the Revolutionary War?
   e. Were the colonists justified in challenging their government?
The Battle of Saratoga\textsuperscript{22}

The BATTLE OF SARATOGA was the turning point of the Revolutionary War.

The scope of the victory is made clear by a few key facts: On October 17, 1777, 5,895 British and Hessian troops surrendered their arms. General John Burgoyne had lost 86 percent of his expeditionary force that had triumphantly marched into New York from Canada in the early summer of 1777.

\textbf{Divide and Conquer}

The DIVIDE-AND-CONQUER strategy that Burgoyne presented to British ministers in London was to invade America from Canada by advancing down the Hudson Valley to Albany. There, he would be joined by other British troops under the command of Sir William Howe. Howe would be bringing his troops north from New Jersey and New York City.

Burgoyne believed that this bold stroke would not only isolate New England from the other American colonies, but achieve command of the Hudson River and demoralize Americans and their would-be allies, such as the French.

In June 1777, Burgoyne's army of over 7,000 men (half of whom were British troops and the other half Hessian troops from Brunswick and Hesse-Hanau) departed from St. Johns on Lake Champlain, bound for Fort Ticonderoga, at the southern end of the lake.

As the army proceeded southward, Burgoyne drafted and had his men distribute a proclamation that, among other things, included the statement "I have but to give stretch to the Indian forces under my direction, and they amount to thousands," which implied that Britain's enemies would suffer attacks from Native Americans allied to the British.

More than any other act during the campaign, this threat and subsequent widely reported atrocities such as the scalping of JANE MCCREA stiffened the resolve of the Americans to do whatever it took to assure that the threat did not become reality.

\textsuperscript{22} This work by The Independence Hall Association is licensed under a Creative Commons Attribution 4.0 International License. The original work is available at http://www.ushistory.org/us/11g.asp.
Round One to the British

The American forces at Fort Ticonderoga recognized that once the British mounted artillery on high ground near the fort, Ticonderoga would be indefensible. A retreat from the Fort was ordered, and the Americans floated troops, cannon, and supplies across Lake Champlain to Mount Independence.

From there the army set out for HUBBARDTON where the British and German troops caught up with them and gave battle. Round one to the British.

Burgoyne continued his march towards Albany, but miles to the south a disturbing event occurred. Sir William Howe decided to attack the Rebel capital at Philadelphia rather than deploying his army to meet up with Burgoyne and cut off New England from the other Colonies. Meanwhile, as Burgoyne marched south, his supply lines from Canada were becoming longer and less reliable.
Bennington: "the compleatest Victory gain'd this War"

In early August, word came that a substantial supply depot at BENNINGTON, Vermont, was alleged to be lightly guarded, and Burgoyne dispatched German troops to take the depot and return with the supplies. This time, however, stiff resistance was encountered, and American General JOHN STARK surrounded and captured almost 500 German soldiers. One observer reported Bennington as "the compleatest Victory gain'd this War."

Burgoyne now realized, too late, that the Loyalists (TORIES) who were supposed to have come to his aid by the hundreds had not appeared, and that his Native American allies were also undependable.

American general Schuyler proceed to burn supplies and crops in the line of Burgoyne's advance so that the British were forced to rely on their ever-longer and more and more unreliable supply line to Canada. On the American side, General Horatio Gates arrived in New York to take command of the American forces.

**Battle of Freeman's Farm**

By mid-September, with the fall weather reminding Burgoyne that he could not winter where he was and needed to proceed rapidly toward Albany, the British army crossed the Hudson and headed for Saratoga.

On September 19 the two forces met at FREEMAN'S FARM north of ALBANY. While the British were left as "masters of the field," they sustained heavy human losses. Years later, American HENRY DEARBORN expressed the sentiment that "we had something more at stake than fighting for six Pence pr Day."

**Battle of Saratoga**

In late September and during the first week of October 1777, Gate's American army was positioned between Burgoyne's army and Albany. On October 7, Burgoyne took the offensive. The troops crashed together south of the town of Saratoga, and Burgoyne's army was broken. In mop-up operations 86 percent of Burgoyne's command was captured.

The victory gave new life to the American cause at a critical time. Americans had just suffered a major setback the Battle of the Brandywine along with news of the fall of Philadelphia to the British.

One American soldier declared, "It was a glorious sight to see the haughty Brittons march out & surrender their arms to an army which but a little before they despised and called paltroons."
A stupendous American victory in October 1777, the success at Saratoga gave France the confidence in the American cause to enter the war as an American ALLY. Later American successes owed a great deal to French aid in the form of financial and military assistance.

A Word about Spies

SPIES worked for both British and American armies. Secret messages and battle plans were passed in a variety of creative ways, including being sewn into buttons. Patriots and loyalists penned these secret letters either in code, with invisible ink, or as mask letters.

Here is an example of Loyalist Sir Henry Clinton's mask letter. The first letter is the mask letter with the secret message decoded; the second is an excerpt of the full letter.

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**Benedict Arnold**

<table>
<thead>
<tr>
<th>BENEDICT ARNOLD is best remembered as a traitor; an American patriot who spied for the British during the American Revolution. But there is more to his story than this sad event.</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Arnold was a fierce patriot during the Stamp Act crisis and the early years of the American Revolution. During the battles of Lexington and Concord, Arnold worked with Ethan Allen to capture Fort Ticonderoga and was named a</td>
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</tbody>
</table>
As a member of George Washington's Continental Army, he led a failed attack on Quebec, but was nonetheless named brigadier general in 1776.

His next big moment came at the Battle of Saratoga. Here, Benedict Arnold was instrumental in stopping the advance of the British and in obtaining the surrender of British General John Burgoyne.

During the Battle of Freeman's Farm, Arnold's leg was severely wounded when pinned beneath his horse. (Both Arnold and his leg survived, there is a monument to his leg at Saratoga National Historic Park.)

Over the next two years, Benedict Arnold remained a patriot, but was upset and embittered at what he felt was a lack of his recognition and contribution to the war. In 1778, following British evacuation of Philadelphia, George Washington appointed Arnold military commander of the city.

This is where the story gets interesting.

In Philadelphia, Benedict Arnold was introduced to and fell in love with MARGARET (PEGGY) SHIPPEN, a young, well-to-do loyalist who was half his age. Ms. Shippen had previously been friendly with JOHN ANDRÉ, a British spy who had been in Philadelphia during the occupation as the adjutant to the British commander in chief, Sir Henry Clinton. It is believed that Peggy introduced Arnold to André.

Meanwhile, Benedict Arnold’s reputation while in Philadelphia was beginning to tarnish. He was accused of using public wagons for private profit and of being friendly to Loyalists. Faced with a COURT-MARTIAL for corruption, he resigned his post on March 19, 1779.

Following his resignation, Arnold began a correspondence with John André, now chief of British intelligence services. But Arnold had also maintained his close relationship with George Washington and still had access to important information. Over the next few months Benedict Arnold continued his talks with André and agreed to hand over key information to the British. Specifically, Arnold offered to hand over the most strategic fortress in America: WEST POINT.

Arnold and André finally met in person, and Arnold handed over information to the British spy. But, unfortunately for both men, André was caught and Arnold's letter was found. Arnold's friend, George Washington, was heartbroken over the news, but was forced to deal with the treacherous act. While Benedict Arnold escaped to British-occupied New York, where he was protected from punishment.

John André was executed for spying.

Benedict Arnold was named brigadier general by the British government and sent on raids to Virginia. Following Cornwallis's surrender at Yorktown in 1781, Arnold and his family sailed to Britain with his family. He died in London in 1801.
<table>
<thead>
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<tr>
<td>Battle of Saratoga</td>
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</table>
## Examining Colonial Victories in the American Revolution (Completed)

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<th>Battles</th>
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</tr>
</thead>
</table>
| **Battle of Trenton** | ● Washington used the cover of night to cross the Delaware River.  
● Washington split his forces into 2 armies; he used the early morning to surprise the Hessian soldiers at Trenton.  
● He used his two armies to surround the Hessian soldiers on 2 sides.                                                                                                                                                                                                                                                                                                                                 | ● Washington’s army captured more than 900 Hessian soldiers “as well as a large supply of muskets, bayonets, swords, and cannons.”  
● Washington earned a critical victory in New Jersey.                                                                                                                                                                                                                                                                                                                                                   |
| **Battle of Princeton** | ● Washington used a diversion; part of his army “maintained campfires intended to convince the British the army was still in camp”, while the rest of his army left during night.  
● Washington destroyed a bridge to Trenton and forced the British to march straight into his army at Princeton.  
● Washington moved his army quickly between attacks to prevent engaging the larger army for long periods of time.                                                                                                                                                                                                                                                                                                                                 | ● Washington was able to strike the British quickly without losing many men.  
● He was able to loot unprotected British supply chains and gain valuable weapons.  
● Both the battle of Princeton and Trenton increased the morale of his troops.                                                                                                                                                                                                                                                                                                                        |
| **Battle of Saratoga** | ● The British used a “Divide and Conquer” strategy in order to cut off New England from the other colonies.  
● General Howe and General Burgoyne could not agree on strategy and split their forces which allowed the Americans to fight smaller armies.  
● American forces burned “supplies and crops” so the “British were forced to rely on their ever-longer and more and more unreliable supply line to Canada.                                                                                                                                                                                                                   | ● The Battle of Saratoga was the turning point of the Revolution because the British were forced to surrender more than 5,000 troops.  
● Saratoga convinced the French that the Americans could win the war.  
● The victory boosted the morale of American forces and convinced foreign countries to support the Americans.                                                                                                                                                                                                                                                   |
<table>
<thead>
<tr>
<th>Unknown Words/Phrases</th>
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**Comments/Questions**

**Why is it important?**
### Valley Forge Split-Page Notes (Completed)

<table>
<thead>
<tr>
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</tr>
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<tbody>
<tr>
<td>incompetence - being unable to lead/make decision</td>
<td>Washington remarked that he would rather be home than fighting the war.</td>
</tr>
<tr>
<td>quartermaster - person in charge of supplies in an army camp</td>
<td>Washington’s soldiers experienced one of the coldest winters at Valley Forge in 1777.</td>
</tr>
<tr>
<td>dictatorial - leading like a dictator</td>
<td>Washington’s troops suffered from lack of food, clothing, and adequate shelter.</td>
</tr>
<tr>
<td>coup - take over leadership of government illegally</td>
<td>Washington used the time at Valley Forge to train his army for more battles.</td>
</tr>
<tr>
<td>Marquis de Lafayette organized officers from France, Poland, and other European nations.</td>
<td>Baron Friedrich von Steuben provided important training for the American troops.</td>
</tr>
<tr>
<td>He taught the soldiers how to use the bayonet, and most importantly, how to re-form lines quickly in the midst of battle.</td>
<td></td>
</tr>
</tbody>
</table>

### Comments/Questions

1. How come armies did not fight in the winter?
2. Why did Washington’s generals attempt to remove him from command?

### Why is it important?

The winter at Valley Forge was extremely important in the Revolutionary War. Washington used the time there to train his soldiers for battle. With the help of French and Prussian leaders, Washington’s troops were able to learn how to fight like a European army. During the winter, Washington was able to prove his leadership skills and gather additional supplies for the coming war.
Yorktown and the Treaty of Paris

The outlook for General Washington and the Americans never looked better.

Although the American military was still enduring losses in 1780, the French were making a difference. The French navy was disrupting the British blockade. French commanders such as LAFAYETTE and ROCHAMBEAU earned the respect and admiration of the American troops.

Although, the British occupied much of the south, they had still been unable to mobilize the local Loyalists. Grumbling in England grew louder over the war’s expense and duration. The morale of Washington’s men was improving. The war was by no means over, but the general could now see a bright side.

The Siege of Yorktown

The year 1781 found a large squadron of British troops led by LORD CORNWALLIS at YORKTOWN, Virginia. Cornwallis hoped to keep his men in the Chesapeake town until fresh supplies and reinforcements could arrive from Britain. The French and the Americans conspired to capture the British before that could happen.

A French naval unit led by ADMIRAL DE GRASSE headed north from the West Indies. Washington’s army was stationed near New York City at the time. Along with a French unit from Rhode Island, Washington’s troops marched over 300 miles south toward Yorktown. Along the way, he staged fake military maneuvers to keep the British off guard.

When Washington reached Virginia, Americans led by Lafayette joined in the siege. The French navy kept the British out of CHESAPEAKE BAY until Cornwallis was forced to surrender his entire unit of nearly 8,000 troops on October 19, 1781. The capture of the troops severely hampered the British war effort.

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Peace and the Treaty of Paris

Despite the American victory, the British military continued to fight. But the Battle of Yorktown turned the British public against the war. The following March, a pro-American Parliament was elected and peace negotiations began in earnest.

Benjamin Franklin, John Adams, and JOHN JAY met with the British in the hopes of securing a peace treaty. The Americans played off European rivalries to reach a most favorable agreement.

In the 1783 TREATY OF PARIS the British agreed to recognize American independence as far west as the Mississippi River. Americans agreed to honor debts owed to British merchants from before the war and to stop persecuting British Loyalists.

David had triumphed over Goliath. Independence was achieved at last!

### Articles from the Treaty of Paris

#### Article 1:
His Brittanic Majesty acknowledges the said United States, viz., New Hampshire, Massachusetts Bay, Rhode Island and Providence Plantations, Connecticut, New York, New Jersey, Pennsylvania, Maryland, Virginia, North Carolina, South Carolina and Georgia, to be free sovereign and independent states, that he treats with them as such, and for himself, his heirs, and successors, relinquishes all claims to the government, propriety, and territorial rights of the same and every part thereof.

#### Article 2:
And that all disputes which might arise in future on the subject of the boundaries of the said United States may be prevented, it is hereby agreed and declared, that the following are and shall be their boundaries, viz.; from the northwest angle of Nova Scotia, viz., that nagle which is formed by a line drawn due north from the source of St. Croix River to the highlands; along the said highlands which divide those rivers that empty themselves into the river St. Lawrence, from those which fall into the Atlantic Ocean, to the northwesternmost head of Connecticut River; thence down along the middle of that river to the forty-fifth degree of north latitude; from thence by a line due west on said latitude until it strikes the river Iroquois or Cataraquy; thence along the middle of said river into Lake Ontario; through the middle of said lake until it strikes the communication by water between that lake and Lake Erie; thence along the middle of said communication into Lake Erie, through the middle of said lake until it arrives at the water
communication between that lake and Lake Huron; thence along the middle of said water communication into Lake Huron, thence through the middle of said lake to the water communication between that lake and Lake Superior; thence through Lake Superior northward of the Isles Royal and Phelipeaux to the Long Lake; thence through the middle of said Long Lake and the water communication between it and the Lake of the Woods, to the said Lake of the Woods; thence through the said lake to the most northwesternmost point thereof, and from thence on a due west course to the river Mississippi; thence by a line to be drawn along the middle of the said river Mississippi until it shall intersect the northernmost part of the thirty-first degree of north latitude, South, by a line to be drawn due east from the determination of the line last mentioned in the latitude of thirty-one degrees of the equator, to the middle of the river Apalachicola or Catahouche; thence along the middle thereof to its junction with the Flint River, thence straight to the head of Saint Mary's River; and thence down along the middle of Saint Mary's River to the Atlantic Ocean; east, by a line to be drawn along the middle of the river Saint Croix, from its mouth in the Bay of Fundy to its source, and from its source directly north to the aforesaid highlands which divide the rivers that fall into the Atlantic Ocean from those which fall into the river Saint Lawrence; comprehending all islands within twenty leagues of any part of the shores of the United States, and lying between lines to be drawn due east from the points where the aforesaid boundaries between Nova Scotia on the one part and East Florida on the other shall, respectively, touch the Bay of Fundy and the Atlantic Ocean, excepting such islands as now are or heretofore have been within the limits of the said province of Nova Scotia.

**Article 3:** It is agreed that the people of the United States shall continue to enjoy unmolested the right to take fish of every kind on the Grand Bank and on all the other banks of Newfoundland, also in the Gulf of Saint Lawrence and at all other places in the sea, where the inhabitants of both countries used at any time heretofore to fish. And also that the inhabitants of the United States shall have liberty to take fish of every kind on such part of the coast of Newfoundland as British fishermen shall use, (but not to dry or cure the same on that island) and also on the coasts, bays and creeks of all other of his Brittanic Majesty's dominions in America; and that the American fishermen shall have liberty to dry and cure fish in any of the unsettled bays, harbors, and creeks of Nova Scotia, Magdalen Islands, and Labrador, so long as the same shall remain unsettled, but so soon as the same or either of them shall be settled, it shall not be lawful for the said fishermen to dry or cure fish at such settlement without a previous agreement for that purpose with the inhabitants, proprietors, or possessors of the ground.

**Article 4:** It is agreed that creditors on either side shall meet with no lawful impediment to the recovery of the full value in sterling money of all bona fide debts heretofore contracted.

**Article 5:** It is agreed that Congress shall earnestly recommend it to the legislatures of the respective states to provide for the restitution of all estates, rights, and properties, which have been confiscated belonging to real British subjects; and also of the estates, rights, and properties of persons resident in districts in the possession on his Majesty's arms and who have not borne arms against the said United States. And that persons of any other description shall have free liberty to go to any part or parts of any of the thirteen United States and therein to remain twelve months unmolested in their endeavors to obtain the restitution of such of their estates, rights, and properties as may have been confiscated; and that Congress shall also earnestly recommend to the several states a reconsideration and revision of all acts or laws regarding the premises, so as to render the said laws or acts perfectly consistent not only with justice and equity but with that spirit of conciliation which on the return of the blessings of peace should universally prevail.
And that Congress shall also earnestly recommend to the several states that the estates, rights, and properties, of such last mentioned persons shall be restored to them, they refunding to any persons who may be now in possession the bona fide price (where any has been given) which such persons may have paid on purchasing any of the said lands, rights, or properties since the confiscation. And it is agreed that all persons who have any interest in confiscated lands, either by debts, marriage settlements, or otherwise, shall meet with no lawful impediment in the prosecution of their just rights.

**Article 6:** That there shall be no future confiscations made nor any prosecutions commenced against any person or persons for, or by reason of, the part which he or they may have taken in the present war, and that no person shall on that account suffer any future loss or damage, either in his person, liberty, or property; and that those who may be in confinement on such charges at the time of the ratification of the treaty in America shall be immediately set at liberty, and the prosecutions so commenced be discontinued.

**Article 7:** There shall be a firm and perpetual peace between his Brittanic Majesty and the said states, and between the subjects of the one and the citizens of the other, wherefore all hostilities both by sea and land shall from henceforth cease. All prisoners on both sides shall be set at liberty, and his Brittanic Majesty shall with all convenient speed, and without causing any destruction, or carrying away any Negroes or other property of the American inhabitants, withdraw all his armies, garrisons, and fleets from the said United States, and from every post, place, and harbor within the same; leaving in all fortifications, the American artillery that may be therein; and shall also order and cause all archives, records, deeds, and papers belonging to any of the said states, or their citizens, which in the course of the war may have fallen into the hands of his officers, to be forthwith restored and delivered to the proper states and persons to whom they belong.

**Article 8:** The navigation of the river Mississippi, from its source to the ocean, shall forever remain free and open to the subjects of Great Britain and the citizens of the United States.

**Article 9:** In case it should so happen that any place or territory belonging to Great Britain or to the United States should have been conquered by the arms of either from the other before the arrival of the said Provisional Articles in America, it is agreed that the same shall be restored without difficulty and without requiring any compensation.

**Article 10:** The solemn ratifications of the present treaty expedited in good and due form shall be exchanged between the contracting parties in the space of six months or sooner, if possible, to be computed from the day of the signatures of the present treaty. In witness whereof we the undersigned, their ministers plenipotentiary, have in their name and in virtue of our full powers, signed with our hands the present definitive treaty and caused the seals of our arms to be affixed thereto.

Done at Paris, this third day of September in the year of our Lord, one thousand seven hundred and eighty-three.

D. HARTLEY (SEAL)

JOHN ADAMS (SEAL)

B. FRANKLIN (SEAL)
<table>
<thead>
<tr>
<th>JOHN JAY (SEAL)</th>
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<td>– The Treaty of Paris (1783)</td>
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### Why is it important?

<table>
<thead>
<tr>
<th>Unknown Words/Phrases</th>
<th>Notes</th>
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<th>Comments/Questions</th>
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Return to [Grade 7 Social Studies: How to Navigate This Document](#)
### Yorktown and the Treaty of Paris Split-Page Notes (Completed)

<table>
<thead>
<tr>
<th>Unknown Words/Phrases</th>
<th>Notes</th>
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<tbody>
<tr>
<td>● blockade - sealing off to prevent supplies from entering a city</td>
<td>● America’s situation was improved when the French began helping.</td>
</tr>
<tr>
<td>● admiration - respect</td>
<td>● People in England were growing tired with the war’s cost.</td>
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<tr>
<td>● siege - to close off</td>
<td>● Washington marched his army south from New York to fight Cornwallis at Yorktown.</td>
</tr>
<tr>
<td>● squadron - part of a military force</td>
<td>● The French Navy blockaded Yorktown from the sea and Washington’s army surrounded the British.</td>
</tr>
<tr>
<td>● relinquishes - give up</td>
<td>● Cornwallis was forced to surrender his entire army to Washington and the French at Yorktown.</td>
</tr>
<tr>
<td>● viz. - in other words; used to introduce something</td>
<td>● British continued to fight after Yorktown but the British people were tired of war.</td>
</tr>
<tr>
<td></td>
<td>● Ben Franklin, John Adams, and John Jay negotiated the Treaty of Paris for the Americans.</td>
</tr>
<tr>
<td></td>
<td>● In 1783 the British agreed to recognize America’s independence.</td>
</tr>
<tr>
<td></td>
<td>● America received all land from the Atlantic Ocean to the Mississippi River.</td>
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</tbody>
</table>

### Comments/Questions

1. Why did the Americans have to pay back money to the British from the war even though they won?

### Why is it important?

The Battle of Yorktown is important because it was a major victory for the Colonial Army. The victory forced the British to surrender one of their largest armies in the colonies. After the victory, members of the British Parliament began to question the war and ultimately decided to enter into peace negotiations with the colonies. Finally, the Battle of Yorktown, set the stage for the Treaty of Paris which formally ended the American Revolution.
Unit One Assessment

**Description:** Students demonstrate mastery of the content by engaging in a Socratic Seminar to discuss the unit claim question: How did challenging the British government lay the foundation and shape the American identity in its earliest years? Have students use historical evidence and their knowledge of social studies to develop and support their position. As students prepare for the seminar, have them consider:

- British governing of the colonies
- Taxation without representation
- Attempts at peaceful negotiations

**Suggested Timeline:** 1-2 class periods

**Student Directions:** Participate in a Socratic seminar in response to the question: How did challenging the British government lay the foundation and shape the American identity in its earliest years? Use evidence gathered from the unit and your knowledge of social studies to develop and support your answer.

**Resources:**
- Conversation stems

**Teacher Notes:** In completing this task, students meet the expectations for social studies GLEs 7.1.1, 7.2.1, and 7.2.2. They also meet the expectations for **ELA/Literacy Standards**: SL.7.1a-d, SL.7.6.

Learn more about how to conduct a Socratic seminar by accessing the **Socratic seminar one-pager**.

Possible guiding questions to consider in your discussion:
1. Why did the American colonists rebel against the British?
2. How did the American Revolution change the perception of the colonies around the world?
3. What impact did the American Revolution have on shaping the American identity?

Use a **discussion tracker** to keep track of students’ contributions to the conversation and use this information to assign a grade to students.
Unit Two Overview

Description: Students learn about the struggle to create a government that could balance the principles and identity of the new nation while acting as a functional government to meet the needs of a newly formed and deeply indebted country. Students understand that throughout the creation of the Constitution, the Founding Fathers battled over the structures and principles of new government and explore the compromises that were necessary in order to consider how a new nation establishes its identity.

Suggested Timeline: 6 weeks

<table>
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<tr>
<th>Grade 7 Content</th>
<th>Grade 7 Claims</th>
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<tr>
<td>Governing the Nation</td>
<td>How does a nation establish its identity?</td>
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Topics (GLEs):
1. Articles of Confederation (7.1.1-7.1.5; 7.2.3; 7.8.1; 7.8.4; 7.9.1)
2. Creating the Constitution (7.1.1-5, 7.2.3-4, 7.6.1, 7.6.4, 7.7.1, 7.8.1-9, 7.9.2-3, 7.10.1-5, 7.11.2-3)
3. The Federal System (7.1.1-5, 7.2.3-4, 7.6.1, 7.6.4, 7.7.1, 7.8.1-9, 7.9.2-3, 7.10.1-5, 7.11.2-3)

Unit Assessment: Students participate in a Socratic seminar in response to the question: How does a nation establish its identity?
Unit Two Instruction

Topic One: Articles of Confederation (7.1.1-7.1.5; 7.2.3; 7.8.1; 7.8.4; 7.9.1)

Connections to the unit claim: Students analyze the weaknesses of the Articles of Confederation and discuss why the Articles of Confederation were thrown out by the delegates to the Constitutional Convention and replaced with a new constitution to understand how a nation establishes its identity.

Suggested Timeline: 5 class periods

Use this sample task:
- **Articles of Confederation**

To explore these key questions:
- What were the weaknesses of the Articles of Confederation, and why did these weaknesses exist?
- Why did the new nation want a different form of government?

That students answer through this assessment:
- Students analyze the Articles of Confederation and complete an **Examining the Articles of Confederation graphic organizer** in which they identify what powers were granted to state government or the national government. Collect these for a grade.
- Students complete a **Weaknesses of the Articles of Confederation graphic organizer** to identify the weaknesses of the Articles of Confederation and evaluate why they were ineffective. Collect these for a grade.
- Students answer questions and examine the perspectives of Alexander Hamilton, Robert Morris, and George Washington on why the Articles of Confederation were ineffective using the **Perspectives on the Articles of Confederation graphic organizer**. Collect these for a grade.
Grade 7 Instructional Task: Articles of Confederation
Unit Two: The New Republic, Topic One: Articles of Confederation

Description: Students analyze the weaknesses of the Articles of Confederation and discuss why the Articles of Confederation were thrown out by the delegates to the Constitutional Convention and replaced with a new constitution.

Suggested Timeline: 5 class periods

Materials: The Articles of Confederation and Perpetual Union - 1777; Examining the Articles of Confederation graphic organizer (blank and completed); Articles of Confederation; Weaknesses of the Articles of Confederation graphic organizer (blank and completed); Founders on the Defects of the Articles of Confederation 1780-1787 - Letters (Excerpts); Perspectives on the Articles of Confederation graphic organizer (blank and completed)

Instructional Process:
1. Say, “After signing the Declaration of Independence, the new nation had to decide on a new form of government. The young nation created the Articles of Confederation, which provided a framework for the national government. In today’s lesson, you are going to analyze Articles of Confederation. After examining primary and secondary sources, you should be able to identify and explain why the Articles of Confederation was a weak form of government and explain why the new nation wanted to change their government structure. Remember, our goal is to express a claim about how a new nation establishes its identity.”
2. Divide the class into pairs using an established classroom routine.
3. Ask students to describe what they think would be the perfect form of government for the new nation. As students provide possible forms of government write their answers on the board in the classroom. Engage students in a class discussion about why the new nation needed a new form of government after separating from England. Possible questions:
   a. What kind of government did the colonies live under while controlled by the British?
   b. Why did the new nation want a different form of government?
4. After discussing the need for a new government after declaring independence, provide students with a copy of The Articles of Confederation and Perpetual Union - 1777 and the Examining the Articles of Confederation graphic organizer.
5. Read The Articles of Confederation and Perpetual Union - 1777 aloud with students in class. Students can alternate reading along in class as well. While reading the text of the Articles of Confederation have students record the main ideas and powers granted under the Articles of Confederation on a separate sheet of paper. For example, model for students using Article II, which explains that all states retain “sovereignty, freedom, and independence, and every Power, Jurisdiction and right, which is not by this confederation expressly delegated to the United States”. Allow students an opportunity to write their own notes while reading.
6. While reading the text, encourage students to underline/highlight any words or phrases that they do not know. Using context clues within the document ask students to determine the meaning of some unfamiliar words in the text such as:
   a. sovereignty
   b. delegated
   c. pretence
d. perpetuate

e. convenient

f. emolument

7. Read the directions to students or have a student read the directions for the Examining the Articles of Confederation graphic organizer: “After reading Excerpts from The Articles of Confederation and Perpetual Union - 1777, identify whether the power listed below was granted to state government or the national government. Use the following letters to identify who had the power. S = State Power; N = National Power.

8. Model for students how to complete the first example -“Taxation”. (State Power)

9. Allow students a reasonable amount of time to complete the Examining the Articles of Confederation graphic organizer (15-20 minutes).

10. Engage students in a whole class discussion on the differences between state powers and national powers. Possible questions include:
   a. What issues do you think are going to surface because of the Articles of Confederation?
   b. Why did states want to keep the power to tax?
   c. Why did states want the power to appoint their own representatives?

11. When asking students the questions above, activate prior knowledge. Guide students to make the connections between British colonial policies from Unit 1 and the Articles of Confederation which were written to prevent too many taxes and make sure each state was represented.

12. Divide the class into small groups using an established classroom routine.

13. Provide students with a copy of the Articles of Confederation and the Weaknesses of the Articles of Confederation graphic organizer.

14. Allow students an opportunity to complete a silent pre-reading activity in which they identify unfamiliar words in the text. For example, allow students 8-10 minutes to skim through the text.

15. While skimming ask students to underline/highlight any words or phrases that they do not know. Using context clues within the document ask students to determine the meaning of some unfamiliar words in the text such as:
   a. confederation
   b. ratified
   c. maintenance
   d. inflation
   e. fiscal

16. Engage students in a whole class discussion to build contextual understanding of the words in the text.

17. Direct students to re-read and annotate the text with their group. Encourage students to underline, highlight or record at least three weaknesses of the Articles of Confederation on their Weaknesses of the Articles of Confederation graphic organizer.

18. Once students have completed the Weaknesses of the Articles of Confederation graphic organizer, allow a reasonable amount of time (4-6 minutes) to discuss their answers with their group so they can build understanding of how the Articles of Confederation were ineffective. In addition, small groups can join together to build depth and further understanding of the Articles of Confederation.

19. Conduct a discussion to check for student understanding of the main ideas of the Articles of Confederation. After checking student answers verbally, conduct a class discussion to build student understanding of the Articles of Confederation. Possible questions:
a. Why were the Articles of Confederation chosen as the first national government of the colonies?
b. How were the Articles of Confederation ineffective?
c. What was the main weaknesses of the Articles of Confederation? Why?
d. How could the new government change the Articles of Confederation?
e. Why do you think the writers of the Articles of Confederation specifically left out a provision for a president?
f. Under the Articles of Confederation, how did the powers of the states differ from that of the national government?

20. Say, “Now that you have identified the strengths and weaknesses in the Articles of Confederation, you will evaluate the founding fathers points of view about the Articles of Confederation. It is important to consider various perspectives as you develop your claim about how a nation establishes its identity.”

21. Divide the class into small groups using an established classroom routine.

22. Provide students with access to Founders on the Defects of the Articles of Confederation 1780-1787 - Letters (Excerpts) by America in Class from the National Humanities Center and with a copy of the Perspectives on the Articles of Confederation handout.

23. Instruct students to locate the following letters:
   a. Alexander Hamilton to James Duane, 13 Sept. 1787 pg. 1
   b. Robert Morris to John Hanson, president of Congress, 11 Feb. 1782 pg. 2
   c. George Washington to Rev. William Gordon, 8 July 1783 pg. 3

24. Allow students an opportunity to complete a pre-reading activity of each letter in which they identify unfamiliar words in the text. For example, allow students 12-15 minutes to skim through the three letters.

25. While skimming ask students to underline/highlight any words or phrases that they do not know. Using context clues within the document ask students to determine the meaning of some unfamiliar words in the text such as:
   a. Letter 1 - remedy, diffidence, indecisive, sovereignty, precarious, defrauded
   b. Letter 2 – confide, prerogative, expenditure
   c. Letter 3 – Anarchy, contemptible

26. Engage students in a whole class discussion to build contextual understanding of the words in the text. Once students have completed the pre-reading activity, instruct students to re-read and annotate the text. During the second read, encourage students to underline, highlight or write down some of the main ideas expressed by the author in the graphic organizer below.

27. Instruct students to reread each letter with their group and work together to summarize the main ideas expressed by each author.

28. Model how to complete the Perspectives on the Articles of Confederation graphic organizer. Instruct students to follow the steps below:
   a. Instruct students to write down the author’s point of view/important ideas and details from the text in the left-hand column. Students should focus on the author’s point of view about how the Articles of Confederation were ineffective and why they needed to be replaced such as (1) how the Articles of Confederation established a weak national government; (2) the central government (Congress) lacked the power to raise money to effectively operate the new nation; (3) the new nation could not survive without a stronger national government.
b. Instruct student to record their answers to the guiding questions listed in the middle column in the right-hand column.
   ▪ For example, Hamilton in Letter 1 expresses the following idea – the Articles were created during a time of “excess liberty”, which prevented much discussion on the impact of the Articles on the new country; In letter 2, Robert Morris expresses concern over the financial stability of the new country without power to raise taxes and revenue and the distrust among the individual states; In letter 3, Washington points out that the country cannot survive unless Congress is given “adequate powers for the general purposes” of operating the government.

c. Instruct students to analyze how the weaknesses of the Articles of Confederation affected different parts of the new nation. For example, students should mention how the economy was affected because Congress lacked the power to raise taxes.

29. Conduct a discussion to check for student understanding of each founder’s point of view. After checking student answers verbally, conduct a class discussion to build student understanding of the arguments against the Articles of Confederation. Possible questions:
   a. What examples do the authors provide that the Articles of Confederation were ineffective?
   b. How were the Articles of Confederation ineffective?
   c. What did Washington consider the greatest weaknesses of the Articles of Confederation? Why? Use evidence from the text.
   d. How did Alexander Hamilton characterize the writing of the Articles of Confederation?
The Articles of Confederation and Perpetual Union - 1777

To all to whom these Presents shall come, we the undersigned Delegates of the States affixed to our Names, send greeting.

Whereas the Delegates of the United States of America, in Congress assembled, did, on the 15th day of November, in the Year of Our Lord One thousand Seven Hundred and Seventy seven, and in the Second Year of the Independence of America, agree to certain articles of Confederation and perpetual Union between the States of New-hampshire, Massachusetts-bay, Rhodeisland and Providence Plantations, Connecticut, New York, New Jersey, Pennsylvania, Delaware, Maryland, Virginia, North-Carolina, South-Carolina, and Georgia in the words following, viz. "Articles of Confederation and perpetual Union between the states of New-hampshire, Massachusetts-bay, Rhodeisland and Providence Plantations, Connecticut, New-York, New-Jersey, Pennsylvania, Delaware, Maryland, Virginia, North-Carolina, South-Carolina and Georgia".

Article I.
The Stile of this confederacy shall be "The United States of America."

Article II.
Each state retains its sovereignty, freedom, and independence, and every Power, Jurisdiction and right, which is not by this confederation expressly delegated to the United States, in Congress assembled.

Article III.
The said states hereby severally enter into a firm league of friendship with each other, for their common defence, the security of their Liberties, and their mutual and general welfare, binding themselves to assist each other, against all force offered to, or attacks made upon them, or any of them, on account of religion, sovereignty, trade, or any other pretence whatever.

Article IV.
The better to secure and perpetuate mutual friendship and intercourse among the people of the different states in this union, the free inhabitants of each of these states, paupers, vagabonds and fugitives from justice excepted, shall be entitled to all privileges and immunities of free citizens in the several states; and the people of each state shall have free ingress and regress to and from any other state, and shall enjoy therein all the privileges of trade and commerce, subject to the same duties impositions and restrictions as the inhabitants thereof respectively, provided that such restriction shall not extend so far as to prevent the removal of property imported into any state, to any other state, of which the Owner is an inhabitant; provided also that no imposition, duties or restriction shall be laid by any state, on the property of the united states, or either of them. If any Person guilty of, or charged with treason, felony, — or other high misdemeanor in any state, shall flee from Justice, and be found in any of the united states, he shall, upon demand of the Governor or executive power, of the state from which he fled, be delivered up and removed to the state having jurisdiction of his offence. Full faith and credit shall be given in each of these states to the records, acts and judicial proceedings of the courts and magistrates of every other state.
Article V.

For the more convenient management of the general interests of the united states, delegates shall be annually appointed in such manner as the legislature of each state shall direct, to meet in Congress on the first Monday in November, in every year, with a power reserved to each state, to recall its delegates, or any of them, at any time within the year, and to send others in their stead, for the remainder of the Year.

No state shall be represented in Congress by less than two, nor by more than seven Members; and no person shall be capable of being a delegate for more than three years in any term of six years; nor shall any person, being a delegate, be capable of holding any office under the united states, for which he, or another for his benefit receives any salary, fees or emolument of any kind.

Each state shall maintain its own delegates in a meeting of the states, and while they act as members of the committee of the states. In determining questions in the united states in Congress assembled, each state shall have one vote.

Freedom of speech and debate in Congress shall not be impeached or questioned in any Court, or place out of Congress, and the members of congress shall be protected in their persons from arrests and imprisonments, during the time of their going to and from, and attendance on congress, except for treason, felony, or breach of the peace.

Article VI.

No state, without the Consent of the united states in congress assembled, shall send any embassy to, or receive any embassy from, or enter into any conference agreement, alliance or treaty with any King prince or state; nor shall any person holding any office of profit or trust under the united states, or any of them, accept of any present, emolument, office or title of any kind whatever from any king, prince or foreign state; nor shall the united states in congress assembled, or any of them, grant any title of nobility.

No two or more states shall enter into any treaty, confederation or alliance whatever between them, without the consent of the united states in congress assembled, specifying accurately the purposes for which the same is to be entered into, and how long it shall continue.

No state shall lay any imposts or duties, which may interfere with any stipulations in treaties, entered into by the united states in congress assembled, with any king, prince or state, in pursuance of any treaties already proposed by congress, to the courts of France and Spain.

No vessels of war shall be kept up in time of peace by any state, except such number only, as shall be deemed necessary by the united states in congress assembled, for the defence of such state, or its trade; nor shall any body of forces be kept up by any state, in time of peace, except such number only, as in the judgment of the united states, in congress assembled, shall be deemed requisite to garrison the forts necessary for the defence of such state; but every state shall always keep up a well regulated and disciplined militia, sufficiently armed and accoutered, and shall provide and constantly have ready for use, in public stores, a due number of field pieces and tents, and a proper quantity of arms, ammunition and camp equipage. No state shall engage in any war without the consent of the united states in congress assembled, unless such state be actually invaded by enemies, or shall have received certain advice of a resolution being formed by some nation of Indians to invade such state, and the danger is so imminent as not to admit of a delay till the
united states in congress assembled can be consulted: nor shall any state grant commissions to any ships or vessels of war, nor letters of marque or reprisal, except it be after a declaration of war by the united states in congress assembled, and then only against the kingdom or state and the subjects thereof, against which war has been so declared, and under such regulations as shall be established by the united states in congress assembled, unless such state be infested by pirates, in which case vessels of war may be fitted out for that occasion, and kept so long as the danger shall continue, or until the united states in congress assembled, shall determine otherwise.

Article VII.

When land-forces are raised by any state for the common defence, all officers of or under the rank of colonel, shall be appointed by the legislature of each state respectively, by whom such forces shall be raised, or in such manner as such state shall direct, and all vacancies shall be filled up by the State which first made the appointment.

Article VIII.

All charges of war, and all other expences that shall be incurred for the common defence or general welfare, and allowed by the united states in congress assembled, shall be defrayed out of a common treasury, which shall be supplied by the several states in proportion to the value of all land within each state, granted to or surveyed for any Person, as such land and the buildings and improvements thereon shall be estimated according to such mode as the united states in congress assembled, shall from time to time direct and appoint.

The taxes for paying that proportion shall be laid and levied by the authority and direction of the legislatures of the several states within the time agreed upon by the united states in congress assembled.

Article IX.

The united states in congress assembled, shall have the sole and exclusive right and power of determining on peace and war, except in the cases mentioned in the sixth article — of sending and receiving ambassadors — entering into treaties and alliances, provided that no treaty of commerce shall be made whereby the legislative power of the respective states shall be restrained from imposing such imposts and duties on foreigners as their own people are subjected to, or from prohibiting the exportation or importation of any species of goods or commodities, whatsoever — of establishing rules for deciding in all cases, what captures on land or water shall be legal, and in what manner prizes taken by land or naval forces in the service of the united states shall be divided or appropriated — of granting letters of marque and reprisal in times of peace — appointing courts for the trial of piracies and felonies committed on the high seas and establishing courts for receiving and determining finally appeals in all cases of captures, provided that no member of congress shall be appointed a judge of any of the said courts.

The united states in congress assembled shall also be the last resort on appeal in all disputes and differences now subsisting or that hereafter may arise between two or more states concerning boundary, jurisdiction or any other cause whatever; which authority shall always be exercised in the manner following. Whenever the legislative or executive authority or lawful agent of any state in controversy with another shall present a petition to congress stating the matter in question and praying for a hearing, notice thereof shall be given by order of congress to the legislative or executive authority of the other state in controversy, and a day assigned for the appearance of the parties by their lawful agents, who shall then be directed to appoint by joint consent, commissioners or judges to constitute a court for hearing and
determining the matter in question: but if they cannot agree, congress shall name three persons out of each of the united states, and from the list of such persons each party shall alternately strike out one, the petitioners beginning, until the number shall be reduced to thirteen; and from that number not less than seven, nor more than nine names as congress shall direct, shall in the presence of congress be drawn out by lot, and the persons whose names shall be so drawn or any five of them, shall be commissioners or judges, to hear and finally determine the controversy, so always as a major part of the judges who shall hear the cause shall agree in the determination: and if either party shall neglect to attend at the day appointed, without showing reasons, which congress shall judge sufficient, or being present shall refuse to strike, the congress shall proceed to nominate three persons out of each state, and the secretary of congress shall strike in behalf of such party absent or refusing; and the judgment and sentence of the court to be appointed, in the manner before prescribed, shall be final and conclusive; and if any of the parties shall refuse to submit to the authority of such court, or to appear or defend their claim or cause, the court shall nevertheless proceed to pronounce sentence, or judgment, which shall in like manner be final and decisive, the judgment or sentence and other proceedings being in either case transmitted to congress, and lodged among the acts of congress for the security of the parties concerned: provided that every commissioner, before he sits in judgment, shall take an oath to be administered by one of the judges of the supreme or superior court of the state, where the cause shall be tried, "well and truly to hear and determine the matter in question, according to the best of his judgment, without favour, affection or hope of reward:" provided also, that no state shall be deprived of territory for the benefit of the united states.

All controversies concerning the private right of soil claimed under different grants of two or more states, whose jurisdictions as they may respect such lands, and the states which passed such grants are adjusted, the said grants or either of them being at the same time claimed to have originated antecedent to such settlement of jurisdiction, shall on the petition of either party to the congress of the united states, be finally determined as near as may be in the same manner as is before prescribed for deciding disputes respecting territorial jurisdiction between different states.

The united states in congress assembled shall also have the sole and exclusive right and power of regulating the alloy and value of coin struck by their own authority, or by that of the respective states — fixing the standard of weights and measures throughout the united states — regulating the trade and managing all affairs with the Indians, not members of any of the states, provided that the legislative right of any state within its own limits be not infringed or violated — establishing or regulating post offices from one state to another, throughout all the united states, and exacting such postage on the papers passing thro' the same as may be requisite to defray the expences of the said office — appointing all officers of the land forces, in the service of the united states, excepting regimental officers — appointing all the officers of the naval forces, and commissioning all officers whatever in the service of the united states — making rules for the government and regulation of the said land and naval forces, and directing their operations.

The united states in congress assembled shall have authority to appoint a committee, to sit in the recess of congress, to be denominated "A Committee of the States," and to consist of one delegate from each state; and to appoint such other committees and civil officers as may be necessary for managing the general affairs of the united states under their direction — to appoint one of their number to preside, provided that no person be allowed to serve in the office of president more than one year in any term of three years; to ascertain the necessary sums of money to be raised for the service of the united states, and to appropriate and apply the same for defraying the public expences to borrow money, or emit bills on the credit of the united states, transmitting every half year to the respective states an account of the sums of money so borrowed or emitted, — to build and equip a navy — to agree upon the number of land forces, and to
make requisitions from each state for its quota, in proportion to the number of white inhabitants in such state; which requisition shall be binding, and thereupon the legislature of each state shall appoint the regimental officers, raise the men and cloth, arm and equip them in a soldier like manner, at the expence of the united states; and the officers and men so cloathed, armed and quipped shall march to the place appointed, and within the time agreed on by the united states in congress assembled: But if the united states in congress assembled shall, on consideration of circumstances judge proper that any state should not raise men, or should raise a smaller number than its quota, and that any other state should raise a greater number of men than the quota thereof, such extra number shall be raised, officered, cloathed, armed and equipped in the same manner as the quota of such state, unless the legislature of such state shall judge that such extra number cannot be safely spared out of the same, in which case they shall raise officer, cloath, arm and equip as many of such extra number as they judge can be safely spared. And the officers and men so cloathed, armed and equipped, shall march to the place appointed, and within the time agreed on by the united states in congress assembled.

The united states in congress assembled shall never engage in a war, nor grant letters of marque and reprisal in time of peace, nor enter into any treaties or alliances, nor coin money, nor regulate the value thereof, nor ascertain the sums and expences necessary for the defence and welfare of the united states, or any of them, nor emit bills, nor borrow money on the credit of the united states, nor appropriate money, nor agree upon the number of vessels of war, to be built or purchased, or the number of land or sea forces to be raised, nor appoint a commander in chief of the army or navy, unless nine states assent to the same: nor shall a question on any other point, except for adjourning from day to day be determined, unless by the votes of a majority of the united states in congress assembled.

The congress of the united states shall have power to adjourn to any time within the year, and to any place within the united states, so that no period of adjournment be for a longer duration than the space of six Months, and shall publish the Journal of their proceedings monthly, except such parts thereof relating to treaties, alliances or military operations, as in their judgment require secrecy; and the yeas and nays of the delegates of each state on any question shall be entered on the Journal, when it is desired by any delegate; and the delegates of a state, or any of them, at his or their request shall be furnished with a transcript of the said Journal, except such parts as are above excepted, to lay before the legislatures of the several states.

Article X.

The committee of the states, or any nine of them, shall be authorized to execute, in the recess of congress, such of the powers of congress as the united states in congress assembled, by the consent of nine states, shall from time to time think expedient to vest them with; provided that no power be delegated to the said committee, for the exercise of which, by the articles of confederation, the voice of nine states in the congress of the united states assembled is requisite.

Article XI.

Canada acceding to this confederation, and joining in the measures of the united states, shall be admitted into, and entitled to all the advantages of this union: but no other colony shall be admitted into the same, unless such admission be agreed to by nine states.
Article XII.

All bills of credit emitted, monies borrowed and debts contracted by, or under the authority of congress, before the assembling of the united states, in pursuance of the present confederation, shall be deemed and considered as a charge against the united states, for payment and satisfaction whereof the said united states, and the public faith are hereby solemnly pledged.

Article XIII.

Every state shall abide by the determinations of the united states in congress assembled, on all questions which by this confederation are submitted to them. And the Articles of this confederation shall be inviolably observed by every state, and the union shall be perpetual; nor shall any alteration at any time hereafter be made in any of them; unless such alteration be agreed to in a congress of the united states, and be afterwards confirmed by the legislatures of every state.

And Whereas it hath pleased the Great Governor of the World to incline the hearts of the legislatures we respectively represent in congress, to approve of, and to authorize us to ratify the said articles of confederation and perpetual union. Know Ye that we the undersigned delegates, by virtue of the power and authority to us given for that purpose, do by these presents, in the name and in behalf of our respective constituents, fully and entirely ratify and confirm each and every of the said articles of confederation and perpetual union, and all and singular the matters and things therein contained: And we do further solemnly plight and engage the faith of our respective constituents, that they shall abide by the determinations of the united states in congress assembled, on all questions, which by the said confederation are submitted to them. And that the articles thereof shall be inviolably observed by the states we respectively represent, and that the union shall be perpetual.

In Witness whereof we have hereunto set our hands in Congress. Done at Philadelphia in the state of Pennsylvania the ninth day of July in the Year of our Lord one Thousand seven Hundred and Seventy-eight, and in the third year of the independence of America.

On the part of & behalf of the State of New Hampshire:

- Josiah Bartlett
- John Wentworth. Junr; August 8th, 1778

On the part and behalf of the State of Rhode-Island and Providence Plantations:

- William Ellery
- Henry Marchant
- John Collins

On the part and behalf of the State of New York:

- Jas Duane
- Fra: Lewis
- Wm Duer
Gouvr Morris
On the part and behalf of the State of Pennsylvania:

- Robert Morris
- Daniel Roberdeau
- Jon. Bayard Smith
- William Clingan
- Joseph Reed; 22d July, 1778

On the part and behalf of the State of Maryland:

- John Hanson; March 1, 1781
- Daniel Carroll, do.

On the part and behalf of the State of North Carolina:

- John Penn; July 21st, 1778
- Corns Harnett
- Jno Williams

On the part and behalf of the State of Georgia:

- Jno Walton; 24th July, 1778
- Edwd Telfair
- Edwd Langworthy

On the part of & behalf of the State of Massachusetts Bay:

- John Hancock
- Samuel Adams
- Elbridge Gerry
- Francis Dana
- James Lovell
- Samuel Holten

On the part and behalf of the State of Connecticut:

- Roger Sherman
- Samuel Huntington
- Oliver Wolcott
- Titus Hosmer
- Andrew Adams

On the Part and in Behalf of the State of New Jersey, November 26th, 1778:

- Jno Witherspoon
- Nathl Scudder

On the part and behalf of the State of Delaware:

- Thos McKean; Febr 22d, 1779
- John Dickinson; May 5th, 1779
- Nicholas Van Dyke

On the part and behalf of the State of Virginia:

- Richard Henry Lee
- John Banister
- Thomas Adams
- Jno Harvie
- Francis Lightfoot Lee

On the part and behalf of the State of South Carolina:

- Henry Laurens
- William Henry Drayton
- Jno Mathews
- Richd Hutson
- Thos Heyward, junr.

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Examining the Articles of Confederation

**Directions:** After reading excerpts from *The Articles of Confederation and Perpetual Union - 1777*, identify whether the power listed below was granted to state government or the national government. Use the following letters to identify who had the power.

*S* = State Government  
*N* = National Government

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<tr>
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Based on the information from the chart above, what are some of the political, social, and economic issues that might come up during the Articles of Confederation?
### Examining the Articles of Confederation (Completed)

**Directions:** After reading excerpts from The Articles of Confederation and Perpetual Union - 1777, identify whether the power listed below was granted to state government or the national government. Use the following letters to identify who had the power.

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**Based on the information from the chart above, what are some of the political, social, and economic issues that might come up during the Articles of Confederation?**

The biggest problem that came up under the Articles of Confederation was a lack of money to support the new government. All taxes were approved and collected by the individual states, but they were not willing to provide any money. Another issue was that states had the most power and they formed a partnership rather than having a central government in charge of the states.
Articles of Confederation

While the state constitutions were being created, the Continental Congress continued to meet as a general political body. Despite being the central government, it was a loose confederation and most significant power was held by the individual states. By 1777 members of Congress realized that they should have some clearly written rules for how they were organized. As a result the ARTICLES OF CONFEDERATION were drafted and passed by the Congress in November.

This first national "constitution" for the United States was not particularly innovative, and mostly put into written form how the Congress had operated since 1775.

Even though the Articles were rather modest in their proposals, they would not be ratified by all the states until 1781. Even this was accomplished largely because the dangers of war demanded greater cooperation.

The purpose of the central government was clearly stated in the Articles. The Congress had control over diplomacy, printing money, resolving controversies between different states, and, most importantly, coordinating the war effort. The most important action of the Continental Congress was probably the creation and maintenance of the Continental Army. Even in this area, however, the central government's power was quite limited. While Congress could call on states to contribute specific resources and numbers of men for the army, it was not allowed to force states to obey the central government's request for aid.

The organization of CONGRESS itself demonstrates the primacy of state power. Each state had one vote. Nine out of thirteen states had to support a law for it to be enacted. Furthermore, any changes to the Articles themselves would require unanimous agreement. In the ONE-STATE, ONE-VOTE RULE, state sovereignty was given a primary place even within the national government. Furthermore, the whole national government consisted entirely of the unicameral (one body) Congress with no executive and no judicial organizations.

The national Congress' limited power was especially clear when it came to money issues. Not surprisingly, given that the Revolution's

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causes had centered on opposition to unfair taxes, the central government had no power to raise its own revenues through taxation. All it could do was request that the states give it the money necessary to run the government and wage the war. By 1780, with the outcome of the war still very much undecided, the central government had run out of money and was **BANKRUPT**! As a result the paper money it issued was basically worthless.

**ROBERT MORRIS**, who became the Congress' superintendent of finance in 1781, forged a solution to this dire dilemma. Morris expanded existing government power and secured special privileges for the **BANK OF NORTH AMERICA** in an attempt to stabilize the value of the paper money issued by the Congress. His actions went beyond the limited powers granted to the national government by the Articles of Confederation, but he succeeded in limiting runaway **INFLATION** and resurrecting the fiscal stability of the national government.
# Weaknesses of the Articles of Confederation Graphic Organizer

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<th>Weakness</th>
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<tr>
<td>Weakness 1</td>
<td>limited government</td>
<td>The National government/Congress was responsible for foreign affairs, printing money, and maintaining the army; however, they had no power to tax states or raise money to carry out those duties.</td>
</tr>
<tr>
<td>Weakness 2</td>
<td>one branch of government/one house</td>
<td>There was no way to make sure the government was acting on behalf of the states; no one was responsible.</td>
</tr>
<tr>
<td>Weakness 3</td>
<td>no court system/judicial system/only state courts</td>
<td>It created a weak central government controlled by the states. The states maintained their independence.</td>
</tr>
<tr>
<td>Weakness 4</td>
<td>no leader/president</td>
<td>There was no executive to carry out the laws.</td>
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<td>Weakness 5</td>
<td>power held by the individual states</td>
<td>It required too many states to change laws or amend the Articles.</td>
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### Perspectives on the Articles of Confederation

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<td>Alexander Hamilton</td>
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<td>What does Hamilton believe is the greatest weakness of the Articles of Confederation?</td>
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<td>Robert Morris</td>
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<td>What impact did the Articles of Confederation have on the economy of the new nation?</td>
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| Alexander Hamilton | - The Articles were created during a time of “excess liberty”, which prevented much discussion on the impact of the Articles on the new country.  
- The confederation is not capable of ruling the people of the country.                                                      | What does Hamilton believe is the greatest weakness of the Articles of Confederation? | Hamilton believes the greatest weaknesses in the Articles of Confederation is Congress's lack of power over the states.             |
| Robert Morris    | - The new country cannot achieve financial stability without power to raise taxes and revenue.  
- Congress cannot force the states to send money to support the country.                                                                                     | What impact did the Articles of Confederation have on the economy of the new nation? | Morris believes that Congress cannot carry out the duties given to it by the Articles of Confederation because they cannot raise money nor force the states to send money to the central government. |
| George Washington | - The country cannot survive unless Congress is given “adequate powers for the general purposes” of operating the government.                                                                               | What does Washington believe will happen to the new nation if the weaknesses of the Articles of Confederation are not addressed? | Washington believes that the country cannot survive without support from both the states and the central government.          |
**Topic Two:** Creating the Constitution (7.1.1-5, 7.2.3-4, 7.6.1, 7.6.4, 7.7.1, 7.8.1-9, 7.9.2-3, 7.10.1-5, 7.11.2-3)

**Connections to the unit claim:** Students explore the creation of the United States Constitution and system of government by examining the social, economic, and political challenges that led to the new constitution in order to understand how a nation establishes its identity.

**Suggested Timeline:** 10 class periods

**Use this sample task:**
- [Challenges Facing the New Nation](#)

**To explore these key questions:**
- Why were the Articles of Confederation ineffective in solving the economic problems of the new nation?
- What were the major controversies of the Constitutional Convention, and how were they addressed?
- How does the type of government created by the Constitution reflect our understanding of the early American identity?
- Why was the Constitution written and how did conflicting viewpoints influence the development of U.S. government?

**That students answer through this assessment:**
- Students answer questions and complete a [Problems Facing the New Nation graphic organizer](#) on the social, economic, and political challenges facing the new nation. Collect these for a grade.
- Students use the [Shays’ Rebellion: Five W’s handout](#) to document how the event convinced the founding fathers to write a new constitution. Collect these for a grade.
- Students complete a [Perspectives on Shays’ Rebellion graphic organizer](#) and write a historical point of view article on Shays’ Rebellion.
- Students complete [The Tough Issues anticipation guide](#) and examine the role compromise played in the Constitutional Convention. Collect these for a grade.
- Students research the founding fathers and create a Founding Fathers Social Network Page.
- Students compare and contrast the Articles of Confederation and the Constitution by completing [The New National Government graphic organizer](#).
Grade 7 Instructional Task: Challenges Facing the New Nation
Unit Two: The New Republic, Topic Two: Creating the Constitution

Description: Students examine the social, economic, and political challenges that led to the new constitution.

Suggested Timeline: 10 class periods

Materials: The Economic Crisis of the 1780’s; Economic and Foreign Policy problems; The Tyranny of the Majority; Problems Facing the New Nation graphic organizer (blank and completed); Shays’ Rebellion; Shays’ Rebellion: Five W’s handout (blank and completed); Shays’ Rebellion: Establishing Point of View handout; George Washington discusses Shays’ Rebellion and the upcoming Constitutional Convention, 1787; Letter to Henry Knox about Shays’ Rebellion; Thomas Jefferson to William Smith; Excerpts from Letter To James Madison from Thomas Jefferson, 20 December 1787; Perspectives on Shays’ Rebellion graphic organizer (blank and completed); The Tough Issues anticipation guide (blank and completed); Constitution through Compromise; The New National Government graphic organizer (blank and completed)

Instructional Process:
1. Say, “In the last Instructional task you learned about the weaknesses of the Articles of Confederation. Under the Articles, the national government lacked the power to tax states or raise money to carry out their duties. It created a weak central government, and did not contain a president or national court system. While Congress had the power to regulate trade, they were at the mercy of the states to provide money to operate the government. Under the Articles most power was held by the states. As the young country progressed after the Revolutionary War, many internal problems in the country forced the new nation to reconsider their form of government.”
2. Divide the class into small groups using an established classroom routine.
3. Ask students to describe in writing what kind of social, economic, and political problems might have come up for the young nation after the Revolutionary War. Encourage students to list at least two different issues the nation might have faced. For example, guide students to identify both internal economic problems and external problems related to dealing with foreign governments and trade. Possible questions to ask include:
   a. Why would foreign governments be skeptical about trading with the new nation?
   b. Why was the new nation in debt after the Revolutionary War?
4. Conduct a jigsaw reading of various sources on problems faced by the new nation.
5. Divide the class into small groups using an established classroom routine. Establish this group as the students “home” groups.
6. Assign each students from the “home” groups to an expert group. Refer to the jigsaw one-pager if needed.
7. Provide students with a copy of The Economic Crisis of the 1780’s and access to Economic and Foreign Policy problems and The Tyranny of the Majority from Digital History.
8. Assign students into Expert Groups that correspond with their selected text. For example, combine students tasked with analyzing The Economic Crisis of the 1780’s into one expert group. Explain to students that they will be responsible for teaching one of the assigned texts to their home group.
9. Instruct students to read their assigned text with their group. Encourage students to underline, highlight or write down the social, economic, and political issues from the text on the Problems Facing the New Nation graphic
organizer while reading. Remind students to use text evidence for supporting details. Provide students with a reasonable amount of time to read their assignment text and complete the graphic organizer (20-25 minutes).

10. Once students have completed the reading assignment and the Problems Facing the New Nation graphic organizer, instruct students to return to their home group.

11. After returning to their home group, allow students additional time to review their text evidence and supporting details with their group to gain a deeper understanding of their notes and determine the best way to share their information during class discussion.

12. Engage students in a full class discussion on the social, political, and economic issues facing the United States after the revolution. Possible questions:
   a. What were some of the problems the United States faced after the revolution?
   b. Why was the new nation unable to solve their economic problems using the Articles of Confederation?
   c. How did the economic problems in the United States affect trade with other nations?

13. Say, “Earlier in this instructional task, you learned about the social, economic, and political problems facing the United States after the American Revolution. The problems facing the young nation were not easily handled under the Articles. The new nation was susceptible to internal rebellion.”

14. Divide the class into pairs using an established classroom routine.

15. Ask students to predict how the social, economic, and political problems will eventually force America to change its form of government. Encourage students to forecast what might happen if the Confederation Congress does not work to solve the internal and external issues that have come up since the end of the revolution. Possible questions:
   a. Describe how you would solve the economic problems in the United States during this time.
   b. Who do you think suffered the most from the economic problems?

16. Provide students with access to Shays’ Rebellion by Rahul Tilva from MountVernon.org and a copy of the Shays’ Rebellion: Five W’s graphic organizer.

17. Instruct students to read Shays’ Rebellion with their partner. Encourage students to record the main ideas and supporting details from the text on the Shays’ Rebellion: Five W’s graphic organizer while reading. Remind students to use text evidence for supporting details. Provide students with a reasonable amount of time to read their assignment text and complete the Five W’s graphic organizer (20-25 minutes).

18. After students complete their reading, allow students additional time to review their text evidence and supporting details with their partner to gain a deeper understanding of their notes and determine the best way to share their information during class discussion.

19. Engage students in a full class discussion on the social, political, and economic issues facing the United States after the revolution. Possible questions:
   a. Why did Shays’ Rebellion occur?
   b. Was it possible for the Confederation Congress or the state of Massachusetts to prevent the rebellion? Explain your answer.
   c. Why is Shays’ Rebellion significant?
   d. Do you think the actions of Daniel Shays and other farmers was justified? Explain your answer using text evidence.

20. Provide students with a copy of the Shays’ Rebellion: Establishing Point of View handout.

21. Have students write a newspaper editorial describing in detail the events surrounding Shays’ Rebellion. Instruct
students to write their article from the point of view of one of the following people, using textual evidence from the previous sources to support their opinions.

- Massachusetts Banker
- Connecticut Farmer
- Virginia Merchant
- Rhode Island veteran of the Continental Army

22. After students complete their writing, allow students to share their writing with the full class. Encourage students to explain why different people from around the country had a different opinions of the rebellion.

23. Say, “During this instructional task you learned about how the Articles of Confederation led to social, economic, and political problems in the United States. In addition, you learned that the debt from the Revolutionary War caused severe economic hardships for many people. These economic hardships eventually led to a rebellion in Massachusetts. Shays’ Rebellion had a profound impact on many American leaders. After the rebellion, many leaders began to call for a new government in the United States. Thomas Jefferson and George Washington offered contrasting points of view on the rebellion.”

24. Divide the class into small groups using an established classroom routine and provide each group with access to one of the following sources:

- Group 1: George Washington discusses Shays’ Rebellion and the upcoming Constitutional Convention, 1787 from Gilder Lehrman
- Group 2: Letter to Henry Knox about Shays’ Rebellion from Digital History
- Group 4: Excerpts from Letter To James Madison from Thomas Jefferson, 20 December 1787 from Founders Online.

25. Provide students with a blank copy of the Perspectives on Shays’ Rebellion graphic organizer.

26. Instruct students to read their assigned text with their group. Encourage students to underline, highlight or write down the author’s point of view of Shays’ Rebellion from the text on the Perspectives on Shays’ Rebellion graphic organizer while reading. Remind students to use text evidence for supporting details. Provide students with a reasonable amount of time to read their assignment text and complete the graphic organizer (20-25 minutes).

27. After they complete their reading, allow students additional time to review their text evidence and supporting details with their group to gain a deeper understanding of their notes and determine the best way to share their information during class discussion.

28. Conduct a discussion on Washington’s and Jefferson’s point of view of Shays’ Rebellion. Possible questions:

- What was Jefferson’s point of view? Explain using direct quotes from the text.
- What was Washington’s point of view? Explain using direct quotes from the text.
- Who makes a stronger argument and why? Use evidence from the texts to support your claim.

29. Say, “After Shays’ Rebellion many influential leaders in America realized the Articles of Confederation were ineffective in operating the government of the United States. Throughout the following lesson you will learn why the founders believed a new constitution was needed and identify the main purpose for revising the Articles of Confederation.”

30. Provide students with a copy of The Tough Issues and The Tough Issues anticipation guide.
31. Instruct students to complete the pre-reading section of The Tough Issues anticipation guide at the Constitutional Convention to gauge their knowledge of the challenges the delegates faced at the Constitutional Convention.

32. Divide the class into pairs using an established classroom routine.

33. Instruct students to read and examine The Tough Issues with their partner, underlining, highlighting or writing down the challenges at the Constitutional Convention. Remind students to use text evidence for supporting details. Provide students with a reasonable amount of time to read their assignment text and complete the graphic organizer (20-25 minutes).

34. After reading the text with their partner, instruct students complete the 2nd part of The Tough Issues anticipation guide. Ask students to decide whether they still think the statement is true or false. Instruct students to write evidence from the document to support their responses. Instruct students to use the following conversation stem when completing the second part of the anticipation guide: "I used to think ____, and now I think ______.")

35. Conduct a discussion to check for student understanding of the source. Students should focus on important ideas and details from the text, such as (1) the founders decided to completely rewrite the Articles of Confederation and create a new government instead of simply revising the existing form of government; (2) the new government would place the power of the central government above that of the state governments; (3) the new government would include three separate branches of government instead of one; (4) representation in government would represent both large and small states; (5) the role that compromise would play in the future of the Constitutional Convention. Possible questions:
   a. What were some of the main differences between the Articles of Confederation and the new form of government proposed at the Constitutional Convention?
   b. How was the New Jersey plan different from Virginia Plan?
   c. What role did compromise play at the Constitutional Convention?
   d. Why was representation so important to smaller states?

36. Write the word “compromise” on the board in the classroom. Ask students to define compromise in their own words and provide any examples of a compromise. Compromise - a settlement of differences by mutual concessions; an agreement reached by adjustment of conflicting or opposing claims, principles, etc., by reciprocal modification of demands.\(^{25}\)

37. Provide students with a copy of Constitution through Compromise.

38. Instruct students to independently read Constitution through Compromise. Encourage students to underline, highlight or write down the compromises of the Constitutional Convention. Remind students to use text evidence for supporting details. Provide students with a reasonable amount of time to read their assignment text and complete the New National Government graphic organizer (20-25 minutes).

39. Divide the class into pairs using an established classroom routine.

40. Instruct partner groups to reread the source and summarize how the new constitution was different from the Articles of Confederation.

\(^{25}\) http://www.dictionary.com/browse/compromise

Return to Grade 7 Social Studies: How to Navigate This Document
41. Provide each group with a copy of the **New National Government graphic organizer**. Instruct students to complete the graphic organizer by comparing and contrasting the Articles of Confederation and the new Constitution.

42. Have students answer the following questions while reading the text: "What problems were solved by this new government and what problems remain?"

43. In addition, students should focus on important ideas and details from the text, such as (1) the delegates used compromise to solve many of the issues at the constitutional convention; (2) the delegates created a new form of government with a strong central government and multiple branches; (3) representation in government would be based on population; (4) the new government included a strong executive branch and a new judicial system.

44. Students should also address the weaknesses found in the new constitution, such as (1) the compromise over slavery and representation in government; (2) the differences between large and small states over the central government.

45. After students have completed the graphic organizer, engage students in a whole-class discussion of the strengths of the new national government. Possible guiding questions include:
   a. What role did compromise play in creating the new national government?
   b. What are the differences between the new constitution and the Articles of Confederation?
   c. Why was representation in the new government so important to the smaller states?
   d. How did the delegates resolve the issue over representation in the new government?
   e. How did the delegates resolve the issue over slavery in the new government?
   f. Why was a stronger national government important to the delegates of the constitutional convention?
   g. Why did the delegates believe dividing the government into three branches would help resolve many of the political and economic issues created by the Articles of Confederation?
   h. What are some of the weaknesses in the new government?
The Economic Crisis of the 1780s

The economic problems faced by the Congress deeply touched the lives of most Americans in the 1780s. The war had disrupted much of the American economy. On the high seas the BRITISH NAVY had great superiority and destroyed most American ships, crippling the flow of trade. On land, where both armies regularly stole from local farms in order to find food, farmers suffered tremendously.

When the fighting came to an end in 1781, the economy was in a shambles. Exports to Britain were restricted. Further, British law prohibited trade with Britain’s remaining SUGAR COLONIES in the Caribbean. Thus, two major sources of colonial-era commerce were eliminated. A flood of cheap British manufactured imports that sold cheaper than comparable American-made goods made the post-war economic slump worse. Finally, the high level of debt taken on by the states to fund the war effort added to the ECONOMIC CRISIS by helping to fuel rapid inflation.

This economic crisis was a grave threat to individuals, as well as to the stability and future of the young republic. Independence had been declared and the war had made that a reality, but now the new republican governments, at both the state and national level, had to make difficult decisions about how to respond to serious economic problems. Most state legislatures passed laws to help ordinary farmers deal with their high level of debt. Repayment terms were extended and imprisonment for debt was somewhat relaxed.

However, the range of favorable debtor laws passed by the state legislatures in the 1780s outraged those who expected to be paid by debtors, as well as political conservatives. Political controversy about what represented the proper economic policy mounted and approached the boiling point. As James Madison of Virginia noted, the political struggles were primarily between "the class with, and [the] class without, property." Just as the republican governments had come into being and rethought the meaning of popular government, economic crisis threatens their future.

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26 This work by The Independence Hall Association is licensed under a Creative Commons Attribution 4.0 International License. The original work is available at http://www.ushistory.org/us/14d.asp.
Directions: Using textual information from the sources, identify the problems facing the new nation. Once you have identified the problems, provide supporting details from the text.

Problems Facing the New Nation

- Social Problems
- Economic Problems
- Political Problems

Supporting Details from Text

Supporting Details from Text

Supporting Details from Text
Problems Facing the New Nation (Completed)

**Directions:** Using textual information from the sources, identify the problems facing the new nation. Once you have identified the problems, provide supporting details from the text.

### Problems Facing the New Nation

- **Social Problems**
  - Citizens were unable to pay off debts.
  - Pennsylvania violated individual rights.
  - State governments imprisoned people for not repaying debts.

- **Economic Problems**
  - National Gov't was almost bankrupt; Foreign countries lent money at high interest rates.
  - To raise money, states placed taxes on goods from other states; inflation.
  - Spain closed the Mississippi River to American Trade.

- **Political Problems**
  - State legislature postponed repayment of debts.
  - Britain would not leave forts in the Great Lakes.
  - Britain seized American sailors and forced them to serve in the Navy.
### Shays’ Rebellion: Five W’s

<table>
<thead>
<tr>
<th><strong>Who</strong> was involved in Shays’ Rebellion?</th>
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<tr>
<th><strong>What</strong> was the problem?</th>
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<tr>
<th><strong>When</strong> was the rebellion?</th>
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<tr>
<th><strong>Where</strong> was the rebellion?</th>
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<table>
<thead>
<tr>
<th><strong>Why</strong> did the rebellion occur?</th>
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<thead>
<tr>
<th><strong>How</strong> did the Massachusetts government respond?</th>
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<thead>
<tr>
<th><strong>Why was Shays’ Rebellion significance to America’s story? What did it say about our young country?</strong></th>
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</tbody>
</table>
### Shays' Rebellion: Five W’s (Completed)

<table>
<thead>
<tr>
<th><strong>Who</strong> was involved in Shays’ Rebellion?</th>
<th>Daniel Shays; Massachusetts farmers</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What</strong> was the problem?</td>
<td>Former Revolutionary War veterans and citizens were unable to repay debts because the country was almost bankrupt after the war; foreign countries and banks charged high interest rates and payments schedules were impossible to meet.</td>
</tr>
<tr>
<td><strong>When</strong> was the rebellion?</td>
<td>1786-1787</td>
</tr>
<tr>
<td><strong>Where</strong> was the rebellion?</td>
<td>Massachusetts</td>
</tr>
<tr>
<td><strong>Why</strong> did the rebellion occur?</td>
<td>The state legislature failed to address any of the numerous petitions it had received concerning debt relief.</td>
</tr>
<tr>
<td><strong>How</strong> did the Massachusetts government respond?</td>
<td>Massachusetts Governor James Bowdoin mobilized a force of 1,200 militiamen to counter Shays. The army was led by former Continental Army General Benjamin Lincoln and funded by private merchants.</td>
</tr>
</tbody>
</table>

**Why was Shays’ Rebellion significance to America’s story? What did it say about our young country?**

Shays’ Rebellion was one of the most important events in American history. It brought many of the social, political, and economic issues facing the country to the attention of our founding fathers. While the event is considered a violent protest, it showed many people in the country they could have a voice in changing the government. It also help people realize they could bring about change without having to resort to violence.
Shays’ Rebellion: Establishing Point of View

Role:
# Perspectives on Shays’ Rebellion

<table>
<thead>
<tr>
<th>Author</th>
<th>Point of View</th>
<th>Guiding Questions</th>
<th>Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>George Washington</td>
<td></td>
<td>How does Washington view Shays’ Rebellion?</td>
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<tr>
<td></td>
<td></td>
<td>According to Washington, what image does Europe have of the United States after Shays’ Rebellion?</td>
<td></td>
</tr>
<tr>
<td>Thomas Jefferson</td>
<td></td>
<td>How does Jefferson view Shays’ Rebellion?</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>How does Jefferson feel about rebellion?</td>
<td></td>
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</tbody>
</table>
### Perspectives on Shays’ Rebellion (Completed)

<table>
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<tr>
<th>Author</th>
<th>Point of View</th>
<th>Guiding Questions</th>
<th>Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>George Washington</strong></td>
<td>Washington is not in favor of open rebellion; he feels it will results in war if continued. Washington feels that the time for revolt is rising and the states must do something to prevent another war.</td>
<td><strong>How does Washington view Shays’ Rebellion?</strong> <strong>According to Washington, what image does Europe have of the United States after Shays’ Rebellion?</strong></td>
<td>Washington believes that the states must stop Shays’ Rebellion. Washington thinks that the countries of Europe will view America as a fool for continuing to rebel after winning independence.</td>
</tr>
<tr>
<td><strong>Thomas Jefferson</strong></td>
<td>Jefferson believes that rebellions are good and keep government honest. He feels as though the ministers of Europe are lying about America’s current situation in order to reclaim the colonies.</td>
<td><strong>How does Jefferson view Shays’ Rebellion?</strong> <strong>How does Jefferson feel about rebellion?</strong></td>
<td>Jefferson is in favor of rebellion. He is quoted as saying “the tree of liberty must be refreshed from time to time with the blood of patriots and tyrants.”</td>
</tr>
</tbody>
</table>
The Tough Issues

In spite of the common vision and status that linked most of the delegates to the Philadelphia Convention, no obvious route existed for how to revise the Articles of Confederation to build a stronger central government. The meeting began by deciding several important procedural issues that were not controversial and that significantly shaped how the Convention operated. First, George Washington was elected as the presiding officer. They also decided to continue the voting precedent followed by the Congress where each state got one vote.

They also agreed to hold their meeting in secret.

There would be no public access to the Convention’s discussions and the delegates agreed not to discuss matters with the PRESS. The delegates felt that secrecy would allow them to explore issues with greater honesty than would be possible if everything that they said became public knowledge.

In fact, the public knew almost nothing about the actual proceedings of the Convention until James Madison’s notes about it were published after his death in the 1840s.

The delegates also made a final crucial and sweeping early decision about how to run the Convention. They agreed to go beyond the instructions of the Congress by not merely considering revisions to the Articles of Confederation, but to try and construct a whole new national framework.

The stage was now set for James Madison, the best prepared and most influential of the delegates at the Philadelphia Convention. His proposal, now known as the VIRGINIA PLAN, called for a strong central government with three distinctive elements.

First, it clearly placed NATIONAL SUPREMACY above state sovereignty.

Second, this strengthened central government would have a close relationship with the people, who could directly vote for some national leaders.
Third, Madison proposed that the **CENTRAL GOVERNMENT** be made up of three distinct branches: a **BICAMERAL LEGISLATURE**, an **EXECUTIVE**, and a **JUDICIARY**. The lower house of the legislature would be elected directly by the people and then the lower house would elect the upper house. Together they would choose the executive and judiciary.

By having the foundational body of the proposed national government elected by the people at large, rather than through their state legislatures, the national government would remain a republic with a direct link to ordinary people even as it expanded its power.

Madison’s **VIRGINIA PLAN** was bold and creative. Further, it established a strong central government, which most delegates supported. Nevertheless, it was rejected at the Convention by opposition from delegates representing states with small populations.

These small states would have their national influence dramatically curbed in the proposed move from one-state one-vote (as under the Articles) to general voting for the lower legislative house where overall population would be decisive.

The Virginia Plan was unacceptable to all the small states, who countered with another proposal, dubbed the **NEW JERSEY PLAN**, that would continue more along the lines of how Congress already operated under the Articles. This plan called for a unicameral legislature with the one vote per state formula still in place.

Although the division between large and small states (really between high and low population states) might seem simplistic, it was the major hurdle that delegates to the Convention needed to overcome to design a stronger national government, which they all agreed was needed.

After long debates and a close final vote, the Virginia Plan was accepted as a basis for further discussion. This agreement to continue to debate also amounted to a major turning point. The delegates had decided that they should craft a new constitutional structure to replace the Articles.

This was so stunning a change and such a large expansion of their original instructions from the Congress that two New York delegates left in disgust.

Could the states ever form a more perfect union?
The Tough Issues Anticipation Guide

Directions before Reading: Read the statements below and indicate whether you think the statement is true or false in the Before Reading column.

Directions after Reading: After reading The Tough Issues, decide whether you still think the statement is true or false. Write information from the document that supports your response.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Before Reading</th>
<th>After Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>True</td>
<td>False</td>
</tr>
<tr>
<td>1. The Founding Fathers planned to completely rewrite the Articles of Confederation before agreeing to attend the Constitutional Convention?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supporting Information:</td>
<td></td>
<td></td>
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<tr>
<td>2. The Constitutional Convention was completely open to the public and ordinary citizens were allowed to offer suggestions for the new form of government.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supporting Information:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. The main difference between the Articles of Confederation and the new government was the need for a strong central government with sovereignty over state governments.</td>
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<tr>
<td>Supporting Information:</td>
<td></td>
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<tr>
<td>4. During the Constitutional Convention, James Madison proposed that the new government should be divided into two branches of government in order to divide the responsibilities of government between the states and the central government.</td>
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<tr>
<td>Supporting Information:</td>
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<td></td>
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<tr>
<td>5. The Virginia Plan was unacceptable to smaller states because it placed more power in the hands of larger states and created unequal representation in the government.</td>
<td></td>
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<td>Supporting Information:</td>
<td></td>
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</tbody>
</table>
### The Tough Issues Anticipation Guide (Completed)

**Directions before Reading:** Read the statements below and indicate whether you think the statement is true or false in the Before Reading column.

**Directions after Reading:** After reading *The Tough Issues*, decide whether you still think the statement is true or false. Write information from the document that supports your response.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Before Reading</th>
<th>After Reading</th>
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</thead>
<tbody>
<tr>
<td>1. The Founding Fathers planned to completely rewrite the Articles of Confederation before agreeing to attend the Constitutional Convention?</td>
<td>False</td>
<td>X</td>
</tr>
<tr>
<td><strong>Supporting Information:</strong> No obvious route existed for how to revise the Articles of Confederation to build a stronger central government. They agreed to go beyond the instructions of the Congress by not merely considering revisions to the Articles of Confederation, but to try and construct a whole new national framework.</td>
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<td>2. The Constitutional Convention was completely open to the public and ordinary citizens were allowed to offer suggestions for the new form of government.</td>
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<td>X</td>
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<td><strong>Supporting Information:</strong> There would be no public access to the Convention's discussions and the delegates agreed not to discuss matters with the press. The delegates felt that secrecy would allow them to explore issues with greater honesty than would be possible if everything that they said became public knowledge.</td>
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<tr>
<td>3. The main difference between the Articles of Confederation and the new government was the need for a strong central government with sovereignty over state governments.</td>
<td>False</td>
<td>X</td>
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<tr>
<td><strong>Supporting Information:</strong> First, it clearly placed national supremacy above state sovereignty. Second, this strengthened central government would have a close relationship with the people, who could directly vote for some national leaders.</td>
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<tr>
<td>4. During the Constitutional Convention, James Madison proposed that the new government should be divided into two branches of government in order to divide the responsibilities of government between the states and the central government.</td>
<td>False</td>
<td>X</td>
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Supporting Information: Third, Madison proposed that the central government be made up of three distinct branches: a bicameral legislature, an executive, and a judiciary. The lower house of the legislature would be elected directly by the people and then the lower house would elect the upper house. Together they would choose the executive and judiciary.

| 5. The Virginia Plan was unacceptable to smaller state because it placed more power in the hands of larger states and created unequal representation in the government. |  |  | X |

Supporting Information: Nevertheless, it was rejected at the Convention by opposition from delegates representing states with small populations. These small states would have their national influence dramatically curbed in the proposed move from one-state one-vote (as under the Articles) to general voting for the lower legislative house where overall population would be decisive.
"REPRESENTATION" remained the core issue for the Philadelphia Convention. What was the best way for authority to be delegated from the people and the states to a strengthened central government?

After still more deeply divided argument, a proposal put forward by delegates from Connecticut (a small population state), struck a compromise that narrowly got approved. They suggested that representatives in each house of the proposed bicameral legislature be selected through different means. The **UPPER HOUSE** (or **SENATE**) would reflect the importance of state sovereignty by including two people from each state regardless of size. Meanwhile, the **LOWER HOUSE** (the **HOUSE OF REPRESENTATIVES**) would have different numbers of representatives from each state determined by population. Representation would be adjusted every ten years through a federal census that counted every person in the country.

By coming up with a mixed solution that balanced state sovereignty and popular sovereignty tied to actual population, the Constitution was forged through what is known as the **CONNECTICUT COMPROMISE**. In many respects this compromise reflected a victory for small states, but compared with their dominance in the Congress under the Articles of Confederation it is clear that negotiation produced something that both small and large states wanted.

Other major issues still needed to be resolved, however, and, once again, compromise was required on all sides. One of the major issues concerned elections themselves. Who would be allowed to vote? The different state constitutions had created different rules about how much property was required for white men to vote. The delegates needed to figure out a solution that could satisfy people with many different ideas about who could have the franchise (that is, who could be a voter).

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Roger Sherman was the only man to sign all 4 of the important Revolutionary documents: The Association of 1774, the Declaration of Independence, the Articles of Confederation, and the Constitution.

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For the popular lower house, any white man who paid taxes could vote. Thus, even those without property, could vote for who would represent them in the House of Representatives. This expanded the franchise in some states. To balance this opening, the two Senators in the upper house of the national government would be elected by the STATE LEGISLATURES. Finally, the PRESIDENT (that is, the executive branch) would be elected at the state level through an ELECTORAL COLLEGE whose numbers reflected representation in the legislature.

To modern eyes, the most stunning and disturbing constitutional compromise by the delegates was over the issue of slavery. Some delegates considered slavery an evil institution and GEORGE MASON of Virginia even suggested that the trans-Atlantic slave trade be made illegal by the new national rules. Delegates from South Carolina and Georgia where slavery was expanding rapidly in the late-18th century angrily opposed this limitation. If any limitations to slavery were proposed in the national framework, then they would leave the convention and oppose its proposed new plan for a stronger central government. Their fierce opposition allowed no room for compromise and as a result the issue of slavery was treated as a narrowly political, rather than a moral, question.

The delegates agreed that a strengthened union of the states was more important than the Revolutionary ideal of equality. This was a pragmatic, as well as a tragic, constitutional compromise, since it may have been possible (as suggested by George Mason's comments) for the slave state of Virginia to accept some limitations on slavery at this point.

The proposed constitution actually strengthened the power of slave states in several important respects. Through the "FUGITIVE CLAUSE," for example, governments of free states were required to help recapture runaway slaves who had escaped their masters' states. Equally disturbing was the "THREE-FIFTHS FORMULA" established for determining representation in the lower house of the legislature. Slave states wanted to have additional political power based on the number of human beings that they held as slaves. Delegates from free states wouldn't allow such a blatant manipulation of political principles, but the inhumane compromise that resulted meant counting enslaved persons as three-fifths of a free person for the sake of calculating the number of people a state could elect to the House of Representatives.

After hot summer months of difficult debate in Philadelphia from May to September 1787, the delegates had fashioned new rules for a stronger central government that extended national power well beyond the scope of the Articles of Confederation. The Constitution created a national legislature that could pass the supreme law of the land, could raise taxes, and with greater control over commerce. The proposed rules also would restrict state actions, especially in regard
to passing PRO-DEBTOR LAWS. At the end of the long process of creating the new plan, thirty-eight of the remaining forty-one delegates showed their support by signing the proposed Constitution. This small group of national superstars had created a major new framework through hard work and compromise.

Now another challenge lay ahead. Could they convince the people in the states that this new plan was worth accepting?
# The New National Government

<table>
<thead>
<tr>
<th>Strengths of the Constitution</th>
<th>Weaknesses of the Articles of Confederation</th>
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<tbody>
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</table>
The New National Government (Completed)

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<tr>
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<th>Weaknesses of the Articles of Confederation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strong national government</td>
<td>Strong state governments/power with the states</td>
</tr>
<tr>
<td>Three branches of government</td>
<td>One branch of government</td>
</tr>
<tr>
<td>President/executive branch</td>
<td>No president</td>
</tr>
<tr>
<td>Supreme Court/New judicial system</td>
<td>No judicial system</td>
</tr>
<tr>
<td>Representation based on population/Every state has 2 senators</td>
<td>All states had 1 vote</td>
</tr>
<tr>
<td>Two houses in Congress</td>
<td>1 house in Congress</td>
</tr>
</tbody>
</table>
Topic Three: The Federal System (7.1.1-5, 7.2.3-4, 7.6.1, 7.6.4, 7.7.1, 7.8.1-9, 7.9.2-3, 7.10.1-5, 7.11.2-3)

Connections to the unit claim:

Suggested Timeline: 15 class periods

Use these sample tasks:
- The Federal System
- Ratification and the Bill of Rights

To explore these key questions:
- What type of government does the Constitution create and why?
- What are the purposes and principles of government in a society?
- How is power divided and shared in the United States government (federal, local, state)?
- What processes are used to elect or appoint federal officials, create laws at the federal level, and amend the Constitution?
- Why did the Antifederalists oppose the Constitution?
- Why did the founding fathers add the Bill of Rights to the Constitution?
- What changed as a result of the ratification of the U.S. Constitution?

That students answer through these assessment:
- Students complete a class discussion on why government is necessary.
- Students define the Seven Constitutional Principles found in the Constitution.
- Students research and write a profile page for one of the founding fathers at the Constitutional Convention. Collect for a grade.
- Students complete a close reading and outline of the articles in the Constitution. Collect for a grade.
- Students complete a close reading outline of Articles I-III of the Constitution and determine which branch of government has what powers. Collect for a grade.
- Students analyze the Constitution to determine the federal office requirements for elected officials and complete a graphic organizer. Collect for a grade.
- Students complete a guided reading on federalism and complete a Venn Diagram on the powers that are divided between federal and state governments.
- Students analyze the debate between the Federalists and Antifederalists over ratification of the Constitution.
- Students complete a close reading and outline of the Bill of Rights and the importance of each amendment. Collect for a grade.
- What ideas/wording from the Constitution/Bill of Rights can you trace back to earlier events or leaders?" or "The preamble lists the reasons for the constitution. Which of these reasons do you believe is the most important? Justify your response using text and your historical knowledge."
Grade 7 Instructional Task: The Federal System

Unit Two: The New Republic, Topic Three: The Federal System

Description: Students examine and analyze the federal system of government created at the Constitutional Convention.

Suggested Timeline: 10 class periods

Materials: Creating the Constitution; Seven Principles of the Constitution handout (blank and completed); Selected Biographies of the Founding Fathers; Founder’s Social Network Page (blank and completed); Constitution of the United States; Outlining the Constitution graphic organizer (blank and completed); Separation of Powers graphic organizer (blank and completed); Federal Office Terms and Requirement graphic organizer (blank and completed); The Founders and Federalism; Federalism - Division of Power Venn Diagram (blank and completed)

Instructional Process:

1. Say, “In the last Instructional task you learned about how the Articles of Confederation were ineffective in dealing with the internal and external problems of the young nation. The founders called for a Constitutional Convention to address the economic problems in the United States. However, during the Constitutional Convention the founders threw out the Articles of Confederation and formed a completely new government for the United States because the founders valued both liberty and individual rights. When creating the new constitution, the founders envisioned a strong central government that could protect citizens and allow for growth and prosperity. In order to protect citizens and defend the country, the founders created a federal system of government, which divided power between the federal government and the states. During this instructional task you will learn about how the federal system works, the powers and responsibilities of the United States government, and how the government operates. In addition, you will examine the debate between Federalists and Antifederalists over creating a new constitution.”

2. Ask students to describe in writing why government is necessary in society. Encourage students to make a list of problems that might come up without government? Possible questions to ask include:
   a. What would society look like without any form of government?
   b. Why is government necessary?
   c. Why do we have laws?
   d. What might our society look like if we did not have a government or laws?
   e. What services does government provide that makes citizens' lives better?

3. Write the word democracy on the board in the classroom. Ask students to define democracy and provide any examples they know. Democracy - government by the people; a form of government in which the supreme power is vested in the people and exercised directly by them or by their elected agents under a free electoral system.

4. Engage students in a full class discussion on why it is important for a government to be elected by the people.

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29 This task is adapted from The National Constitutional Center Lesson Plan on Separation of Powers Grades 6-8 and Teaching Six Big Ideas in the Constitution from the National Archives. Separation of Powers Grades 6-8 is created by The National Constitutional Center. It is available online at https://constitutioncenter.org/learn/educational-resources/lesson-plans/separation-of-powers. Teaching Six Big Ideas in the Constitution is created by National Archives. It is available online https://www.archives.gov/legislative/resources/education/constitution.

30 http://www.dictionary.com/browse/democracy
5. Provide students with access to *Creating the Constitution* and the *Seven Constitutional Principles graphic organizer*.

6. Instruct students to read *Creating the Constitution*. Encourage students to underline, highlight or write down the main ideas from the text while reading. Remind students to use text evidence for supporting details. Provide students with a reasonable amount of time to read their assignment text and complete the *Seven Constitutional Principles graphic organizer* (15-20 minutes).

7. After students complete their reading, allow students additional time to review their text evidence and supporting details with a partner to gain a deeper understanding of their notes and determine the best way to share their information during class discussion.

8. Direct students to define each term of the 7 Principles of the Constitution:
   a. *Separation of Powers*
   b. *Checks and Balances*
   c. *Federalism*
   d. *Republicanism*
   e. *Limited Government*
   f. *Popular Sovereignty*
   g. *Individual Rights*

9. Allow students a reasonable amount of time to complete define the terms in class using additional sources or the internet.

10. Ask students to use each one of the Seven Constitutional Principles in a new context. For example; ask students to write a sentence using the term “*Checks and Balances*”.

11. Engage students in a full class discussion on each of the principles found in the Constitution. Possible questions include:
   a. Why do you think the founders wanted separation of powers in the constitution?
   b. How does checks and balances prevent the government from abusing its power?
   c. Why does the constitution limit the power of the government?
   d. Why did the founders include individual rights in the constitution?

12. Say, “Earlier in this instructional task, you learned about the 7 constitutional principles included in the constitution. Studying the Founders themselves can aid in understanding the government they created. Many of the Founders knew each other before the Constitutional Convention and were able to draw on their personal relationships when trying to garner a consensus for specific proposals to be included in the Constitution. You will explore these relationships by creating a Founder's' Social Network Page.*31 In order to create a Founder's Social Network page, you will need to pull from previous knowledge about the issues and compromises discussed at the Constitutional Convention*.”

13. Assign students a partner according to an established classroom routine.

14. Assign one of the following Founders to each group or allow the students to choose one of their own. Some possible examples of founding fathers to consider include:

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31 This activity is adapted from Teaching Six Big Ideas in the Constitution from the National Archives. Teaching Six Big Ideas in the Constitution is created by National Archives. It is available online [https://www.archives.gov/legislative/resources/education/constitution](https://www.archives.gov/legislative/resources/education/constitution).
a. Alexander Hamilton  
b. Hugh Williamson  
c. George Mason  
d. John Dickinson  
e. James Madison  
f. Daniel Carroll  
g. Elbridge Gerry  
h. John Rutledge  
i. William Livingston  
j. Roger Sherman  

15. Provide students with access to the biographies of the founding fathers using Selected Biographies of the Founding Fathers and a copy of the Founding Fathers Social Network Page handout.

16. Instruct students to read and research their founding father. Encourage students to underline, highlight or write down the important characteristics of the founding fathers from the text while reading. Remind students to use text evidence for supporting details. Provide students with a reasonable amount of time to read their assigned text about their founding father and complete the Founding Fathers Social Network Profile Page (25-30 minutes).

17. After students complete the profile and likes section on the Founding Fathers Social Network Page, post them on the wall around the classroom. Allow students time to browse the other profiles to determine who would likely be "friends" with their assigned Founder, then fill out the Friends section of the Founding Fathers Social Network Page.

18. Once students have completed the Founding Fathers Social Network Page conduct a full class discussion on the characteristics of the founding fathers. The objective is to get students to understand the type of men at the Constitutional Convention and how their profile aided in their view of the new constitution. Possible questions to ask include:
   a. What was the most common occupation of the founding fathers?
   b. What was the highest level of education for most of the founding fathers?
   c. What type of characteristics did most of the founding fathers share?
   d. Which Founding Fathers would likely agree with each other on certain issues? What issues and why?

19. Say “Throughout this instructional task you have analyzed the major constitutional principles found in the Constitution and the characteristics of the founding fathers. Once the founders started writing the Constitution they took special precaution to make sure each part of the new government protected each of the constitutional principles. Today we are going to outline the articles of the Constitution.

20. Divide students into small groups if possible or assign students a partner according to an established classroom routine.

21. Provide students with access to Constitution of the United States and the Outlining the Constitution graphic organizer.

22. Assign each group one of the following articles from the Constitution to examine:
   a. Article I
   b. Article II
   c. Article III
d. Article IV

e. Article V; Article VI; & Article VII

23. Allow students an opportunity to complete a silent pre-reading activity of their assigned Article from the Constitution in which they identify unfamiliar words in the text. For example, allow students 8-10 minutes to skim through the text.

24. While skimming ask students to underline/highlight any words or phrases that they do not know. Using context clues within the document ask students to determine the meaning of some unfamiliar words in the text such as:

   a. Article I - vested, apportioned, Enumeration, writs of election, concurrence, indictment, quorum, ascertained, emoluments, writ of habeas corpus
   
   b. Article II - devolve, compensation, diminished, emolument, affirmation, reprieves, concur, commissions, expedient, convene, adjournment
   
   c. Article III - inferior, diminished, admiralty, maritime, jurisdiction, appellate, levying, adhering, attainder, forfeiture

   d. Article IV - proceedings, entitled, immunities, discharged, erected, dispose, prejudice,
   
   e. Article V; Article VI; & Article VII - intents and purposes, consent, pursuance, affirmation, ratification

25. Engage students in a whole class discussion to build contextual understanding of the words in the text.

26. Once students have completed the pre-reading vocabulary activity, instruct students to re-read their assigned article from Constitution of the United States with their partner. Encourage students to underline, highlight or write down the main ideas and supporting details from the text on what each article/section created. Remind students to use text evidence for supporting details. Provide students with a reasonable amount of time to read their assignment text and complete the Outlining the Constitution graphic organizer (25 minutes).

27. After students complete their reading, allow students additional time to review their text evidence and supporting details with their partner to gain a deeper understanding of their notes and determine the best way to share their information during class discussion.

28. Engage students in a full class discussion on the parts of the Constitution. Possible questions include:

   a. What is the source of the power in our governmental system?
   
   b. How many branches of government did the constitution create? What are they?
   
   c. Why did the founders divide the government into three separate branches?
   
   d. Who is head of each branch of government?

29. Ask students to define Separation of Powers from existing knowledge from earlier in the instructional task. Encourage students to make a list of reasons why the founders wanted to separate the powers of government between three different branches. Explain that the U.S. Constitution grants specific powers to each branch of government. More commonly known as “separation of powers,” the distinct powers of each branch make it harder for the government to abuse its power.  

30. Assign students a partner according to an established classroom routine.

31. Provide students with access to Articles I-III of the Constitution of the United States and a blank copy of the Separation of Powers graphic organizer.

32. Instruct students to read Articles I-III from Constitution of the United States with their partner. Encourage
students to underline, highlight or write down the powers each branch of government is assigned by the Constitution. Remind students to use text evidence for supporting details. Provide students with a reasonable amount of time to read their assigned text and complete the Separation of Powers graphic organizer (25 minutes).

33. Instruct students to Use Articles I, II and III of the Constitution to decide which branch of government is granted the specific powers by the Constitution.

34. Engage students in a full class discussion on the separation of powers in the Constitution. Possible questions include:
   a. Why did the Founding Fathers give each branch of government different powers?
   b. Who is responsible for dealing with foreign nations?
   c. Which branch of government do you think has the most power? Explain your answer using evidence from the text.
   d. Which branch of government do you think has the least amount of power? Explain your answer using evidence from the text.

35. Say, “Today we are going to examine the requirement to serve as a member of one of the branches of the federal government.” Ask students to define Limited Government from existing knowledge from earlier in the instructional task. Encourage students to make a list of reasons why the founders wanted to limit the powers of government officials. Explain to students that limited government is written into the Constitution in both the powers of the government and the power of the individual members of the government.

36. Engage students in a full class discussion on limited government. Possible questions include:
   a. Why did the Founding Fathers limit the power of each branch of government?
   b. How did the Founding Fathers limit government in the United States?

37. Assign students a partner according to an established classroom routine.

38. Provide students with access to Articles I-III of the Constitution of the United States and a blank copy of the Federal Office Terms and Requirement graphic organizer.

39. Instruct students to read Articles I-III from Constitution of the United States with their partner. Encourage students to underline, highlight or write down the length of service, age, residency, and citizenship requirements to serve as a member of each branch of government. Remind students to use text evidence for supporting details. Provide students with a reasonable amount of time to read their assigned text and complete the Federal Office Terms and Requirement graphic organizer (25 minutes).

40. Engage students in a full class discussion on the Federal Term Limits and Requirements in the Constitution. Possible questions include:
   a. Why did the Founding Fathers limit the number of years a legislator could service in Congress?
   b. Why did the Founding Fathers limit the number of years a President could serve?
   c. Why did the Founding Fathers allow Supreme Court justices to serve for life?
   d. Why were Senators allowed to serve longer than representatives?

41. Say, “During this instructional task you have examined the different principles found in the Constitution. Today we are going to analyze another constitutional principle - Federalism. Ask students to define Federalism from existing knowledge from earlier in the Instructional Task. Encourage students to make a list of reasons why the founders wanted to divide the powers of government between the federal and state governments. Explain to students that Article IV of the Constitution established the relationship between the federal government and the
state governments. This division of power between the two is called Federalism. The Founding Fathers created the system of Federalism to protect citizens from the turmoil that occurred under the Articles of Confederation.”

42. Provide students with access to The Founders and Federalism, a blank Federalism notes organizer, and a blank copy of the Federalism - Division of Power Venn Diagram.

43. Ask students to complete a pre-reading activity on The Founders and Federalism in which they identify unfamiliar words in the text.

44. For example, allow students 8-10 minutes to skim through the text. While skimming ask students to underline/highlight any words or phrases that they do not know. Using context clues within the document ask students to determine the meaning of some unfamiliar words in the text such as

   a. tyranny
   b. factious
   c. conflagration
   d. delegated/enumerated
   e. implied
   f. concurrent
   g. inherent

45. Instruct students to read The Founders and Federalism. Encourage students to underline, highlight or write down the main ideas and supporting details from the text. Remind students to use text evidence for supporting details. Provide students with a reasonable amount of time to read their assigned text and take notes (25 minutes).

46. After students have completed taking notes on The Founders and Federalism assign students a partner according to an established classroom routine.

47. Instruct students to use both their notes and the text to complete the Venn diagram on Federalism. Allow students a reasonable amount of time to complete the diagram (10-12 minutes). If necessary provide students with additional resources to complete the Venn diagram.

48. Engage students in a full class discussion on the division of powers between the Federal and State Governments. Possible questions include:

   a. Why did the Founding Fathers divide government power between the federal and state governments?
   b. Why is the federal government responsible for the following powers? (1) coin money; (2) establish a military; (3) declaring war.
   c. Why are both states and the federal government responsible for collecting taxes?
   d. Why isn’t state government responsible for regulating trade?
Creating the Constitution

"Nothing spoken or written can be revealed to anyone — not even your family — until we have adjourned permanently. Gossip or misunderstanding can easily ruin all the hard work we shall have to do this summer." -George Washington, presiding officer

The Constitution was written in secrecy over a summer in Philadelphia. Twelve of the thirteen states were represented. Once the drafters signed the Constitution, as seen here, it began to make a slow path around the states in search of ratification.

Constitutional Convention

Most of the delegates at the CONSTITUTIONAL CONVENTION had already risked being hanged as traitors by the British. No wonder that they worried about their states’ reactions to their decision to abandon the ARTICLES OF CONFEDERATION and create a whole new document.

Persuading the states to accept the Constitution was every bit as difficult as they predicted. It took two years for all thirteen states to ratify it. But their product was a blueprint for a new kind of government based on the principles of separation of powers, checks and balances, and federalism.

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33 This work by The Independence Hall Association is licensed under a Creative Commons Attribution 4.0 International License. The original work is available at http://www.ushistory.org/gov/2c.asp.
Separation of Powers

The **CONSTITUTION** provided for the structure and powers of Congress in **ARTICLE I**. It created a **BICAMERAL LEGISLATURE**, set qualifications for holding office in each house, and provided for methods of selecting representatives and senators. It carefully enumerated powers, such as regulating interstate commerce and declaring wars. **ARTICLE II** vested the power to execute laws in a president of the United States. It set the president's term at four years, stated qualifications for office, and provided a mechanism to remove him from office.

The **PRESIDENT**'s constitutional powers are very modest, but they include commander-in-chief of the armed forces, negotiator of foreign treaties, and appointee of ambassadors, judges, and other "officers of the United States." **ARTICLE III** established a Supreme Court and defines its jurisdiction. The Founders disagreed on how much power to give the **JUDGES**, but they ultimately gave judges appointments for life and forbid Congress to lower their salaries while they hold office.

Checks and Balances

The Founders were ever mindful of the dangers of **TYRANNICAL GOVERNMENT**. So they built a system in which the powers of each branch would be used to check the powers of the other two branches. Additionally, each house of the legislature could check one another. For example, both houses of **CONGRESS** must vote to enact laws, the president can veto legislation, and the Supreme Court can rule laws unconstitutional. Congress can override presidential vetoes. The president nominates Supreme Court justices, but the Senate can refuse to confirm the nominees. The Congress can impeach and remove the president or a member of the Supreme Court. As a result, a "balance" was created among the three branches.

Wide differences of opinion existed even among the 55 delegates concerning the proper balance between liberty and order. **ALEXANDER HAMILTON**, for example, valued order more than liberty and supported the creation of a very strong executive. James Madison, influenced by his mentor Thomas Jefferson, conceded that an executive was necessary, but he saw the legislature as the preserver of liberty and an important check on the power of the executive. George Washington's experience as the head of the **CONTINENTAL ARMY** during the revolution convinced him that the chaotic government needed more structure. Thomas Jefferson did not attend the convention because he was serving as ambassador to France, but his belief that "a little rebellion now and then" was a good thing tilted his balance more toward liberty.

He may have been an elegant and refined statesman, but Alexander Hamilton's temper got him involved in a duel with Aaron Burr that resulted in death.
Federalism

**ARTICLE IV** defined the relationship between the federal government and the states in a system of **FEDERALISM**, which divides the power of government between national and state governments. This federal system was meant to correct the chaos of the country during the Articles of Confederation. However, it was still mindful of the threat of a tyrannical central government. This article included mechanisms for admitting new states to the Union.

The relationship between national and state governments was defined in many other parts of the Constitution. For example, Article 1, Section 10 forbids the states to form alliances or enter with foreign countries or to coin their own money. Federalism was further defined in Article VI in which the constitution was declared "the Supreme Law of the Land." This **SUPREMACY CLAUSE**, as well as the **"ELASTIC" CLAUSE** (Article I, Section 8) tilts the federalist balance toward national law.

**ARTICLE V** provides methods of amending the Constitution. Only 27 **AMENDMENTS** have been added to the constitution since the **RATIFICATION** in 1789.

The Founders acted boldly in 1787 when they threw out the Articles of Confederation and created the Constitution. The document they created has survived for more than 200 years. The risks that they took resulted in the longest lasting written constitution in world history.

Alexander Hamilton was one of the most important proponents of federalism at the Constitutional Convention. He presented a plan to create a strong executive branch, out of a belief that order is more important than liberty.
<table>
<thead>
<tr>
<th>Seven Constitutional Principles</th>
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<tbody>
<tr>
<td>Separation of Powers</td>
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<tr>
<td>Checks and Balances</td>
</tr>
<tr>
<td>Federalism</td>
</tr>
<tr>
<td>Republicanism</td>
</tr>
<tr>
<td>Limited Government</td>
</tr>
<tr>
<td>Popular Sovereignty</td>
</tr>
<tr>
<td>Individual Rights</td>
</tr>
<tr>
<td>Seven Constitutional Principles (Completed)</td>
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<tr>
<td>--------------------------------------------</td>
</tr>
<tr>
<td><strong>Separation of Powers</strong></td>
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<tr>
<td><strong>Checks and Balances</strong></td>
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<td><strong>Federalism</strong></td>
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<td><strong>Popular Sovereignty</strong></td>
</tr>
<tr>
<td><strong>Individual Rights</strong></td>
</tr>
</tbody>
</table>
# Founding Fathers Social Network Page

**Name of Founder:** __________________

## Profile Page: Who am I?

<table>
<thead>
<tr>
<th>Gender</th>
<th>Education</th>
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<tbody>
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<table>
<thead>
<tr>
<th>Age in 1787</th>
<th>Occupation</th>
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<table>
<thead>
<tr>
<th>Place of Birth</th>
<th>Representing State</th>
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<table>
<thead>
<tr>
<th>Religion</th>
<th>Government Experience</th>
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<table>
<thead>
<tr>
<th>Federalist or Antifederalist</th>
<th>Signed Declaration of Independence</th>
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<tbody>
<tr>
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<table>
<thead>
<tr>
<th>Revolutionary War Experience (Yes or No)</th>
<th>Member of Continental Congress</th>
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</thead>
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<td></td>
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</table>

## Likes and Dislikes

<table>
<thead>
<tr>
<th>IDEA</th>
<th>Like or Dislike</th>
<th>Reason for liking or not</th>
</tr>
</thead>
<tbody>
<tr>
<td>Great Compromise</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3/5th Compromise</td>
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<td></td>
</tr>
<tr>
<td>Constitution</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Strong Central Government</td>
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</tbody>
</table>

## Friends

<p>| |</p>
<table>
<thead>
<tr>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>3 most likely friends based on Profile</td>
</tr>
<tr>
<td>3 most likely friends based on views of the constitution</td>
</tr>
</tbody>
</table>
## Founding Fathers Social Network Page (Completed)

**Name of Founder:** James Madison

<table>
<thead>
<tr>
<th>Profile Page: Who am I?</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Gender</strong></td>
<td>Male</td>
</tr>
<tr>
<td><strong>Education</strong></td>
<td>Private School/College at Princeton</td>
</tr>
<tr>
<td><strong>Age in 1787</strong></td>
<td>37</td>
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<tr>
<td><strong>Occupation</strong></td>
<td>Government/Law</td>
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<td>Virginia</td>
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<td><strong>Religion</strong></td>
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<td><strong>Federalist or Antifederalist</strong></td>
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<tr>
<td><strong>Signed Declaration of Independence</strong></td>
<td>No</td>
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<tr>
<td><strong>Revolutionary War Experience (Yes or No)</strong></td>
<td>No</td>
</tr>
<tr>
<td><strong>Member of Continental Congress</strong></td>
<td>Yes</td>
</tr>
</tbody>
</table>

### Likes and Dislikes

<table>
<thead>
<tr>
<th>IDEA</th>
<th>Like or Dislike</th>
<th>Reason for liking or not</th>
</tr>
</thead>
<tbody>
<tr>
<td>Great Compromise</td>
<td>Like</td>
<td>One of the authors of the Constitution; favored rule by large states like Virginia</td>
</tr>
<tr>
<td>3/5th Compromise</td>
<td>Like</td>
<td>In favor of the 3/5th compromise because it increased representation in the government for Virginia</td>
</tr>
<tr>
<td>Constitution</td>
<td>Like</td>
<td>wrote the Federalist papers in favor of the Constitution</td>
</tr>
<tr>
<td>Strong Central Government</td>
<td>Like</td>
<td>Somewhat liked a strong central government although he preferred Federalism which divided power</td>
</tr>
</tbody>
</table>

### Friends

<table>
<thead>
<tr>
<th>3 most likely friends based on Profile</th>
<th>John Dickinson</th>
<th>Roger Sherman</th>
<th>George Washington</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 most likely friends based on views of the constitution</td>
<td>Alexander Hamilton</td>
<td>William Livingston</td>
<td>William Paterson</td>
</tr>
</tbody>
</table>
Constitution of the United States

We the people of the United States, in order to form a more perfect union, establish justice, insure domestic tranquility, provide for the common defense, 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.

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.

Section 2. The House of Representatives shall be composed of members chosen every second year by the people of the several states, and the electors in each state shall have the qualifications requisite for electors of the most numerous branch of the state legislature.

No person shall be a Representative who shall not have attained to the age of twenty five years, and been seven years a citizen of the United States, and who shall not, when elected, be an inhabitant of that state in which he shall be chosen.

Representatives and direct taxes shall be apportioned among the several states which may be included within this union, according to their respective numbers, which shall be determined by adding to the whole number of free persons, including those bound to service for a term of years, and excluding Indians not taxed, three fifths of all other Persons. The actual Enumeration shall be made within three years after the first meeting of the Congress of the United States, and within every subsequent term of ten years, in such manner as they shall by law direct. The number of Representatives shall not exceed one for every thirty thousand, but each state shall have at least one Representative; and until such enumeration shall be made, the state of New Hampshire shall be entitled to chuse three, Massachusetts eight, Rhode Island and Providence Plantations one, Connecticut five, New York six, New Jersey four, Pennsylvania eight, Delaware one, Maryland six, Virginia ten, North Carolina five, South Carolina five, and Georgia three.

When vacancies happen in the Representation from any state, the executive authority thereof shall issue writs of election to fill such vacancies.

The House of Representatives shall choose their speaker and other officers; and shall have the sole power of impeachment.

Section 3. The Senate of the United States shall be composed of two Senators from each state, {chosen by the legislature thereof, for six years; and each Senator shall have one vote.} Immediately after they shall be assembled in consequence of the first election, they shall be divided as equally as may be into three classes. The seats of the Senators of the first class shall be vacated at the expiration of the second year, of the second class at the expiration of the fourth year, and the third class at the expiration of the sixth year, so that one third may be chosen every second year; and if vacancies happen by resignation, or otherwise, during the recess of the
legislature of any state, the executive thereof may make temporary appointments until the next meeting of the legislature, which shall then fill such vacancies.\textsuperscript{3}.

No person shall be a Senator who shall not have attained to the age of thirty years, and been nine years a citizen of the United States and who shall not, when elected, be an inhabitant of that state for which he shall be chosen.

The Vice President of the United States shall be President of the Senate, but shall have no vote, unless they be equally divided.

The Senate shall choose their other officers, and also a President pro tempore, in the absence of the Vice President, or when he shall exercise the office of President of the United States.

The Senate shall have the sole power to try all impeachments. When sitting for that purpose, they shall be on oath or affirmation. When the President of the United States is tried, the Chief Justice shall preside: And no person shall be convicted without the concurrence of two thirds of the members present.

Judgment in cases of impeachment shall not extend further than to removal from office, and disqualification to hold and enjoy any office of honor, trust or profit under the United States: but the party convicted shall nevertheless be liable and subject to indictment, trial, judgment and punishment, according to law.

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 choosing Senators.

The Congress shall assemble at least once in every year, and such meeting shall be on the first Monday in December,\textsuperscript{4} unless they shall by law appoint a different day.

Section 5. Each House shall be the judge of the elections, returns and qualifications of its own members, and a majority of each shall constitute a quorum to do business; but a smaller number may adjourn from day to day, and may be authorized to compel the attendance of absent members, in such manner, and under such penalties as each House may provide.

Each House may determine the rules of its proceedings, punish its members for disorderly behavior, and, with the concurrence of two thirds, expel a member.

Each House shall keep a journal of its proceedings, and from time to time publish the same, excepting such parts as may in their judgment require secrecy; and the yeas and nays of the members of either House on any question shall, at the desire of one fifth of those present, be entered on the journal.

Neither House, during the session of Congress, shall, without the consent of the other, adjourn for more than three days, nor to any other place than that in which the two Houses shall be sitting.

Section 6. The Senators and Representatives shall receive a compensation for their services, to be ascertained by law, and paid out of the treasury of the United States. They shall in all cases, except treason, felony and breach of the peace, be privileged from arrest during their attendance at the session of their respective Houses, and in going to and returning from the same; and for any speech or debate in either House, they shall not be questioned in any other place.
No Senator or Representative shall, during the time for which he was elected, be appointed to any civil office under the authority of the United States, which shall have been created, or the emoluments whereof shall have been increased during such time: and no person holding any office under the United States, shall be a member of either House during his continuance in office.

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.

Every bill which shall have passed the House of Representatives and the Senate, shall, before it become a law, be presented to the President of the United States; if he approve he shall sign it, but if not he shall return it, with his objections to that House in which it shall have originated, who shall enter the objections at large on their journal, and proceed to reconsider it. If after such reconsideration two thirds of that House shall agree to pass the bill, it shall be sent, together with the objections, to the other House, by which it shall likewise be reconsidered, and if approved by two thirds of that House, it shall become a law. But in all such cases the votes of both Houses shall be determined by yeas and nays, and the names of the persons voting for and against the bill shall be entered on the journal of each House respectively. If any bill shall not be returned by the President within ten days (Sundays excepted) after it shall have been presented to him, the same shall be a law, in like manner as if he had signed it, unless the Congress by their adjournment prevent its return, in which case it shall not be a law.

Every order, resolution, or vote to which the concurrence of the Senate and House of Representatives may be necessary (except on a question of adjournment) shall be presented to the President of the United States; and before the same shall take effect, shall be approved by him, or being disapproved by him, shall be repassed by two thirds of the Senate and House of Representatives, according to the rules and limitations prescribed in the case of a bill.

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 defense and general welfare of the United States; but all duties, imposts and excises shall be uniform throughout the United States;

To borrow money on the credit of the United States;

To regulate commerce with foreign nations, and among the several states, and with the Indian tribes;

To establish a uniform rule of naturalization, and uniform laws on the subject of bankruptcies throughout the United States;

To coin money, regulate the value thereof, and of foreign coin, and fix the standard of weights and measures;

To provide for the punishment of counterfeiting the securities and current coin of the United States;

To establish post offices and post roads;

To promote the progress of science and useful arts, by securing for limited times to authors and inventors the exclusive right to their respective writings and discoveries;

To constitute tribunals inferior to the Supreme Court;

To define and punish piracies and felonies committed on the high seas, and offenses against the law of nations;
To declare war, grant letters of marque and reprisal, and make rules concerning captures on land and water;

To raise and support armies, but no appropriation of money to that use shall be for a longer term than two years;

To provide and maintain a navy;

To make rules for the government and regulation of the land and naval forces;

To provide for calling forth the militia to execute the laws of the union, suppress insurrections and repel invasions;

To provide for organizing, arming, and disciplining, the militia, and for governing such part of them as may be employed in the service of the United States, reserving to the states respectively, the appointment of the officers, and the authority of training the militia according to the discipline prescribed by Congress;

To exercise exclusive legislation in all cases whatsoever, over such District (not exceeding ten miles square) as may, by cession of particular states, and the acceptance of Congress, become the seat of the government of the United States, and to exercise like authority over all places purchased by the consent of the legislature of the state in which the same shall be, for the erection of forts, magazines, arsenals, dockyards, and other needful buildings; — And

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.

Section 9. The migration or importation of such persons as any of the states now existing shall think proper to admit, shall not be prohibited by the Congress prior to the year one thousand eight hundred and eight, but a tax or duty may be imposed on such importation, not exceeding ten dollars for each person.

The privilege of the writ of habeas corpus shall not be suspended, unless when in cases of rebellion or invasion the public safety may require it.

No bill of attainder or ex post facto Law shall be passed.

{No capitation, or other direct, tax shall be laid, unless in proportion to the census or enumeration herein before directed to be taken.}

No tax or duty shall be laid on articles exported from any state.

No preference shall be given by any regulation of commerce or revenue to the ports of one state over those of another: nor shall vessels bound to, or from, one state, be obliged to enter, clear or pay duties in another.

No money shall be drawn from the treasury, but in consequence of appropriations made by law; and a regular statement and account of receipts and expenditures of all public money shall be published from time to time.

No title of nobility shall be granted by the United States: and no person holding any office of profit or trust under them, shall, without the consent of the Congress, accept of any present, emolument, office, or title, of any kind whatever, from any king, prince, or foreign state.
Section 10. No state shall enter into any treaty, alliance, or confederation; grant letters of marque and reprisal; coin money; emit bills of credit; make anything but gold and silver coin a tender in payment of debts; pass any bill of attainder, ex post facto law, or law impairing the obligation of contracts, or grant any title of nobility.

No state shall, without the consent of the Congress, lay any imposts or duties on imports or exports, except what may be absolutely necessary for executing it's inspection laws: and the net produce of all duties and imposts, laid by any state on imports or exports, shall be for the use of the treasury of the United States; and all such laws shall be subject to the revision and control of the Congress.

No state shall, without the consent of Congress, lay any duty of tonnage, keep troops, or ships of war in time of peace, enter into any agreement or compact with another state, or with a foreign power, or engage in war, unless actually invaded, or in such imminent danger as will not admit of delay.

**Article II**

Section 1. 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, as follows:

Each state shall appoint, in such manner as the Legislature thereof may direct, a number of electors, equal to the whole number of Senators and Representatives to which the State may be entitled in the Congress: but no Senator or Representative, or person holding an office of trust or profit under the United States, shall be appointed an elector.

{The electors shall meet in their respective states, and vote by ballot for two persons, of whom one at least shall not be an inhabitant of the same state with themselves. And they shall make a list of all the persons voted for, and of the number of votes for each; which list they shall sign and certify, and transmit sealed to the seat of the government of the United States, directed to the President of the Senate. The President of the Senate shall, in the presence of the Senate and House of Representatives, open all the certificates, and the votes shall then be counted. The person having the greatest number of votes shall be the President, if such number be a majority of the whole number of electors appointed; and if there be more than one who have such majority, and have an equal number of votes, then the House of Representatives shall immediately choose by ballot one of them for President; and if no person have a majority, then from the five highest on the list the said House shall in like manner choose the President. But in choosing the President, the votes shall be taken by States, the representation from each state having one vote; A quorum for this purpose shall consist of a member or members from two thirds of the states, and a majority of all the states shall be necessary to a choice. In every case, after the choice of the President, the person having the greatest number of votes of the electors shall be the Vice President. But if there should remain two or more who have equal votes, the Senate shall choose from them by ballot the Vice President.}

The Congress may determine the time of choosing the electors, and the day on which they shall give their votes; which day shall be the same throughout the United States.

No person except a natural born citizen, or a citizen of the United States, at the time of the adoption of this Constitution, shall be eligible to the office of President; neither shall any person be eligible to that office who shall not have attained to the age of thirty five years, and been fourteen Years a resident within the United States.
(In case of the removal of the President from office, or of his death, resignation, or inability to discharge the powers and
duties of the said office, the same shall devolve on the Vice President, and the Congress may by law provide for the case
of removal, death, resignation or inability, both of the President and Vice President, declaring what officer shall then act
as President, and such officer shall act accordingly, until the disability be removed, or a President shall be elected.}

The President shall, at stated times, receive for his services, a compensation, which shall neither be increased nor
diminished during the period for which he shall have been elected, and he shall not receive within that period any other
emolument from the United States, or any of them.

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."

Section 2. 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 offenses against the United States, except in cases of
impeachment.

He shall have power, by and with the advice and consent of the Senate, to make treaties, provided two thirds of the
Senators present concur; and he shall nominate, and by and with the advice and consent of the Senate, shall appoint
ambassadors, other public ministers and consuls, judges of the Supreme Court, and all other officers of the United
States, whose appointments are not herein otherwise provided for, and which shall be established by law: but the
Congress may by law vest the appointment of such inferior officers, as they think proper, in the President alone, in the
courts of law, or in the heads of departments.

The President shall have power to fill up all vacancies that may happen during the recess of the Senate, by granting
commissions which shall expire at the end of their next session.

Section 3. He shall from time to time give to the Congress information of the state of the union, and recommend to their
consideration such measures as he shall judge necessary and expedient; he may, on extraordinary occasions, convene
both Houses, or either of them, and in case of disagreement between them, with respect to the time of adjournment, he
may adjourn them to such time as he shall think proper; he shall receive ambassadors and other public ministers; he
shall take care that the laws be faithfully executed, and shall commission all the officers of the United States.

Section 4. 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.

**Article III**

Section 1. 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.
Section 2. 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 different states, and between a state, or the citizens thereof, and foreign states, citizens or subjects.

In all cases affecting ambassadors, other public ministers and consuls, and those in which a state shall be party, the Supreme Court shall have original jurisdiction. In all the other cases before mentioned, the Supreme Court shall have appellate jurisdiction, both as to law and fact, with such exceptions, and under such regulations as the Congress shall make.

The trial of all crimes, except in cases of impeachment, shall be by jury; and such trial shall be held in the state where the said crimes shall have been committed; but when not committed within any state, the trial shall be at such place or places as the Congress may by law have directed.

Section 3. Treason against the United States, shall consist only in levying war against them, or in adhering to their enemies, giving them aid and comfort. No person shall be convicted of treason unless on the testimony of two witnesses to the same overt act, or on confession in open court.

The Congress shall have power to declare the punishment of treason, but no attainder of treason shall work corruption of blood, or forfeiture except during the life of the person attainted.

### 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.

Section 2. The citizens of each state shall be entitled to all privileges and immunities of citizens in the several states.

A person charged in any state with treason, felony, or other crime, who shall flee from justice, and be found in another state, shall on demand of the executive authority of the state from which he fled, be delivered up, to be removed to the state having jurisdiction of the crime.

(No person held to service or labor in one state, under the laws thereof, escaping into another, shall, in consequence of any law or regulation therein, be discharged from such service or labor, but shall be delivered up on claim of the party to whom such service or labor may be due.)

Section 3. New states may be admitted by the Congress into this union; but no new states shall be formed or erected within the jurisdiction of any other state; nor any state be formed by the junction of two or more states, or parts of states, without the consent of the legislatures of the states concerned as well as of the Congress.

The Congress shall have power to dispose of and make all needful rules and regulations respecting the territory or other property belonging to the United States; and nothing in this Constitution shall be so construed as to prejudice any claims of the United States, or of any particular state.
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.

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.

Article VI

All debts contracted and engagements entered into, before the adoption of this Constitution, shall be as valid against the United States under this Constitution, as under the Confederation.

This Constitution, and the laws of the United States which shall be made in pursuance thereof; and all treaties made, or which shall be made, under the authority of the United States, shall be the supreme law of the land; and the judges in every state shall be bound thereby, anything in the Constitution or laws of any State to the contrary notwithstanding.

The Senators and Representatives before mentioned, and the members of the several state legislatures, and all executive and judicial officers, both of the United States and of the several states, shall be bound by oath or affirmation, to support this Constitution; but no religious test shall ever be required as a qualification to any office or public trust under the United States.

Article VII

The ratification of the conventions of nine states, shall be sufficient for the establishment of this Constitution between the states so ratifying the same.

Done in convention by the unanimous consent of the states present the seventeenth day of September in the year of our Lord one thousand seven hundred and eighty seven and of the independence of the United States of America the twelfth.

In witness whereof We have hereunto subscribed our Names,

G.o Washington — Presdt. and deputy from Virginia
<table>
<thead>
<tr>
<th>State</th>
<th>Signers</th>
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</thead>
<tbody>
<tr>
<td>New Hampshire</td>
<td>John Langdon, Nicholas Gilman</td>
</tr>
<tr>
<td>Massachusetts</td>
<td>Nathaniel Gorham, Rufus King</td>
</tr>
<tr>
<td>Connecticut</td>
<td>Wm. Saml. Johnson, Roger Sherman</td>
</tr>
<tr>
<td>New York</td>
<td>Alexander Hamilton</td>
</tr>
<tr>
<td>New Jersey</td>
<td>Wil: Livingston, David Brearley, Wm. Paterson, Jona: Dayton</td>
</tr>
<tr>
<td>Pennsylvania</td>
<td>B Franklin, Thomas Mifflin, Robt Morris, Geo. Clymer, Thos. FitzSimons, Jared Ingersoll, James Wilson, Gouv Morris</td>
</tr>
<tr>
<td>Delaware</td>
<td>Geo: Read, Gunning Bedford jun, John Dickinson, Richard Bassett, Jaco: Broom</td>
</tr>
<tr>
<td>Maryland</td>
<td>James McHenry, Dan of St. Thos. Jenifer, Danl Carroll</td>
</tr>
<tr>
<td>Virginia</td>
<td>John Blair--, James Madison Jr.</td>
</tr>
</tbody>
</table>
North Carolina  
Wm. Blount  
Richd. Dobbs Spaight  
Hu Williamson

South Carolina  
J. Rutledge  
Charles Cotesworth Pinckney  
Charles Pinckney  
Pierce Butler

Georgia  
William Few  
Abr Baldwin

Attest William Jackson Secretary
## Outlining the Constitution

<table>
<thead>
<tr>
<th>Article</th>
<th>What did it create? (Paraphrase in your own words)</th>
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</thead>
<tbody>
<tr>
<td>Article I</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Which Constitutional Principle is found in Article I?</td>
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<tr>
<td>Section 1:</td>
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<td>Section 2:</td>
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<td>Section 3:</td>
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<tr>
<td>Article II</td>
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<tr>
<td></td>
<td>Which Constitutional Principle is found in Article II?</td>
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<td>Section 3:</td>
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</table>
Section 4:

<table>
<thead>
<tr>
<th>Article III</th>
<th></th>
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<tbody>
<tr>
<td>Which Constitutional Principle is found in Article III?</td>
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</tbody>
</table>

Section 1:

Section 2:

Section 3:

Section 4:

<table>
<thead>
<tr>
<th>Article IV</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Which Constitutional Principle is found in Article IV?</td>
<td></td>
</tr>
</tbody>
</table>

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| Section 1: |  |
| Section 2: |  |
| Section 3: |  |
| Section 4: |  |

<table>
<thead>
<tr>
<th>Article V</th>
<th>Which Constitutional Principle is found in Article V?</th>
</tr>
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<tbody>
<tr>
<td>Article VI</td>
<td>Which Constitutional Principle is found in Article VI?</td>
</tr>
<tr>
<td>Article VII</td>
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</tr>
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</table>
### Outlining the Constitution (Completed)

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<td><strong>What did it create?</strong></td>
<td></td>
</tr>
<tr>
<td>legislative branch</td>
<td></td>
</tr>
<tr>
<td><strong>Which Constitutional Principle is found in Article I?</strong></td>
<td></td>
</tr>
<tr>
<td>separation of powers / checks and balances / republicanism</td>
<td></td>
</tr>
</tbody>
</table>

**Section 1:** created a 2 house legislature (1) House of Representatives and (2) Senate

**Section 2:** based on population; made up of members chosen by the people

**Section 3:** each state has 2 senators

<table>
<thead>
<tr>
<th>Article II</th>
<th>the executive branch</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What did it create?</strong></td>
<td></td>
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<tr>
<td>legislative branch</td>
<td></td>
</tr>
<tr>
<td><strong>Which Constitutional Principle is found in Article II?</strong></td>
<td></td>
</tr>
<tr>
<td>separation of powers / checks and balances / republicanism</td>
<td></td>
</tr>
</tbody>
</table>

**Section 1:** executive power is given to the president and vice president

**Section 2:** president is commander of the military

**Section 3:** inform Congress on the state of the country

**Section 4:** the president can be impeached and removed from office for treason
### Article III

<table>
<thead>
<tr>
<th>Which Constitutional Principle is found in Article III?</th>
<th>separation of powers / checks and balances / republicanism</th>
</tr>
</thead>
</table>

**Section 1:** judicial power is given to a supreme court

**Section 2:** supreme court is responsible for all cases involving the constitution

**Section 3:** Supreme court will hear cases involving treason; no person is guilty of treason without 2 witnesses; but Congress shall decide the punishment for treason

### Article IV

<table>
<thead>
<tr>
<th>Which Constitutional Principle is found in Article IV?</th>
<th>federalism/limited government</th>
</tr>
</thead>
</table>

**Section 1:** Congress creates laws; and citizens have the same rights in each state

**Section 2:** citizens in all states have the same rights

**Section 3:** admitting new states to the country

**Section 4:** guarantees a republican form of government in every state
<table>
<thead>
<tr>
<th>Article V</th>
<th>the process for amending the constitution</th>
</tr>
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<tbody>
<tr>
<td><strong>Which Constitutional Principle is found in Article VI?</strong></td>
<td>limited government</td>
</tr>
<tr>
<td><strong>Article VI</strong></td>
<td>states that all debts, treaties, laws etc. before the constitution are still valid</td>
</tr>
<tr>
<td><strong>Which Constitutional Principle is found in Article VI?</strong></td>
<td>limited government / republicanism</td>
</tr>
<tr>
<td><strong>Article VII</strong></td>
<td>the process for ratifying the constitution</td>
</tr>
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</table>
**Separation of Powers**

**Directions:** Using Articles I, II and III of the Constitution, decide which branch of government is granted the power by the Constitution.

<table>
<thead>
<tr>
<th>Power</th>
<th>Branch of Government (legislative, executive or judicial?)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduce and make laws</td>
<td></td>
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<tr>
<td>Lay and collect taxes</td>
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<tr>
<td>Declare laws unconstitutional</td>
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<tr>
<td>Sign bills into law</td>
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<tr>
<td>Coin money</td>
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<tr>
<td>Issue a pardon</td>
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<tr>
<td>Nominate Supreme Court justices</td>
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<tr>
<td>Declare war</td>
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<tr>
<td>Regulate trade and commerce with foreign nations</td>
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<tr>
<td>Veto laws</td>
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<tr>
<td>Decide cases between citizens of different states</td>
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<tr>
<td>Interpret/Make meaning of laws</td>
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<tr>
<td>Serve as commander-in-chief of the army and navy</td>
<td></td>
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<tr>
<td>Power</td>
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<td>--------------------------------------------</td>
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<tr>
<td>Override a presidential veto</td>
<td></td>
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<tr>
<td>Borrow money on behalf of the United States</td>
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<tr>
<td>Make treaties</td>
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<tr>
<td>Impeach/Remove the president</td>
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<tr>
<td>Appoint Ambassadors</td>
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<tr>
<td>make all laws which shall be necessary and</td>
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<tr>
<td>proper for carrying into execution the</td>
<td></td>
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<tr>
<td>foregoing powers</td>
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<tr>
<td>Settle disputes affecting ambassadors or</td>
<td></td>
</tr>
<tr>
<td>other public ministers</td>
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</tbody>
</table>
Separation of Powers (Completed)

**Directions:** Using Articles I, II and III of the Constitution, decide which branch of government is granted the power by the Constitution.

<table>
<thead>
<tr>
<th>Power</th>
<th>Branch of Government (legislative, executive or judicial?)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduce and make laws</td>
<td>legislative</td>
</tr>
<tr>
<td>Lay and collect taxes</td>
<td>legislative</td>
</tr>
<tr>
<td>Declare laws unconstitutional</td>
<td>judicial</td>
</tr>
<tr>
<td>Sign bills into law</td>
<td>executive</td>
</tr>
<tr>
<td>Coin money</td>
<td>legislative</td>
</tr>
<tr>
<td>Issue a pardon</td>
<td>executive</td>
</tr>
<tr>
<td>Nominate Supreme Court justices</td>
<td>executive</td>
</tr>
<tr>
<td>Declare war</td>
<td>legislative</td>
</tr>
<tr>
<td>Regulate trade and commerce with foreign nations</td>
<td>legislative</td>
</tr>
<tr>
<td>Veto laws</td>
<td>executive</td>
</tr>
<tr>
<td>Decide cases between citizens of different states</td>
<td>judicial</td>
</tr>
<tr>
<td>Interpret/Make meaning of laws</td>
<td>judicial</td>
</tr>
<tr>
<td>Serve as commander-in-chief of the army and navy</td>
<td>executive</td>
</tr>
<tr>
<td>Task</td>
<td>Branch</td>
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<td>----------------------------------------------------------------------</td>
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<tr>
<td>Override a presidential veto</td>
<td>legislative</td>
</tr>
<tr>
<td>Make treaties</td>
<td>executive</td>
</tr>
<tr>
<td>Impeach/Remove the president</td>
<td>legislative</td>
</tr>
<tr>
<td>Appoint Ambassadors</td>
<td>executive</td>
</tr>
<tr>
<td>make all laws which shall be necessary and proper for carrying into execution the foregoing powers</td>
<td>legislative</td>
</tr>
<tr>
<td>Settle disputes affecting ambassadors or other public ministers</td>
<td>judicial</td>
</tr>
</tbody>
</table>
# Federal Office Terms and Requirement

<table>
<thead>
<tr>
<th>Position</th>
<th>Term</th>
<th>Minimum Age</th>
<th>Residency</th>
<th>Citizenship</th>
</tr>
</thead>
<tbody>
<tr>
<td>President</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vice President</td>
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</tr>
<tr>
<td>Senator</td>
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<td></td>
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<tr>
<td>Representative</td>
<td></td>
<td></td>
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<tr>
<td>Supreme Court Justice</td>
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</tbody>
</table>

**Why does the Constitution set term limits for members of Congress and the President, but Supreme Court Justices are allowed to serve for life?**
### Federal Office Terms and Requirement (Completed)

<table>
<thead>
<tr>
<th>Position</th>
<th>Term</th>
<th>Minimum Age</th>
<th>Residency</th>
<th>Citizenship</th>
</tr>
</thead>
<tbody>
<tr>
<td>President</td>
<td>4 years</td>
<td>35</td>
<td>14 years</td>
<td>natural born</td>
</tr>
<tr>
<td>Vice President</td>
<td>4 years</td>
<td>35</td>
<td>14 years</td>
<td>natural born</td>
</tr>
<tr>
<td>Senator</td>
<td>6 years</td>
<td>30</td>
<td>must live in state</td>
<td>9 years</td>
</tr>
<tr>
<td>Representative</td>
<td>2 years</td>
<td>25</td>
<td>must live in state</td>
<td>7 years</td>
</tr>
<tr>
<td>Supreme Court Justice</td>
<td>lifetime</td>
<td>none</td>
<td>none</td>
<td>none</td>
</tr>
</tbody>
</table>

**Why does the Constitution set terms limits for members of Congress and the President, but Supreme Court Justices are allowed to serve for life?**

When the founding fathers wrote the Constitution they were scared of giving too much power to representatives of the state and national government. Therefore, they imposed term limits on how long people could serve in the government. Also, to prevent representatives from gaining too much power, they believed the courts needed to share enough power to prevent representatives from becoming like England. Justices’ judgment could be compromised by the campaigning process and being beholden to particular factions or constituencies.
The Founders and Federalism

In their attempt to balance order with liberty, the Founders identified several reasons for creating a federalist government:

- to avoid tyranny
- to allow more participation in politics
- to use the states as "laboratories" for new ideas and programs.

As James Madison pointed out in *The Federalist, No. 10*, if "factious leaders kindle a flame within their particular states," national leaders can check the spread of the "conflagration through the other states." So federalism prevents a person that takes control of a state from easily taking control of the federal governments as well.

ELECTING both state and national OFFICIALS also increases the input of citizens into their government. And if a state adopts a disastrous new policy, at least it would not be a catastrophe for everyone. On the other hand, if a state's new programs work well, other states can adopt their ideas and adjust them to their own needs.

The Constitution gives three types of power to the national government:

1. **DELEGATED (sometimes called enumerated or expressed) powers** are specifically granted to the federal government in Article I, Section 8 of the Constitution. This includes the power to coin money, to regulate commerce, to declare war, to raise and maintain armed forces, and to establish a Post Office. In all, the Constitution delegates 27 powers specifically to the federal government.

2. **IMPLIED POWERS** are not specifically stated in the Constitution, but may be inferred from the elastic (or "necessary and proper") clause (Article I, Section 8). This provision gives Congress the right "to make all laws which shall be necessary and proper for carrying into execution the foregoing powers, and other powers vested in the government of the United States." Since these powers are not explicit, the courts are often left to decide what constitutes an implied power.

3. **INHERENT POWERS** are not specifically listed in the Constitution, but they grow out of the very existence of the national government. For example, the United States has the power to acquire territory by exploration and/or occupancy, primarily because most governments in general claim that right.

The Constitution also identifies RESERVED POWERS, which are set aside for the states. Unlike delegated powers, they are not listed specifically, but are guaranteed by the TENTH AMENDMENT: "The powers not delegated to the United States by the Constitution, not prohibited by it to the States, are reserved to the States respectively, or to the people." Some traditional reserved powers include regulating trade.

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within a state, establishing local government, and conducting elections.

Some powers of federal and state governments overlap. For example, both may — and do — levy taxes, make and enforce laws, and borrow money. These concurrent powers are not granted exclusively to the national government, nor are they denied the states.

Prohibited powers are denied either to the national government, state governments, or both (Article I, Section 9.) For example, the national government cannot exercise its powers in such a way as to interfere with the states’ abilities to perform their responsibilities. States cannot tax imports or exports, nor can they coin money or issue bills of credit.

States also have responsibilities to one another, as explained in Article IV of the Constitution. One provision is that each state must give "FULL FAITH AND CREDIT" to the public acts, records, and civil judicial proceedings of every other state. Business contracts, then, are recognized by all states, as are marriages. Extradition, the legal process in which an accused criminal is returned to the state where the crime was committed, is also required by Article IV.

The founders very carefully divided powers between federal and state governments. They were responding to both the colonial aversion to the tyranny of King George III as well as the failure of the Articles of Confederation. Their careful separating and blending of state and national powers guarded against tyranny, allowed for more citizen participation in government, and provided a mechanism for incorporating new policies and programs.
Why does the Constitution allow for states and the federal government to collect taxes?
Federalism - Division of Power (Completed)

<table>
<thead>
<tr>
<th>National</th>
<th>Shared</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>coin money</td>
<td>collect taxes</td>
<td>Establish schools</td>
</tr>
<tr>
<td>regulate trade</td>
<td>borrow money</td>
<td>Conduct elections</td>
</tr>
<tr>
<td>establish military</td>
<td>build roads</td>
<td>reg. trade in states</td>
</tr>
<tr>
<td>declare war</td>
<td>establish</td>
<td>make and enforce laws</td>
</tr>
<tr>
<td>make treaties</td>
<td></td>
<td>establish local gov't</td>
</tr>
<tr>
<td>courts</td>
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</table>

Why does the Constitution allow for states and the federal government to collect taxes?

According to the Constitution, the federal government is allowed to collect taxes to provide for the common defense and general welfare of the country. However, there is no mention of collecting taxes for any other purpose. Therefore, states are allowed to collect taxes as well. Collecting taxes is a big job and the federal government cannot do it alone. Individual states collect taxes in order to “provide for the general welfare” of the state by building roads and funding public schools.
Grade 7 Instructional Task: Ratification and the Bill of Rights

Unit Two: The New Republic, Topic Three: The Federal System

Description: Students explore and analyze differing opinions on the ratification of the Constitution and the purpose of the Bill of Rights.

Suggested Timeline: 5 class periods

Materials: Federalists; Antifederalists; The Bill of Rights; Federalists vs. Antifederalists – Battle for the Constitution Graphic Organizer (blank and completed); The Federalists Papers [Excerpts]; Anti-Federalists’ Letters to Newspapers DURING THE CONSTITUTION RATIFICATION DEBATES, 1787-1788; Excerpts from The Anti-Federalist Essays of PHILADELPHIENSIS [Benjamin Workman]; Examining the Federalists vs. Antifederalists Debate handout (blank, Federalists completed, and Antifederalists completed); Full Text - The Bill of Rights; Bill of Rights - What is Protected? handout (blank and completed)

Instructional Process:

1. Say, “In the last instructional task you examined the Constitution of the United States. You analyzed each article, discussed how the constitution allocates power to each branch of government, and discussed the seven constitutional principles of the documents. Even though the document had been written it still was not the law of the land. After the Constitutional Convention, the founding fathers set out ratify the new form of government. Throughout the following instructional task we are going to explore and examine sources that reveal the arguments presented by the Federalists and Antifederalists for and against the Constitution. You will investigate and examine different points of view about ratification of the Constitution. Your goal with this task is to examine various sources to determine whether ratification of the Constitution was a good idea or bad idea for the new nation. During the instructional task we will debate which point of view - Federalists or Anti federalists - was stronger. You will analyze the creation of the Bill of Rights and evaluate why the founding fathers felt these individual rights were important enough to include in the Constitution. Also, you will need to determine what role the ratification of the Constitution played in the development of the American identity and how the debate led to another compromise. Our first step in this task is to define ratification and decide if ratification was necessary.”

2. Write the word ratification on the board in the classroom. Ask students to define ratification in their own words and provide any examples they know. Ratification - the official way to confirm something, usually by vote. It is the formal validation of a proposed law.36

3. Engage students in a full class discussion on why it was necessary and important for the states to ratify the Constitution. Possible questions include:
   a. Did the founding fathers have the authority to write a new constitution? Explain your answer.
   b. How many states were required to ratify the new constitution? Do you think the number was too low or too high? Explain your answer.
   c. Why did the founding fathers feel it was necessary to ratify the new constitution?

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36 https://www.vocabulary.com/dictionary/ratification

Return to Grade 7 Social Studies: How to Navigate This Document
4. Ask students to propose in writing some reasons why people might have been against the Constitution. Encourage students to make a list of problems the new constitution did not address. If necessary, provide students with examples to guide them to certain problems such as no guarantee of individual rights. Possible questions to ask include:
   a. Were there any individual rights protected in the Constitution? Explain your answer.
   b. Why should government protect individual rights of its citizens?
   c. Were certain groups of people left out of the Constitution? Explain your answer.

5. Split entire class into two groups (1) Federalist and (2) Antifederalist according to an established class routine.

6. Say, “Your goal for this part of the instructional task is to compare and contrast the Federalists and Antifederalists. This first part of the task requires you to identify who they were, what they wanted, and at least two arguments they presented about ratification of the Constitution.”

7. Provide all students with access to the following materials:
   a. Federalists
   b. Antifederalists
   c. The Bill of Rights
   d. Federalists vs. Antifederalists – Battle for the Constitution handout

8. Instruct students to read Federalists and Antifederalists. Encourage students to underline, highlight or write down the main ideas from the text while reading. Remind students to use text evidence for supporting details. Provide students with a reasonable amount of time to read the assigned text and complete the Battle for the Constitution handout (15-20 minutes).

9. Next, instruct students to read The Bill of Rights. Encourage students to underline, highlight or write down the main ideas from the text while reading. Remind students to use text evidence for supporting details. Provide students with a reasonable amount of time to read the assigned text and complete the Federalists vs. Antifederalists - Battle for the Constitution handout (15-20 minutes).

10. Engage students in a full class discussion on the similarities and differences between the Federalists and Antifederalists. Possible questions include:
    a. What was the main difference between the Federalists and Antifederalists?
    b. Was there anything the Federalists and Antifederalists agreed upon? Explain your answer.
    c. Why did the Antifederalists believe the new Constitution was the greatest threat to the future of the United States?

11. Say, “Your goal for this part of the instructional task is to analyze arguments for and against ratification of the Constitution. Each group will prepare an argument in support of the Federalists or Antifederalists point of view. Make sure to use text evidence from the documents to support your position. Make sure to examine all the documents and provide evidence and counterclaim when necessary. At the end of the instructional task, each group will be responsible for debating the Federalist and Antifederalists point of view on ratification of the Constitution.

12. Divide students into the following groups listed below according to an established classroom routine.

13. Provide each group with access to the assigned text(s) within their groups.
   - **Group 1 - Federalist:** The Federalist Papers # 1 and #10 from The Federalists Papers [Excerpts]
   - **Group 2 - Federalist:** The Federalist Papers # 51 and #84 from The Federalists Papers [Excerpts]
   - **Group 3 - Antifederalists:** Philadelphiensis II. November 28, 1787 page 1-2 from Excerpts from The Anti-
Federalist Essays of PHILADELPHIENSIS [Benjamin Workman];
Group 4 - Antifederalist: - “To the CITIZENS of the UNITED STATES,” page 4 from Excerpts from The Anti-Federalist Essays of PHILADELPHIENSIS [Benjamin Workman]

14. Say, “Your goal for this part of the instructional task is to analyze arguments for and against ratification of the Constitution. Each group will prepare an argument in writing to support the Federalists or Antifederalists point of view. Make sure to use text evidence to support your position. At the end of the instructional task each group will be responsible for debating the Federalist and Antifederalists point of view on ratification of the Constitution.”

15. Provide students with the following rules for debate:
   a. Each group will choose an opening speaker to provide an overview of the group’s position
   b. Each group will choose at least two members to provide supporting evidence for their group’s position. Each group will need to provide at least three supporting details.
   c. Each group will choose a closing speaker to provide a conclusion of the group’s position

16. Instruct students to read their assigned text with their group. Encourage students to underline, highlight or write down the main ideas from the text while reading. Advise students to pay close attention to the author’s point of view and how they support their claims. Remind students to use text evidence for supporting details. Provide students with a reasonable amount of time to read their assigned text and complete the Examining the Federalist vs. Antifederalist debate handout (20 minutes).

17. Once students have completed the Examining the Federalists vs. Antifederalist debate handout, ask each group to construct at least 2 questions to be used during the debate. For example, ask students to write questions that address (1) why the federalists supported the new constitution and (2) why the Antifederalists did not support the new constitution.

18. Allow students to present their arguments according to the debate rules listed above. Encourage students to ask their questions to different groups in order to build a deeper understanding about the division between the Federalists and Antifederalists. Engage students in a class discussion during the debate. Possible questions include:
   a. How did the Antifederalists feel about a strong national government?
   b. What was the main argument of the Antifederalists against the constitution?
   c. Do you agree with the Federalists or the Antifederalists? Explain your position.
   d. Do you feel the constitution needed some protection of individual liberties? Explain your answer using evidence from the sources.

19. Say “In the last part of this instructional task you analyzed the arguments for and against ratification of the constitution. The main argument from the Antifederalists was that the Constitution offered no protection of individual rights. Many of the Antifederalists leaders felt without a “Bill of Rights” the constitution did not protect the liberties that the founders had fought for during the American Revolution. In order to secure ratification of the constitution, the Federalist agreed to add a Bill of Rights which clearly defined the rights and freedoms of all citizens in the United States. Your goal for the final part of the instructional task is to examine the Bill of Rights, explain what rights were protected, and why they were important.

20. Assign students a partner according to an established classroom routine.

21. Provide students with access to Full Text - The Bill of Rights.

22. Instruct students to read Full Text - The Bill of Rights with their partner. Encourage students to underline,
highlight or write down the main ideas from the text. Encourage students to complete the Bill of Rights - What is Protected? handout with their partner while reading the text. Instruct students to write in their own words what right/liberty each amendment protected and then explain why it's important.

23. Engage students in a full class discussion about the importance of the Bill of Rights. Possible questions include:
   a. Why did the Founding Fathers feel freedom of speech should be the first amendment? Explain your answer.
   b. Provide an example of how the Bill of Rights protects the following: (1) freedom of press; (2) freedom of assembly; (3) freedom from imprisonment.
   c. How does the 10th amendment extend the protection of the rights of citizens?
   d. What is the purpose of the 9th and 10th amendments?
   e. How are citizens protected by the 4th and 5th amendments?
   f. Why is a trial by jury important?
   g. How does the Bill of Rights help keep a balance of power between state and federal governments?
Federalists

The supporters of the proposed Constitution called themselves "FEDERALISTS." Their adopted name implied a commitment to a loose, decentralized system of government. In many respects "FEDERALISM" — which implies a strong central government — was the opposite of the proposed plan that they supported. A more accurate name for the supporters of the Constitution would have been "NATIONALISTS."

The "nationalist" label, however, would have been a political liability in the 1780s. Traditional political belief of the Revolutionary Era held that strong centralized authority would inevitably lead to an abuse of power. The Federalists were also aware that that the problems of the country in the 1780s stemmed from the weaknesses of the central government created by the Articles of Confederation.

For Federalists, the Constitution was required in order to safeguard the liberty and independence that the American Revolution had created. While the Federalists definitely had developed a new political philosophy, they saw their most important role as defending the social gains of the Revolution. As James Madison, one of the great Federalist leaders later explained, the Constitution was designed to be a "republican remedy for the diseases most incident to republican government."

The Federalists had more than an innovative political plan and a well-chosen name to aid their cause. Many of the most talented leaders of the era who had the most experience in national-level work were Federalists. For example the only two national-level celebrities of the period, Benjamin Franklin and George Washington, favored the Constitution. In addition to these impressive superstars, the Federalists were well organized, well funded, and made especially careful use of the printed word. Most newspapers supported the Federalists' political plan and published articles and pamphlets to explain why the people should approve the Constitution.

In spite of this range of major advantages, the Federalists still had a hard fight in front of them. Their new solutions were a significant alteration of political beliefs in this period. Most significantly, the Federalists believed that the greatest threat to the future of the United States did not lie in the abuse of central power, but instead could be found in what they saw as the excesses of democracy as evidenced in popular disturbances like Shays’ Rebellion and the pro-debtor policies of many states.

How could the Federalists convince the undecided portion of the American people that for the nation to thrive, democracy needed to be constrained in favor of a stronger central government?

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The ANTIFEDERALISTS were a diverse coalition of people who opposed ratification of the Constitution. Although less well organized than the Federalists, they also had an impressive group of leaders who were especially prominent in state politics.

Ranging from political elites like JAMES WINTHROP in Massachusetts to MELANCTON SMITH of New York and Patrick Henry and George Mason of Virginia, these Antifederalist were joined by a large number of ordinary Americans particularly yeomen farmers who predominated in rural America. The one overriding social characteristic of the Antifederalists as a group was their strength in newer settled western regions of the country.

In spite of the diversity that characterized the Antifederalist opposition, they did share a core view of American politics. They believed that the greatest threat to the future of the United States lay in the government’s potential to become corrupt and seize more and more power until its tyrannical rule completely dominated the people. Having just succeeded in rejecting what they saw as the TYRANNY of British power, such threats were seen as a very real part of political life.

To Antifederalists the proposed Constitution threatened to lead the United States down an all-too-familiar road of political CORRUPTION. All three branches of the new central government threatened Antifederalists' traditional belief in the importance of restraining government power.

The President's vast new powers, especially a veto that could overturn decisions of the people's representatives in the legislature, were especially disturbing. The court system of the national government appeared likely to encroach on local courts. Meanwhile, the proposed lower house of the legislature would have so few members that only elites were likely to be elected. Furthermore, they would represent people from such a large area that they couldn't really know their own constituents. The fifty-five members of the proposed national House of
of Representatives was quite a bit smaller than most state legislatures in the period. Since the new legislature was to have increased fiscal authority, especially the right to raise taxes, the Antifederalists feared that before long Congress would pass oppressive taxes that they would enforce by creating a standing national army.

This range of objections boiled down to a central opposition to the sweeping new powers of the proposed central government. George Mason, a delegate to the Philadelphia Convention who refused to support the Constitution, explained, the plan was "totally subversive of every principle which has hitherto governed us. This power is calculated to annihilate totally the state governments." The rise of national power at the expense of state power was a common feature of Antifederalist opposition.

The most powerful objection raised by the Antifederalists, however, hinged on the lack of protection for **INDIVIDUAL LIBERTIES** in the Constitution. Most of the state constitutions of the era had built on the Virginia model that included an explicit protection of individual rights that could not be intruded upon by the state. This was seen as a central safeguard of people's rights and was considered a major Revolutionary improvement over the unwritten protections of the British constitution.

Why, then, had the delegates to the Philadelphia Convention not included a bill of rights in their proposed Constitution? Most Antifederalists thought that such protections were not granted because the Federalists represented a sinister movement to roll back the gains made for ordinary people during the Revolution.

The Antifederalists and Federalists agreed on one thing: the future of the nation was at stake in the contest over the Constitution.
The first national election occurred in 1789. Along with President Washington, voters elected a large number of supporters of the Constitution. In fact, almost half of the ninety-one members of the first Congress had helped to write or ratify the Constitution. Not surprisingly, given Anti-Federalists' opposition to the strong new central government, only eight opponents of the Constitution were sent to the House of Representatives. Most Anti-Federalists concentrated their efforts in state politics.

**Protection of Individual Rights**

An immediate issue that the new Congress took up was how to modify the Constitution. Representatives were responding to calls for amendments that had emerged as a chief issue during the ratification process. Crucial states of Massachusetts, Virginia, and New York (among others) had all ultimately supported the Constitution — but only with the expectation that explicit protections for individual rights would be added to the highest law of the land. Now that supporters of the Constitution controlled the federal government, what would they do?

Although James Madison was the youngest member of the Continental Congress, his leadership was a critical factor in the development of American government. Madison proposed the Virginia Plan, he authored some of the *Federalist Papers*, and he wrote the Bill of Rights.

The legal tradition of having a precise statement of individual rights had deep roots in Anglo-American custom. So it's not surprising that the first Congress amended the Constitution by adding what became known as the Bill of Rights.

James Madison, now a member of Congress from Virginia, once again took the leading role crafting proposed amendments that would be sent to the states for approval. Madison skillfully reviewed numerous proposals and examples from state constitutions and ultimately selected nineteen potential amendments to the Constitution. As one might expect, the nationalist Madison took care to make sure that none of the proposed amendments would fundamentally weaken the new central government. In the end, ten amendments were ratified in 1791.

Amendment 10: "The powers not delegated to the United States by the Constitution, nor prohibited by it to the States, are reserved to the States respectively, or to the people."

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Ten Amendments

These first ten amendments to the Constitution became known as the Bill of Rights and still stand as both the symbol and foundation of American ideals of individual liberty, **LIMITED GOVERNMENT**, and the rule of law. Most of the Bill of Rights concerns legal protections for those accused of crimes.

### Rights and Protections Guaranteed in the Bill of Rights

<table>
<thead>
<tr>
<th>Amendment</th>
<th>Rights and Protections</th>
</tr>
</thead>
<tbody>
<tr>
<td>First</td>
<td>Freedom of speech</td>
</tr>
<tr>
<td></td>
<td>Freedom of the press</td>
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<td></td>
<td>Freedom of religion</td>
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<td></td>
<td>Freedom of assembly</td>
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<td></td>
<td>Right to petition the government</td>
</tr>
<tr>
<td>Second</td>
<td>Right to bear arms</td>
</tr>
<tr>
<td>Third</td>
<td>Protection against housing soldiers in civilian homes</td>
</tr>
<tr>
<td>Fourth</td>
<td>Protection against unreasonable search and seizure</td>
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<td></td>
<td>Protection against the issuing of warrants without probable cause</td>
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<tr>
<td>Fifth</td>
<td>Protection against</td>
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<tr>
<td></td>
<td>○ trial without indictment</td>
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<td></td>
<td>○ double jeopardy</td>
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<td></td>
<td>○ self-incrimination</td>
</tr>
<tr>
<td></td>
<td>○ property seizure</td>
</tr>
<tr>
<td>Sixth</td>
<td>Right to a speedy trial</td>
</tr>
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<td></td>
<td>Right to be informed of charges</td>
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<td>Right to be confronted by witnesses</td>
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<td></td>
<td>Right to call witnesses</td>
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<td></td>
<td>Right to a legal counsel</td>
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<tr>
<td>Seventh</td>
<td>Right to trial by jury</td>
</tr>
<tr>
<td>Eighth</td>
<td>Protection against</td>
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<tr>
<td></td>
<td>○ excessive bail</td>
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<tr>
<td></td>
<td>○ excessive fines</td>
</tr>
<tr>
<td></td>
<td>○ cruel and unusual punishment</td>
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</tbody>
</table>
For instance, the fourth through eighth amendments provide protection from unreasonable **SEARCH AND SEIZURE**, the privilege against **SELF-INFRINGEMENT**, and the right to a **FAIR AND SPEEDY JURY TRIAL** that will be free from unusual punishments.

The **FIRST AMENDMENT**, perhaps the broadest and most famous of the Bill of Rights, establishes a range of political and civil rights including those of **FREE SPEECH**, assembly, press, and religion. The last two amendments, respectively, spell out that this list of individual protections is not meant to exclude other ones, and, by contrast, set forth that all powers claimed by the federal government had to be expressly stated in the Constitution.

**The First Amendment**

Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the Government for a redress of grievances.

**The Second Amendment**

A well regulated Militia, being necessary to the security of a free State, the right of the people to keep and bear Arms, shall not be infringed.

**The Third Amendment**

No Soldier shall, in time of peace be quartered in any house, without the consent of the Owner, nor in time of war, but in a manner to be prescribed by law.

**The Fourth Amendment**

The right of the people to be secure in their persons, houses, papers, and effects, against unreasonable searches and seizures, shall not be violated, and no Warrants shall issue, but upon probable cause, supported by Oath or affirmation, and particularly describing the place to be searched, and the persons or things to be seized.

**The Fifth Amendment**

No person shall be held to answer for a capital, or otherwise infamous crime, unless on a presentment or indictment of a Grand Jury, except in cases arising in the land or naval forces, or in the Militia, when in actual service in time of War or public danger; nor shall any person be subject for the same offence
to be twice put in jeopardy of life or limb; nor shall be compelled in any criminal case to be a witness against himself, nor be deprived of life, liberty, or property, without due process of law; nor shall private property be taken for public use, without just compensation.

Amendment VI In all criminal prosecutions, the accused shall enjoy the right to a speedy and public trial, by an impartial jury of the State and district wherein the crime shall have been committed, which district shall have been previously ascertained by law, and to be informed of the nature and cause of the accusation; to be confronted with the witnesses against him; to have compulsory process for obtaining witnesses in his favor, and to have the Assistance of Counsel for his defense.

Amendment VII In suits at common law, where the value in controversy shall exceed twenty dollars, the right of trial by jury shall be preserved, and no fact tried by a jury, shall be otherwise reexamined in any Court of the United States, than according to the rules of the common law.

Amendment VIII Excessive bail shall not be required, nor excessive fines imposed, nor cruel and unusual punishments inflicted.

Amendment IX The enumeration in the Constitution, of certain rights, shall not be construed to deny or disparage others retained by the people.

Amendment X The powers not delegated to the United States by the Constitution, nor prohibited by it to the States, are reserved to the States respectively, or to the people.

While the Bill of Rights created no deep challenge to federal authority, it did respond to the central Anti-Federalist fear that the Constitution would unleash an oppressive central government too distant from the people to be controlled. By responding to this opposition and following through on the broadly expressed desire for amendments that emerged during the ratification process, the Bill of Rights helped to secure broad political support for the new national government. A first major domestic issue had been successfully resolved.

Understanding the Bill of Rights

The Bill of Rights remains an active force in contemporary American life as a major element of CONSTITUTIONAL LAW. The meaning of its protections remains hotly debated. For example, the privilege to bear arms to support a militia, which appears in the second amendment, produces significant political controversy today. More sweepingly, the extension of the Bill of Rights to protect individuals from abuse not only by the federal government, but also from state and local governments remains an unsettled aspect of Constitutional interpretation.
Originally, the protections were solely meant to limit the federal government, but with the fourteenth amendment's guarantee in 1868 that no state could deprive its citizens of the protections in the Bill of Rights this original view began to be expanded. To this day the SUPREME COURT has not definitively decided if the entire Bill of Rights should always be applied to all levels of government.
### Federalists vs. Antifederalists – Battle for the Constitution

<table>
<thead>
<tr>
<th></th>
<th>Federalist</th>
<th>Antifederalist</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What is the main idea</strong></td>
<td></td>
<td></td>
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<tr>
<td>expressed in the text?</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>What did the Federalists</strong></td>
<td></td>
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<tr>
<td>hope to achieve with the new</td>
<td></td>
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<tr>
<td>constitution?</td>
<td></td>
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<tr>
<td><strong>What did the Federalists feel</strong></td>
<td></td>
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<tr>
<td>was the greatest threat to the</td>
<td></td>
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<tr>
<td>future of the United States?</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>List 2 arguments presented</strong></td>
<td>1.</td>
<td></td>
</tr>
<tr>
<td>in favor of the Constitution by the</td>
<td></td>
<td>2.</td>
</tr>
<tr>
<td>Federalists.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Return to [Grade 7 Social Studies: How to Navigate This Document](#)
What did the Antifederalists feel was the greatest threat to the future of the United States?

| List 2 arguments presented in opposition to the Constitution by the Antifederalists. |
|---|---|
| 1. | 2. |

The Bill of Rights

<table>
<thead>
<tr>
<th>What kind of people in society would have supported each group?</th>
<th>Federalists</th>
<th>Antifederalists</th>
</tr>
</thead>
</table>

What was the main difference between the Federalists and Antifederalists?

Was there anything the Federalists and Antifederalists agreed up? Explain your answer.

Which argument from the opposite side do you consider to be the strongest? Use evidence from the text to support your claim.
# Federalists vs. Antifederalists – Battle for the Constitution (Completed)

<table>
<thead>
<tr>
<th></th>
<th><strong>Federalist</strong></th>
<th><strong>Antifederalist</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What is the main idea</strong></td>
<td>The need for a new constitution to protect citizens</td>
<td>The new constitution did not protect the individual rights of citizens</td>
</tr>
<tr>
<td><strong>expressed in the text?</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>What did the Federalists</strong></td>
<td>A strong Republican government that could protect citizens and individual rights</td>
<td>The Antifederalists hoped to prevent an abuse of power by the federal government.</td>
</tr>
<tr>
<td><strong>hope to achieve with the</strong></td>
<td></td>
<td>They believed that all three branches of government had too much power over the</td>
</tr>
<tr>
<td><strong>new constitution?</strong></td>
<td></td>
<td>citizens and the individual states.</td>
</tr>
<tr>
<td><strong>What did the Federalists</strong></td>
<td>The Federalists believed the greatest threat to the U.S. was an excess of</td>
<td></td>
</tr>
<tr>
<td><strong>feel was the greatest</strong></td>
<td>democracy at the state level that allowed citizens to rebel</td>
<td></td>
</tr>
<tr>
<td><strong>threat to the future of the</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>United States?</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>List 2 arguments presented</strong></td>
<td>1. the need for a strong central government to prevent an abuse of power by states</td>
<td>2. the country’s problems of the 1780’s were a direct result of ineffective government under the Articles of Confederation</td>
</tr>
<tr>
<td><strong>in favor of the Constitution</strong></td>
<td></td>
<td></td>
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<tr>
<td><strong>by the Federalists.</strong></td>
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</tbody>
</table>
What did the Antifederalists feel was the greatest threat to the future of the United States?

Antifederalists believed the new constitution would allow the government to seize control and eventually become corrupt and tyrannical.

| List 2 arguments presented in opposition to the Constitution by the Antifederalists. | 1. the new constitution would lead to an abuse of power by a strong central government | 2. the new constitution contained no “bill of rights” or protection of individual liberties |

The Bill of Rights

<table>
<thead>
<tr>
<th>What kind of people in society would have supported each group?</th>
<th>Federalists</th>
<th>Antifederalists</th>
</tr>
</thead>
<tbody>
<tr>
<td>wealthy business owners, merchants, lawyers</td>
<td>farmers, ordinary citizens,</td>
<td></td>
</tr>
</tbody>
</table>

What was the main difference between the Federalists and Antifederalists?

The main difference between Federalists and Antifederalists was their view of government power. Federalists supported a strong central government while Antifederalists supported strong state governments.

Was there anything the Federalists and Antifederalists agreed up? Explain your answer.

Both Federalists and Antifederalists wanted to protect the individual rights of their citizens.

Which argument from the opposite side do you consider to be the strongest? Use evidence from the text to support your claim.

I think the argument presented by the Antifederalist was the strongest because they wanted to make sure the new constitution protected the individual rights of the citizens.
### Examining the Federalists vs. Antifederalists Debate

<table>
<thead>
<tr>
<th>Title:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Author: (if available)</td>
<td></td>
</tr>
<tr>
<td>Federalist or Antifederalist</td>
<td></td>
</tr>
<tr>
<td>Main Ideas from the text:</td>
<td></td>
</tr>
</tbody>
</table>

**List 2 arguments presented by the author**

1.  
2.  

**How does the author feel about the new constitution? Explain your answer with text evidence.**

**Why does the author support or disapprove of the constitution?**

**Does the author provide evidence to disprove the opposing side’s argument? Explain your answer with text evidence.**

---

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<table>
<thead>
<tr>
<th>Title:</th>
<th>Federalist # 51</th>
</tr>
</thead>
<tbody>
<tr>
<td>Author: (if available)</td>
<td>unknown</td>
</tr>
<tr>
<td>Federalist or Antifederalist</td>
<td>Federalists</td>
</tr>
</tbody>
</table>
| Main Ideas from the text: | ● There are constitutional means to prevent each branch from destroying liberty.  
● Different government will control each other  
● Government is necessary to prevent men from hurting each other. |
| List 2 arguments presented by the author | 1. Power of government is limited because they are divided and disconnected from each other.  
2. The republican form of government in the U.S. “is first divided between two distinct governments” and “a double security arises to the rights of the people.” |
| How does the author feel about the new constitution? Explain your answer with text evidence. | The author believes the new constitution will protect the liberty of citizens because the power of government is limited. |
| Why does the author support or disapprove of the constitution? | The author believes the constitution can cure the abuse of power through representation and the protection of individual opinions. |
| Does the author provide evidence to disprove the opposing side’s argument? Explain your answer with text evidence. | No. The author only mentions why people should support the constitution. |
### Examining the Federalists vs. Antifederalists Debate - Antifederalists (Completed)

| Title: | “To the CITIZENS of the UNITED STATES,” |
| Author: (if available) | Unknown |
| Federalist or Antifederalist | Antifederalists |

#### Main Ideas from the text:
- The debate over the Constitution is the most important time of our lives.
- The people have the power in our current government.
- The new constitution will take power from ordinary citizens and “vest certain men with more power, deprive us of our liberties, and bring our land into lordships.”
- It tells people to keep power in their hands and not support the new constitution.

#### List 2 arguments presented by the author

1. There is no bill of rights in it; and there is no liberty given to the people to perform religious worship.
2. Nothing said about the people being allowed the freedoms of speech and the liberty of the press.

#### How does the author feel about the new constitution? Explain your answer with text evidence.

The author believes the new constitution will deprive citizens of their religious and civil liberties.

#### Why does the author support or disapprove of the constitution?

He thinks the Articles of Confederation are the perfect form of government. Why are we changing it if it is perfect?

#### Does the author provide evidence to disprove the opposing side’s argument? Explain your answer with text evidence.

Yes. The author constantly points out how the new constitution will deprive citizens of their rights and liberties because they are not specifically protected in the document.
### Bill of Rights – What is Protected?

<table>
<thead>
<tr>
<th>Amendment</th>
<th>What rights are protected?</th>
<th>Why are these rights important?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amendment I</td>
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<td>Amendment II</td>
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<td>Amendment III</td>
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<td>Amendment IV</td>
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<td>Amendment V</td>
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<td>Amendment VI</td>
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<tr>
<td>Amendment VII</td>
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<td>Amendment VIII</td>
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<tr>
<td>Amendment IX</td>
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<tr>
<td>Amendment X</td>
<td></td>
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</tbody>
</table>
### Bill of Rights – What is Protected? (Completed)

<table>
<thead>
<tr>
<th>Amendment</th>
<th>What rights are protected?</th>
<th>Why are these rights important?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amendment I</td>
<td>Speech; religion; press; right to assemble; right to petition the govt</td>
<td>The 1st amendment allows people to speak and worship freely, which was prohibited when people lived in Europe.</td>
</tr>
<tr>
<td>Amendment II</td>
<td>Right to bear arms; own guns</td>
<td>The 2nd amendment allows for protection from the govt in time of rebellion and comes from the days under British rule.</td>
</tr>
<tr>
<td>Amendment III</td>
<td>Right to refuse to house soldiers</td>
<td>Protects citizens from being forced to provide for soldiers during time of war, which was one of the grievances of the colonies during the revolution.</td>
</tr>
<tr>
<td>Amendment IV</td>
<td>Protection against unreasonable searches and seizures of property</td>
<td>The 4th Amendment protects people from being searched by the police/government without a cause.</td>
</tr>
<tr>
<td>Amendment V</td>
<td>Right to due process of law</td>
<td>The 5th Amendment protects citizens accused of crimes and provides for a process that the government must follow</td>
</tr>
<tr>
<td>Amendment</td>
<td>Description</td>
<td>Explanation</td>
</tr>
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<td>-----------</td>
<td>-------------</td>
<td>-------------</td>
</tr>
<tr>
<td>Amendment VI</td>
<td>Right to trial by jury</td>
<td>The 6th amendment guarantees that all citizens will receive a trial if they are accused of a crime.</td>
</tr>
<tr>
<td>Amendment VII</td>
<td>Rights in civil cases involving property</td>
<td>The 7th Amendment protects property, which comes from the words of the Declaration of Independence.</td>
</tr>
<tr>
<td>Amendment VIII</td>
<td>Protection against cruel and unusual punishment</td>
<td>The 8th Amendment protects citizens from being punished too harshly for crimes.</td>
</tr>
<tr>
<td>Amendment IX</td>
<td>Rights not listed in the Constitution are not forfeited by the people</td>
<td>The 9th Amendment guarantees the individual rights of all citizens even if they are not expressly listed in the Constitution.</td>
</tr>
<tr>
<td>Amendment X</td>
<td>Powers not delegated to the federal gov’t are retained by the states</td>
<td>The 10th Amendment limits the power of the federal government.</td>
</tr>
</tbody>
</table>
Unit Two Assessment

Description: Students participate in a Socratic seminar in response to the question: How does a nation establish its identity?

Suggested Timeline: 1 class period

Student Directions: Participate in a Socratic seminar in response to the question: How does a nation establish its identity? Use evidence gathered from the unit and your knowledge of social studies to develop and support your answer. Consider:

- Purpose of government
- Structure (separation of powers, federalism, checks & balances) and functions of government
- Issues of the new nation the government addressed

Resources:
- Conversation stems

Teacher Notes: In completing this task, students meet the expectations for social studies GLEs 7.1.1, 7.1.2, 7.1.3, 7.1.5, 7.2.3, and 7.2.4. They also meet the expectations for ELA/Literacy Standards: SL.7.1-a-d, SL.7.6.

Learn more about how to conduct a Socratic seminar by accessing the Socratic seminar one-pager.

Possible guiding questions during the seminar:
1. Why is government necessary?
2. What do the founding principles of the US government say about the American identity?
3. Did the founding fathers have the authority to write a new constitution? Explain your answer.
4. How did our notion of the early American identity shape the founding principles of the US government?

Use a discussion tracker to keep track of students’ contributions to the conversation and use this information to assign a grade to students.
Unit Three Overview

**Description:** In Unit Three students learn about the early years of the United States. After creating the Constitution the founding fathers put the constitutional principles into action and began governing the new nation. The new nation faced many domestic and foreign challenges and struggled to develop a sound governing style. The United States needed a government that would be aligned with the principles that the colonists fought so hard to preserve, while also meeting the needs of a brand new nation.

**Suggested Timeline:** 8 weeks

<table>
<thead>
<tr>
<th>Grade 7 Content</th>
<th>Grade 7 Claims</th>
</tr>
</thead>
<tbody>
<tr>
<td>The New Republic</td>
<td>How do advancements affect a nation's identity?</td>
</tr>
</tbody>
</table>

**Topics (GLEs):**
1. [Governing the New Nation](#) (7.1.1-7.1.5; 7.2.4; 7.5.1-7.5.3, 7.7.1, 7.8.8, 7.9.3, 7.10.5, 7.11.1-7.11.3)
2. [The Jefferson Era](#) (7.1.1-7.1.5; 7.2.4; 7.3.1-2, 7.5.1-3, 7.7.1, 7.8.8, 7.9.2, 7.9.3, 7.11.3)
3. [Jacksonian Democracy](#) (7.1.1-7.1.5, 7.3.1-2, 7.3.4-5, 7.5.1-3, 7.6.1, 7.6.3-4, 7.7.1, 7.8.8, 7.9.2-3, 7.11.1-3)

**Unit Assessment:** Students demonstrate mastery of the content by writing an extended response to the following question: How do advancements affect a nation's identity?
Unit Three Instruction

**Topic One:** Governing the New Nation (7.1.1-7.1.5; 7.2.4; 7.5.1-7.5.3, 7.7.1, 7.8.8, 7.9.3, 7.10.5, 7.11.1-7.11.3)

**Connections to the unit claim:** Students investigate the presidency of George Washington through analyzing both domestic challenges (Native American Policy and the Whiskey Rebellion among others) and foreign policy issues (The French Revolution, Jay and Pinckney Treaties, and Neutrality Proclamation) in order to determine how those events, along with precedents set during the Washington administration, advanced the nation and impacted national identity.

**Suggested Timeline:** 15 class periods

**Use these sample tasks:**
- Early Presidencies in the New Republic
- Political Division in America

**To explore these key questions:**
- How did our notion of the early American identity shape the founding principles of the US government?
- What impact did the political and economic policies of the Washington and Adams presidencies have on the foundation of U.S. government and foreign policy?
- What did the United States stand to gain by remaining neutral in foreign affairs?
- What impact has the development of political parties had on the development of the American identity?
- What are the differences between Alexander Hamilton’s vision of America and Thomas Jefferson’s vision for America?

**That students answer through this assessment:**
- Students complete a textual analysis of Washington’s Farewell Address.
- Students analyze the foreign challenges facing the Washington Administration and complete a graphic organizer.
- Students analyze the domestic challenges facing the Washington Administration and complete a graphic organizer.
- Students write a one to two paragraph essay on the immediate and long term impact that George Washington had on creating the office of the Presidency.
- Students analyze Hamilton’s financial program and complete a graphic organizer.
- Students compare and contrast the political differences of Alexander Hamilton and Thomas Jefferson.
- Students analyze the XYZ Affair and complete Analyzing the XYZ Affair graphic organizer. Collect these for a grade.
Grade 7 Instructional Task: Early Presidencies in the New Republic
Unit Three: The New Republic, Topic One: Governing the New Nation

Description: Students analyze and examine domestic and foreign challenges facing the first President of the United States.

Suggested Timeline: 5 class periods

Materials: The United States and the French Revolution; 1789-1799; Jay’s Treaty; Treaty of San Lorenzo/ Pinckney’s Treaty, 1795; The Proclamation of Neutrality; Foreign Challenges facing the New Nation graphic organizer (blank and completed); Whiskey Rebellion; Native American Policy; George Washington: Domestic Affairs; Domestic Challenges facing the New Nation graphic organizer (blank and completed); Creating the Presidency; Establishing Precedents – George Washington and the Presidency (blank and completed)

Instructional Process:

1. Say, “After the Constitutional Convention, George Washington was unanimously chosen as the first President of the United States. During this instructional task we are going to analyze the foreign challenges facing the new president. You will take part in a jigsaw activity in which you analyze four separate texts on foreign challenges to President Washington.”

2. Write the words foreign and domestic on the board in the classroom. Ask students to provide a definition using their own words and provide any examples they might know.

3. Provide students with the definition of both words. (1) Foreign - characteristic of a country or language other than one's own; strange or unfamiliar. 40 (2) Domestic - relating to one's own or a particular country as apart from other countries.

4. Conduct a jigsaw reading of various sources on foreign challenges to President Washington.

5. Divide the class into small groups using an established classroom routine. Establish this group as the students “home” groups.

6. Assign each students from the “home” groups to an expert group. Refer to the jigsaw one-pager if needed.

7. Provide students in each expert group with a copy or access to the following sources:
   a. Text 1 - The United States and the French Revolution; 1789-1799
   b. Text 2 - Jay’s Treaty
   c. Text 3 - Treaty of San Lorenzo/ Pinckney’s Treaty, 1795
   d. Text 4 - The Proclamation of Neutrality
   e. Provide each student a blank copy of Foreign Challenges facing the New Nation graphic organizer

8. Each student will be an expert on the text they are assigned. Explain to students that they will be responsible for teaching their assigned texts to the rest of their group. Divide the class into expert groups (group all students reading the same text together) using an established classroom routine.

9. Ask students to begin reading their assigned text. Allow students a reasonable amount of time to read their text (12-15 minutes). Encourage students to underline, highlight or write down some of main ideas in the text that posed problems for the Washington administration.

40 http://www.dictionary.com/browse/foreign
10. After students have completed reading their assigned text, instruct students to discuss their text within their expert group and complete the appropriate section on the Foreign Challenges facing the New Nation graphic organizer.

11. Once students have completed the reading assignment and the Foreign Challenges facing the New Nation graphic organizer, instruct students to return to their original group of four.

12. When students have returned to their home group, allow a reasonable amount of time for student to present the information from their text to their home groups (10-15 minutes).

13. Project a blank Foreign Challenges facing the New Nation graphic organizer in the classroom.

14. Engage students in a full class discussion on the foreign challenges facing the Washington administration. Remind students to use textual evidence to support their claim. Possible questions include:
   a. How did Washington respond to conflicts with France and Great Britain?
   b. What were the causes and effects of Jay’s Treaty?
   c. Why was Pinckney’s Treaty important for Americans living in the west?
   d. Why did Washington favor remaining neutral in foreign affairs?

15. Say, “During the last part of this instructional task you analyzed foreign challenges during Washington’s administration. Today we are going to analyze domestic challenges facing Washington administration.”

16. Conduct a jigsaw reading of various sources on domestic challenges to President Washington.

17. Divide the class into small groups using an established classroom routine. Establish this group as the students “home” groups.

18. Assign each students from the “home” groups to an expert group. Refer to the jigsaw one-pager if needed.

19. Provide students in each expert group with a copy or access to the following sources:
   a. Text 1 - Whiskey Rebellion
   b. Text 2 - Native American Policy
   c. Text 3 - George Washington: Domestic Affairs
   d. Provide each student a blank copy of the Domestic Challenges facing the New Nation graphic organizer

20. Each student will be an expert on the text they are assigned. Explain to students that they will be responsible for teaching their assigned texts to the rest of their group. Divide the class into expert groups (group all students reading the same text together) using an established classroom routine.

21. Ask students to begin reading their assigned text. Allow students a reasonable amount of time to read their text (12-15 minutes). Encourage students to underline, highlight or write down some of main ideas in the text that posed problems for the Washington administration.

22. After students have completed reading their assigned text, instruct students to discuss their text within their expert group and complete the appropriate section on the Domestic Challenges facing the New Nation graphic organizer.

23. Once students have finished completing the appropriate section of their graphic organizer and discussed in their expert group, instruct students to return to their original group of three.

24. When students have returned to their original groups, allow a reasonable amount of time for student to present the information from their text to their home groups. (8-10 minutes)

25. Project a blank Domestic Challenges facing the New Nation graphic organizer in the classroom.

26. Engage students in a full class discussion on the domestic challenges facing the Washington administration. Remind students to use textual evidence to support their claim. Possible questions include:
a. Why did Congress pass a tax on whiskey?
b. Why do you think farmers in Pennsylvania were protesting the whiskey tax? Did they have an argument against paying taxes?
c. Why did Washington personally lead the army to put down the Whiskey Rebellion?
d. What was Washington’s policy towards Native Americans?
e. Describe the relationship between Native Americans in the Northwest and American settlers?
f. Why did Native Americans resist American settlement in the Northwest?
g. Why did Congress pass the Judiciary Act of 1789?

27. Say, “During this instructional task you analyzed foreign and domestic challenges during Washington’s administration. While serving as President, George Washington established a number of precedents and set the stage for future presidents. Today we are going to analyze Washington’s impact and legacy as President of the United States.”

28. Write the word precedent on the board in the classroom. Ask students to provide a definition using their own words and provide any examples they might know.

29. Provide students with the definition of the word (1) precedent - any act, decision, or case that serves as a guide or justification for subsequent situations⁴¹.

30. Display the following question for the class and ask students to write the following question on a piece of paper - “What qualities did George Washington possess that made him the best choice to serve as the first president?”

31. Allow students a reasonable amount of time to write an answer to the question in class (8-10 minutes). Remind students to describe in writing what kind of leadership qualities made Washington a good choice. Make sure students use prior knowledge of George Washington’s characteristics.

32. Engage students in a full class discussion on why the founding fathers chose Washington to serve as the first president. Possible questions include:
   a. Why did the founding fathers choose Washington as the first president?
   b. What leadership qualities must a person have in order to serve as president?

33. Assign students a partner according to an established class routine.

34. Provide students with access to the following sources/materials:
   a. Creating the Presidency
   b. blank copy of Establishing Precedents – George Washington and the Presidency

35. Instruct students to read Creating the Presidency with their partner. Encourage students to underline, highlight or write down some of the main ideas from the text. While reading the text, instruct students to identify seven precedents that George Washington established during his presidency.

36. Provide students with a reasonable amount of time to complete the Establishing Precedents – George Washington and the Presidency graphic organizer (15-20 minutes).

37. After students have identified the seven precedents established by President Washington, instruct students to write a one to two paragraph summary on the following prompt: Using the texts and your knowledge of social studies, describe the immediate and long term impact that George Washington had on creating the Presidency. Use a 2 point rubric to grade student writings.

⁴¹ http://www.dictionary.com/browse/precedent
38. Engage in a full class discussion on Washington’s legacy as President of the United States. Possible questions include:
   a. What made Washington suitable to serve as president?
   b. How did Washington shape the executive branch for future presidents?
   c. What impact did Washington have on the foundation of the American identity?
   d. In your opinion, was there a more capable leader to serve as the first president than Washington? Explain your answer with evidence from the text. If yes, ask students who they believe could have been the first president other than Washington.
Foreign Challenges Facing a New Nation

Foreign Challenges during Washington’s Administration

supporting details

supporting details

supporting details

supporting details
Foreign Challenges Facing a New Nation (Completed)

Foreign Challenges during Washington’s Administration

- **French Revolution**
  - Many Americans were excited about the French Revolution and wanted to support the French.
  - Jefferson wanted to support the French because they helped in the Am. Revolution; Hamilton favored supporting the British because of trade.
  - Washington issued the Neutrality Proclamation to keep Americans out of war.

- **Proclamation of Neutrality**
  - United States would not get involved in foreign wars.
  - No United States citizen can aid any of the countries mentioned in any way or they will be punished according to the law.

- **Jay’s Treaty**
  - Negotiated by Supreme Court justice John Jay; resulted because the British refused to leave forts in the Great Lakes.
  - British govt resisted interfering with neutral shipping rights and violated sections of the 1783 Treaty of Peace that ended the American Revolution.
  - Treaty was not popular; many challenged Washington’s authority to make treaties.

- **Pinckney’s Treaty**
  - Resolved territorial disputes between US and Spain; resulted over trade disputes between Spain and US in Western territories.
  - Granted American ships the right to free navigation of the Mississippi River as well as duty-free transport through the port of New Orleans.
  - The treaty enabled and encouraged American settlers to continue westward expansion, and made frontier areas more attractive and lucrative.
Domestic Challenges Facing a New Nation

Domestic Challenges during Washington’s Administration

Supporting Details

Supporting Details

Supporting Details

Return to Grade 7 Social Studies: How to Navigate This Document
Domestic Challenges Facing a New Nation (Completed)

Domestic Challenges during Washington’s Administration

Native American Policy

Supporting Details

Washington attempted to form an alliance with the Native Americans

Congress argued that by supporting the British during the war Native Americans had forfeited any claim to territory

Washington sent an army under Gen. Anthony Wayne into the western territories to protect the citizens

Washington realized he could not prevent westward expansion into Indian lands

Whiskey Rebellion

Supporting Details

Proposed by Alexander Hamilton to pay off national debt; caused by an excise tax on whiskey

Farmers in Western Pennsylvania rebelled against what they saw as an unfair tax

George Washington personally led the army to put down the rebellion so people would know the new government

The United States survived its first challenge to the national government

Political, Legal, and Economic

Supporting Details

Washington’s presidency set the foundation for future presidencies by creating precedents, or examples of how the government should operate

Signed the Judiciary Act of 1789 which laid the foundation for the Judicial Branch

Created the first presidential cabinet consisting of a Department of War, State, and Treasury

Power of the president could be transferred peacefully in the new government
Establishing Precedents – George Washington and the Presidency

**Directions:** After reading *Creating the Presidency*, identify seven precedents that George Washington established during his presidency.

<table>
<thead>
<tr>
<th>Precedent</th>
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<tr>
<td>1.</td>
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**Summary –** Using the texts and your knowledge of social studies, describe the immediate and long term impact that George Washington had on creating the Presidency.
Establishing Precedents – George Washington and the Presidency (Completed)

**Directions:** After reading *Creating the Presidency*, identify seven precedents that George Washington established during his presidency.

<table>
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<tbody>
<tr>
<td>1. He designed the departments in the executive branch and appointed a presidential cabinet</td>
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<td>2. He transferred power after two presidential terms</td>
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<td>3. He set an example by appointing justices to the Supreme Court from outside the court</td>
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<td>4. He established executive privilege, which helped keep the president’s negotiations private</td>
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<tr>
<td>5. Washington presented a clear show of federal authority, established the principle that federal law is the supreme law of the land, and demonstrated that the federal government is empowered to levy and collect taxes.</td>
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<tr>
<td>6. He established executive restraint by not vetoing many laws that were passed by the legislative branch</td>
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<tr>
<td>7. He set another precedent by not inviting the Vice President to meetings thus establishing the vice president's role as ceremonial</td>
</tr>
</tbody>
</table>

**Summary – Using the texts and your knowledge of social studies, describe the immediate and long term impact that George Washington had on creating the Presidency.**

Perhaps no other president did more to shape the office of the President than George Washington. His administration set the stage for how the executive branch conducted the business of the government. He continued precedents that had been established under the Articles of Confederation, appointed a new president cabinet of advisors to help with the day to day operations of the government, and proceeded with caution in domestic affairs. In addition, he created his own examples of executive leadership by appointing justices to the Supreme Court, establishing executive privilege, and by ceding power after two terms. However, Washington’s second term as president was plagued with political opposition and dissent among two of his closest advisors, Alexander Hamilton and Thomas Jefferson. In the end, Washington established numerous precedents by which the presidency would handle the business of the government.
Grade 7 Instructional Task: Political Division in America
Unit Three: The New Republic, Topic One: Governing the New Nation

Description: Students examine the formation of political parties in America and the difference between Thomas Jefferson and Alexander Hamilton.

Suggested Timeline: 10 class periods

Materials: Excerpts from President George Washington's Farewell Address - 1796; Textual Analysis of Washington’s Farewell Address (blank and completed); Alexander Hamilton’s Financial Plan; Analyzing Alexander Hamilton’s Financial Program (blank and completed); Growing Opposition; Political Division in America (blank and completed); Two Enduring Viewpoints Compete; Hamilton vs. Jefferson (blank and completed); John Adams: Domestic Affairs; John Adams: Foreign Affairs; The XYZ Affair; Analyzing the XYZ Affair (blank and completed)

Instructional Process:

1. Say, “In 1796, George Washington announced that he would not serve a third term as President of the United States. At the time, many people were scared about the future of the young nation. In order to ease the tension, Washington delivered a Farewell Address to the nation. In George Washington’s Farewell Address, he provided the United States with a framework to follow in order to remain a strong and independent nation. In the address, Washington outlines five major themes or warnings for the young country. During the first part of this instructional task, you will complete a textual analysis of George Washington’s Farewell Address. While examining Washington’s address you will identify the main theme from each paragraph and summarize in your own words Washington’s point view about each of the main themes.”
2. Assign students a partner according to an established classroom routine.
3. Provide students with access to Excerpts from President George Washington’s Farewell Address - 1796 from UsHistory.org42
4. Ask students to complete a pre-reading activity with their partner on Excerpts from President George Washington’s Farewell Address - 1796 in which they identify unfamiliar words in the text. For example, allow students 12-15 minutes to skim through the text. While skimming ask students to underline/highlight any words or phrases that they do not know. Using context clues within the document ask students to determine the meaning of some unfamiliar words in the text such as:

   a. administer    b. designating    c. conduce
   d. appprise       e. appertaining     f. solicitude
   g. solemn         h. appellation     i. proportionally
   j. subvert        k. discountenance  l. feeble
   m. faction        n. intimated      o. baneful
   p. dissension     q. horrid         r. despotism
   s. disposition    t. infidelity     u. maxim

42 This work by The Independence Hall Association is licensed under a Creative Commons Attribution 4.0 International License. The original work is available at http://www.ushistory.org/documents/farewelladdress.htm
5. After students have completed the pre-reading activity, engage students in a class discussion about unknown words in the text by asking students to provide examples of words they underlined or highlighted. If students do not provide many words, use the above list to as examples for students.

6. Ask students to write their own definition using context clues from the text. Provide students with additional time to define words if necessary (10-15 minutes).

7. Provide students with a blank copy of the Textual Analysis of Washington’s Farewell Address.

8. Instruct students read Excerpts from President George Washington's Farewell Address - 1796 again with their partner. Allow students a reasonable amount of time to read their text (12-15 minutes). Encourage students to underline, highlight or write down some of main ideas in the text that posed problems for the Washington administration.

9. After students have completed reading Excerpts from President George Washington's Farewell Address - 1796, instruct students to discuss the main themes in the text with their partner and complete the Textual Analysis of Washington’s Farewell Address handout.

10. Project a blank copy of the Textual Analysis of Washington’s Farewell Address in the classroom.

11. Engage students in a full class discussion on the main themes expressed in Washington’s Farewell Address. Remind students to identify the main theme from each paragraph and summarize Washington’s point of view using textual evidence to support their claim. Possible questions include:
   a. What advice did Washington give Americans during his Farewell Address?
   b. Why did Washington step down after serving two terms as president?
   c. Why did Washington warn against forming political parties?
   d. Why did Washington believe the United States should remain neutral?
   e. Why did Washington believe the United States must remain united?

12. Say, “During the last part of this instructional task you analyzed Washington’s Farewell Address. One of the main themes Washington warned the nation to avoid was the creation of political parties. However, even before Washington decided to retire, members of his cabinet were already forming their own political parties - (1) the Federalists and (2) Democratic Republicans. During this part of the instructional task, your first goal in this instructional task is to analyze and explore early financial problems in the United States and discuss how Alexander Hamilton proposed to fix them. You second goal is to examine and analyze the political differences between the first two political parties through their leaders: Thomas Jefferson and Alexander Hamilton.”

13. Divide students into partners according to an established classroom routine.

14. Provide students with access to the following sources/materials:
   a. Alexander Hamilton’s Financial Plan
   b. blank copy of Analyzing Alexander Hamilton’s Financial Program graphic organizer

15. Ask students to read Alexander Hamilton’s Financial Plan with their partner. Allow students a reasonable amount of time to complete the reading (12-15 minutes).

16. Encourage students to underline/highlight any words or phrases that they do not know. Using context clues within the document ask students to determine the meaning of some unfamiliar words in the text such as:
   a. paramount
   b. national debt
   c. depreciated obligations
   d. speculators
e. bonds  
f. strict constructionism  
g. tariffs

17. Ask students to provide examples of words they underlined or highlighted in the text. If students do not provide many words, use the above list as examples for students. Ask students to write their own definition using context clues from the text.

18. Conduct a class discussion with students to help build contextual understanding of the words in the list above.

19. Next, instruct students to read Alexander Hamilton’s Financial Plan again with their partner and complete the Analyzing Alexander Hamilton’s Financial Program graphic organizer.

20. Project a blank copy of the Analyzing Alexander Hamilton’s Financial Program graphic organizer in the classroom.

21. Engage students in a full class discussion on the parts of Hamilton’s Financial Plan. Possible questions include:
   a. What was Hamilton’s position on a strong central government?
   b. What economic problems did the young nation face?
   c. How did Hamilton propose to solve the nation’s financial problems?
   d. How did Southern states feel about paying the nation’s war debts?
   e. How did Hamilton persuade Southern states to follow his financial plan?
   f. Why did Hamilton propose a National Bank?

22. Say “Today you are going to examine and analyze the political differences between the first two political parties through their leaders: Thomas Jefferson and Alexander Hamilton. You will examine two different sources that showcase the political point of view of Alexander Hamilton and Thomas Jefferson. While reading the sources, you will compare and contrast how each political leader views the job of the government and the economy.”

23. Divide students into partners according to an established classroom routine.

24. Provide students with a copy of Growing Opposition and the Political Division in America graphic organizer.

25. Ask students to read Growing Opposition with their partner. Allow students a reasonable amount of time to complete the reading (12-15 minutes).

26. Encourage students to underline/highlight any words or phrases that they do not know. Using context clues within the document ask students to determine the meaning of some unfamiliar words in the text, such as:
   a. speculation  
   b. paper certificates  
   c. loose interpretation  
   d. strict interpretation  
   e. pragmatic  
   f. financiers

27. Ask students to provide examples of words they underlined or highlighted in the text. If students do not provide many words, use the above list to as examples for students. Ask students to write their own definition using context clues from the text.

28. Conduct a class discussion with students to help build contextual understanding of the words in text.

29. Next, instruct students to read Growing Opposition again with their partner and complete the Political Division in America graphic organizer.

30. Project a blank copy of the Political Division in America graphic organizer in the classroom.

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31. Engage students in a full class discussion on the differences between Thomas Jefferson and Alexander Hamilton. Possible questions include:
   a. What was Jefferson’s position on a strong central government?
   b. How did Jefferson’s and Hamilton’s vision on how to stimulate the economy differ?
   c. What were the main differences between Hamilton and Jefferson on the power of the government?
   d. How did Jefferson view ordinary citizens? Hamilton? (Use evidence from the text to support your answers.)

32. Divide students into partners according to an established classroom routine.

33. Provide students with access to the following sources/materials:
   a. Two Enduring Viewpoints Compete
   b. blank copy of Hamilton vs. Jefferson graphic organizer

34. Ask students to read Two Enduring Viewpoints Compete with their partner. Allow students a reasonable amount of time to complete the reading (12-15 minutes).

35. Encourage students to underline/highlight any words or phrases that they do not know. Using context clues within the document ask students to determine the meaning of some unfamiliar words in the text such as:
   a. antagonistic
   b. efficiency
   c. meditative
   d. anarchy
   e. contended

36. Ask students to provide examples of words they underlined or highlighted in the text. If students do not provide many words, use the above list to as examples for students. Ask students to write their own definition using context clues from the text.

37. Conduct a class discussion with students to help build contextual understanding of the words in the text.

38. Next, instruct students to read Two Enduring Viewpoints Compete again with their partner and complete the Hamilton vs. Jefferson graphic organizer.


40. Once students have completed the graphic organizer, conduct a class discussion with students to review, fill in, edit, or add more information to the Hamilton vs. Jefferson graphic organizer.

41. Finally, have students write a two paragraph response to the following prompt: In your opinion, whose view of America do you agree with? Jefferson or Hamilton? Why? (Use evidence from the text to support your answers)

42. Say, “After George Washington decided to retire from politics, four candidates decided to run for President of the United States. The election of 1796 was the first Presidential election to feature multiple candidates. Even though Washington warned the young nation to stay clear of party politics, each side - The Federalist and the Democratic-Republicans - vied for the office of president. After a hard fought election, John Adams, the first Vice-President, became the 2nd President narrowly defeating Thomas Jefferson. During the last part of this instructional task we are going to analyze the domestic and foreign challenges facing President John Adams.’

43. Ask students to use prior knowledge to define the words foreign and domestic. Conduct a class discussion to check for understanding of the words.

44. Divide students into small groups according to an established classroom routine.

45. Provide students with access to the following sources/materials:
46. Ask students to read *John Adams: Domestic Affairs* with their partner. Allow students a reasonable amount of time to complete the reading (12-15 minutes).

47. Encourage students to underlined/highlight any words or phrases that they do not know. Using context clues within the document ask students to determine the meaning of some unfamiliar words in the text such as:
   a. *diplomatic*
   b. *intertwined*
   c. *sentiments*
   d. *aiding and abetting*
   e. *naturalization*
   f. *sedition*
   g. *indictments*
   h. *legitimacy*

48. Ask students to provide examples of words they underlined or highlighted in the text. If students do not provide many words, use the above list to as examples for students. Ask students to write their own definition using context clues from the text.

49. Conduct a class discussion with students to help build contextual understanding of the words in the text.

50. Next, instruct students to read *John Adams: Domestic Affairs* again with their partner and complete the *Domestic Challenges Under President Adams* graphic organizer.

51. Ask students to begin reading their assigned text. Allow students a reasonable amount of time to read their text (12-15 minutes). Encourage students to underline, highlight or write down some of main ideas from the text and determine some of the domestic challenges the Adams Administration faced.

52. Project a blank *Domestic Challenges Under President Adams* graphic organizer in the classroom.

53. Engage students in a full class discussion on the domestic challenges facing the Adams administration. Remind students to use textual evidence to support their claim. Possible questions include:
   a. What were the social, political, and economic challenges facing the Adams administration?
   b. Why were the Alien and Sedition Acts passed?
   c. Why were the Alien and Sedition Acts controversial?

54. Divide students into partners according to an established classroom routine.

55. Provide students with access to the following sources/materials:
   a. *The XYZ Affair*
   b. *Analyzing the XYZ Affair* graphic organizer

56. Ask students to read *The XYZ Affair* with their partner. Allow students a reasonable amount of time to complete the reading (12-15 minutes).

57. Encourage students to underlined/highlight any words or phrases that they do not know. Using context clues within the document ask students to determine the meaning of some unfamiliar words in the text such as:
   a. *Quasi War*
   b. *commerce*
   c. *sentiments*
   d. *null and void*
58. Ask students to provide examples of words they underlined or highlighted in the text. If students do not provide many words, use the above list as examples for students. Ask students to write their own definition using context clues from the text.

59. Conduct a class discussion with students to help build contextual understanding of the words in the text.

60. Next, instruct students to read *The XYZ Affair* again with their partner and complete the *Analyzing the XYZ Affair graphic organizer*.

61. Ask students to begin reading their assigned text. Allow students a reasonable amount of time to read their text (12-15 minutes). Encourage students to underline, highlight or write down some of main ideas from the text and determine the causes and effects of the XYZ Affair.

62. Project a blank *Analyzing the XYZ Affair graphic organizer* in the classroom.

63. Engage students in a full class discussion on the domestic challenges facing the Adams administration. Remind students to use textual evidence to support their claim. Possible questions include:
   a. What actions by France created an undeclared war with the United States?
   b. Why was the XYZ Affair significant?
   c. What effect did the XYZ Affair have on early American foreign policy?
Friends and Fellow Citizens:

The period for a new election of a citizen to administer the executive government of the United States being not far distant, and the time actually arrived when your thoughts must be employed in designating the person who is to be clothed with that important trust, it appears to me proper, especially as it may conduce to a more distinct expression of the public voice, that I should now apprise you of the resolution I have formed, to decline being considered among the number of those out of whom a choice is to be made... I beg you, at the same time, to do me the justice to be assured that this resolution has not been taken without a strict regard to all the considerations appertaining to the relation which binds a dutiful citizen to his country... In looking forward to the moment which is intended to terminate the career of my public life, my feelings do not permit me to suspend the deep acknowledgment of that debt of gratitude which I owe to my beloved country... Here, perhaps, I ought to stop. But a solicitude for your welfare, which cannot end but with my life, and the apprehension of danger, natural to that solicitude, urge me, on an occasion like the present, to offer to your solemn contemplation, and to recommend to your frequent review, some sentiments which are the result of much reflection, of no inconsiderable observation, and which appear to me all-important to the permanency of your felicity as a people...

The name of American, which belongs to you in your national capacity, must always exalt the just pride of patriotism more than any appellation derived from local discriminations. With slight shades of difference, you have the same religion, manners, habits, and political principles. You have in a common cause fought and triumphed together; the independence and liberty you possess are the work of joint counsels, and joint efforts of common dangers, sufferings, and successes... Here every portion of our country finds the most commanding motives for carefully guarding and preserving the union of the whole... While, then, every part of our country thus feels an immediate and particular interest in union, all the parts combined cannot fail to find in the united mass of means and efforts greater strength, greater resource, proportionably greater security from external danger; a less frequent interruption of their peace by foreign nations; and, what is of inestimable value, they must derive from union an exemption from those broils and wars between themselves...

However combinations or associations of the above description may now and then answer popular ends, they are likely, in the course of time and things, to become potent engines, by which cunning, ambitious, and unprincipled men will be enabled to subvert the power of the people and to usurp for themselves the reins of government... Towards the preservation of your government, and the permanency of your present happy state, it is requisite, not only that you steadily discountenance irregular oppositions to its acknowledged authority, but also that you resist with care the spirit of innovation upon its principles, however specious the pretexts. One method of assault may be to effect, in the forms of the Constitution, alterations which will impair the energy of the system, and thus to undermine what cannot be directly overthrown. In all the changes to which you may be invited, remember that time and habit are at least as necessary to fix the true character of governments as of other human institutions... Liberty itself will find in such a government, with powers properly distributed and adjusted, its surest guardian. It is, indeed, little else than a name, where the government is too feeble to withstand the enterprises of faction, to confine each member of the society within the limits prescribed by the laws, and to maintain all in the secure and tranquil enjoyment of the rights of person and property...

I have already intimated to you the danger of parties in the State, with particular reference to the founding of them on geographical discriminations. Let me now take a more comprehensive view, and warn you in the most solemn manner against the baneful effects of the spirit of party generally... The alternate domination of one faction over another,
sharpened by the spirit of revenge, natural to party dissension, which in different ages and countries has perpetrated the most horrid enormities, is itself a frightful despotism. But this leads at length to a more formal and permanent despotism. The disorders and miseries which result gradually incline the minds of men to seek security and repose in the absolute power of an individual; and sooner or later the chief of some prevailing faction, more able or more fortunate than his competitors, turns this disposition to the purposes of his own elevation, on the ruins of public liberty.

It is our true policy to steer clear of permanent alliances with any portion of the foreign world; so far, I mean, as we are now at liberty to do it; for let me not be understood as capable of patronizing infidelity to existing engagements. I hold the maxim no less applicable to public than to private affairs, that honesty is always the best policy. I repeat it, therefore, let those engagements be observed in their genuine sense. But, in my opinion, it is unnecessary and would be unwise to extend them... The considerations which respect the right to hold this conduct, it is not necessary on this occasion to detail. I will only observe that, according to my understanding of the matter, that right, so far from being denied by any of the belligerent powers, has been virtually admitted by all... The duty of holding a neutral conduct may be inferred, without anything more, from the obligation which justice and humanity impose on every nation, in cases in which it is free to act, to maintain inviolate the relations of peace and amity towards other nations.
Textual Analysis of President George Washington’s Farewell Address - 1796

**Directions:** In George Washington’s Farewell Address, he provided the United States with a framework to follow in order to remain a strong and independent nation. In the address, Washington outlines five major themes or warnings for the young country. After reading Washington’s Farewell Address, identify the main theme from each paragraph. Next, summarize in your own words Washington’s point of view expressed in each paragraph.

<table>
<thead>
<tr>
<th>Paragraph 1: “The period for a new election of a citizen to administer the executive government of the United States being not far distant, and the time actually arrived when your thoughts must be employed in designating the person who is to be clothed with that important trust, it appears to me proper, especially as it may conduce to a more distinct expression of the public voice, that I should now apprise you of the resolution I have formed, to decline being considered among the number of those out of whom a choice is to be made... I beg you, at the same time, to do me the justice to be assured that this resolution has not been taken without a strict regard to all the considerations appertaining to the relation which binds a dutiful citizen to his country... In looking forward to the moment which is intended to terminate the career of my public life, my feelings do not permit me to suspend the deep acknowledgment of that debt of gratitude which I owe to my beloved country... Here, perhaps, I ought to stop. But a solicitude for your welfare, which cannot end but with my life, and the apprehension of danger, natural to that solicitude, urge me, on an occasion like the present, to offer to your solemn contemplation, and to recommend to your frequent review, some sentiments which are the result of much reflection, of no inconsiderable observation, and which appear to me all-important to the permanency of your felicity as a people...”</th>
<th>What is the theme of paragraph 1?</th>
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**Paragraph 4:** “I have already intimated to you the danger of parties in the State, with particular reference to the founding of them on geographical discriminations. Let me now take a more comprehensive view, and warn you in the most solemn manner against the baneful effects of the spirit of party generally... The alternate domination of one faction over another, sharpened by the spirit of revenge, natural to party dissension, which in different ages and countries has perpetrated the most horrid enormities, is itself a frightful despotism. But this leads at length to a more formal and permanent despotism. The disorders and miseries which result gradually incline the minds of men to seek security and repose in the absolute power of an individual; and sooner or later the chief of some prevailing faction, more able or more fortunate than his competitors, turns this disposition to the purposes of his own elevation, on the ruins of public liberty.”

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Textual Analysis of President George Washington's Farewell Address - 1796 (Completed)

**Directions:** In George Washington’s Farewell Address, he provided the United States with a framework to follow in order to remain a strong and independent nation. In the address, Washington outlines five major themes or warning for the young country. After reading Washington’s Farewell Address, identify the main theme from each paragraph. Next, summarize in your own words Washington’s point of view expressed in each paragraph.

| Paragraph 1: “The period for a new election of a citizen to administer the executive government of the United States being not far distant, and the time actually arrived when your thoughts must be employed in designating the person who is to be clothed with that important trust, it appears to me proper, especially as it may conduce to a more distinct expression of the public voice, that I should now apprise you of the resolution I have formed, to decline being considered among the number of those out of whom a choice is to be made... I beg you, at the same time, to do me the justice to be assured that this resolution has not been taken without a strict regard to all the considerations appertaining to the relation which binds a dutiful citizen to his country... In looking forward to the moment which is intended to terminate the career of my public life, my feelings do not permit me to suspend the deep acknowledgment of that debt of gratitude which I owe to my beloved country... Here, perhaps, I ought to stop. But a solicitude for your welfare, which cannot end but with my life, and the apprehension of danger, natural to that solicitude, urge me, on an occasion like the present, to offer to your solemn contemplation, and to recommend to your frequent review, some sentiments which are the result of much reflection, of no inconsiderable observation, and which appear to me all-important to the permanency of your felicity as a people...” | What is the theme of paragraph 1?  
transfer of power/coming dangers to America  
What are the main ideas expressed in paragraph 1?  
In the first paragraph Washington states that the time has come to transfer power to a new president. He thanks the country for the opportunity to serve and requests that they honor his decision to retire. Finally, Washington warns the country of dangers to come. |

| Paragraph 2: “The name of American, which belongs to you in your national capacity, must always exalt the just pride of patriotism more than any appellation derived from local discriminations. With slight shades of difference, you have the same religion, manners, habits, and political principles. You have in a common cause fought and triumphed together; the independence and liberty you possess are the work of joint counsels, and joint efforts of common dangers, sufferings, and successes... Here every portion of our country finds the most commanding motives for carefully guarding and preserving the union of the whole... While, then, every part of our country thus feels an immediate and particular interest in union, all the parts combined cannot fail to find in the united mass of means and efforts greater strength, greater resource, proportionably greater security from external danger, a less frequent interruption of their peace by foreign nations; and, what is of inestimable value, they must derive from union an exemption from those broils and wars between themselves...” | What is the theme of paragraph 2?  
unity among Americans  
What are the main ideas expressed in paragraph 2?  
In paragraph 2, Washington writes about the common characteristics among Americans and then warns that Americans must remain united and not to fall victim to geographical divisions in the country. He explains that times will come up which will divide the country;
Paragraph 3: “However combinations or associations of the above description may now and then answer popular ends, they are likely, in the course of time and things, to become potent engines, by which cunning, ambitious, and unprincipled men will be enabled to subvert the power of the people and to usurp for themselves the reins of government... Towards the preservation of your government, and the permanency of your present happy state, it is requisite, not only that you steadily discountenance irregular oppositions to its acknowledged authority, but also that you resist with care the spirit of innovation upon its principles, however specious the pretexts. One method of assault may be to effect, in the forms of the Constitution, alterations which will impair the energy of the system, and thus to undermine what cannot be directly overthrown. In all the changes to which you may be invited, remember that time and habit are at least as necessary to fix the true character of governments as of other human institutions... Liberty itself will find in such a government, with powers properly distributed and adjusted, its surest guardian. It is, indeed, little else than a name, where the government is too feeble to withstand the enterprises of faction, to confine each member of the society within the limits prescribed by the laws, and to maintain all in the secure and tranquil enjoyment of the rights of person and property...”

What is the theme of paragraph 3?

preservation of the federal system of government

What is the main idea expressed in paragraph 3?

In paragraph 3, Washington warns against allowing alterations or changes to the existing constitution. He writes that altering the federal system of government or changing the distribution of powers will eventually lead to less individual rights.

Paragraph 4: “I have already intimated to you the danger of parties in the State, with particular reference to the founding of them on geographical discriminations. Let me now take a more comprehensive view, and warn you in the most solemn manner against the baneful effects of the spirit of party generally... The alternate domination of one faction over another, sharpened by the spirit of revenge, natural to party dissension, which in different ages and countries has perpetrated the most horrid enormities, is itself a frightful despotism. But this leads at length to a more formal and permanent despotism. The disorders and miseries which result gradually incline the minds of men to...”

What is the theme of paragraph 4?

dangers of political parties
seek security and repose in the absolute power of an individual; and sooner or later the chief of some prevailing faction, more able or more fortunate than his competitors, turns this disposition to the purposes of his own elevation, on the ruins of public liberty.”

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</tr>
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<tr>
<td>In paragraph 5, Washington warns the country about forming political alliances with foreign countries and suggests that the country remain neutral in international affairs when possible. He states that remaining neutral will allow the country to remain at peace with all foreign countries.</td>
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Paragraph 5: “It is our true policy to steer clear of permanent alliances with any portion of the foreign world; so far, I mean, as we are now at liberty to do it; for let me not be understood as capable of patronizing infidelity to existing engagements. I hold the maxim no less applicable to public than to private affairs, that honesty is always the best policy. I repeat it, therefore, let those engagements be observed in their genuine sense. But, in my opinion, it is unnecessary and would be unwise to extend them... The considerations which respect the right to hold this conduct, it is not necessary on this occasion to detail. I will only observe that, according to my understanding of the matter, that right, so far from being denied by any of the belligerent powers, has been virtually admitted by all... The duty of holding a neutral conduct may be inferred, without anything more, from the obligation which justice and humanity impose on every nation, in cases in which it is free to act, to maintain inviolate the relations of peace and amity towards other nations.”
Analyzing Alexander Hamilton’s Financial Program

**Directions:** After reading the texts, (1) identify the 3 parts of Hamilton’s Financial Program; (2) describe how Hamilton’s plan would accomplish his goals, and (3) explain why Hamilton’s Financial Plan was a success or failure.

<table>
<thead>
<tr>
<th>Hamilton’s Financial Plan</th>
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<th>Why?</th>
</tr>
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<tbody>
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<td></td>
<td></td>
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<tr>
<td>What problems came up?</td>
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<td><strong>Part 1</strong> – Assume the entire debt of both the Federal Government and the states.</td>
<td>retire the old depreciated obligations by borrowing new money at a lower interest rate.</td>
<td>Restore financial stability to the federal government</td>
</tr>
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</table>

**What problems came up?** Some states did not feel they should be taxed to pay off debts of other states.

**Resolution/Outcome?** Hamilton supported a compromise with Jefferson and Madison to move the nation’s capital to the south

| **Part 2** - create a Bank of the United States, modeled after the Bank of England. | Congress would approve a charter for the national bank to collect taxes, hold government funds, and make loans to the government and borrowers. | The creation of the national bank stabilized the financial system of the United States. |

**What problems came up?** Thomas Jefferson and James Madison argued that creating a national bank was unconstitutional because the constitution did not specifically grant the government power to open a bank (strict construction).

**Resolution/Outcome?** Congress approved the creation of the National Bank, and President Washington signed the new law because “the measure was necessary for the nation's financial well-being.”

| **Part 3** – Improve the nation’s manufacturing and industry | Hamilton proposed a tariff on imported goods and instituted the whiskey tax | protect American industry from foreign competition, government subsidies, and government-financed transportation improvements, |

**What problems came up?** Once again Hamilton was challenged by Thomas Jefferson, who believed that manufacturing threatened the values of an agrarian way of life.

**Resolution/Outcome?** At this time in American history, two different American identities are developing (1) Hamilton’s vision of America and (2) Jefferson’s vision of America.
The 1790s brought extraordinary divisions to the forefront of American life and politics. Strong differences about how best to maintain the benefits of the Revolution lay at the center of these conflicts. Hamilton's economic policies were among the earliest sources of tension. They sparked strong reactions not only from elected officials and ordinary farmers, but even split Washington's cabinet.

Thomas Jefferson, who was the secretary of state at the time, thought Hamilton's plans for full payment of the public debt stood to benefit a "corrupt squadron of paper dealers." To Jefferson, SPECULATION in PAPER CERTIFICATES threatened the virtue of the new American Republic. Even Madison, who had worked closely with Hamilton in co-authoring The Federalist Papers, thought the public debt repayment plan gave too big a windfall to wealthy financiers.

As a countermeasure Madison proposed that Congress should set aside some money for the original owners of the debts who tended to be ordinary Americans and not new investors and speculators.

On a pragmatic level Madison's idea would have been difficult to implement. Nearly half the members of Congress invested in public securities. They stood to benefit financially from Hamilton's plan. Its passage was doubly assured.

Hamilton's successful bid to CHARTER a national Bank of the United States also brought strong opposition from Jefferson. Their disagreement about the bank stemmed from sharply opposed interpretations of the Constitution. For Jefferson, such action was clearly beyond the powers granted to the federal government. In his "STRICT INTERPRETATION" of the Constitution, Jefferson pointed out that the tenth amendment required that all federal authority be expressly stated in the law. Nowhere did the Constitution allow for the federal government to create a bank.
Hamilton responded with a "LOOSE INTERPRETATION" that allowed such federal action under a clause permitting Congress to make "all Laws which shall be NECESSARY AND PROPER."

Neither side was absolutely right. The Constitution needed INTERPRETATION. In this difference, however, we can see sharply contrasting visions for the future of the republic.

Opposition to Hamilton's financial policies spread beyond the cabinet. The legislature divided about whether or not to support the Bank of the United States. This split in Congress loomed as a potential threat to the union because northern representatives overwhelmingly voted favorably, while southerners were strongly opposed. The difference stemmed from significant economic differences between the sections. Large cities, merchants, and leading financiers were much more numerous in the north and stood to benefit from Hamilton's plans.

Keen observers began to fear that sharp sectional differences might soon threaten the union. Indeed, the Bank ultimately found support in Congress through a compromise that included a commitment to build the new FEDERAL CAPITAL on the banks of the Potomac River. In part this stemmed from the fact that southern states such as Virginia had already paid off their war debt and stood to gain nothing from a central bank. While most of the commercial beneficiaries of Hamilton's policies were concentrated in the urban northeast, the political capital of WASHINGTON, D.C. would stand in the more agricultural south. By dividing the centers of economic and political power many hoped to avoid a dangerous concentration of power in any one place or region.

The increasing discord of the early 1790s pointed toward an uncertain future. The Virginian Jefferson and the New Yorker Hamilton serve as useful figureheads for the opposing sides. While Hamilton was an adamant elitist whose policies favored merchants and financiers, Jefferson, though wealthy, favored policies aimed toward ordinary farmers.

Their differences also extended to the branch of government that each favored. Hamilton thought a strong executive and a judiciary protected from DIRECT POPULAR INFLUENCE were essential to the health of the REPUBLIC. By contrast, Jefferson put much greater faith in democracy and felt that the truest expression of republican principles would come through the legislature, which was elected directly by the people. Their differences would become even sharper as the decade wore on.
**Political Division in America**

*Directions:* After reading sources on the differences between Alexander Hamilton and Thomas Jefferson, identify the point of view of each on the issues below. Make sure to use direct quotes from the sources as textual evidence.

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<tr>
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<tr>
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<td>Hamilton believed the federal government should assume the debt of the individual states from the revolution and pay off the national debt.</td>
<td>Jefferson believed that speculators who purchased bonds at lower prices would get rich at the expense of the common citizens who had supported the government during the revolution.</td>
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<td>Hamilton believed the implied powers of the Constitution allowed for the creation of the national bank to collect taxes and support economic growth of the United States.</td>
<td>Jefferson felt the development of the National Bank was beyond the power of the government and that it was unconstitutional because the Constitution did not specifically grant the government the power to add a bank.</td>
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<td>Hamilton favored a strong national government.</td>
<td>Jefferson supported a strong state government and believed the national government should only handle foreign matters.</td>
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<td><strong>Issue: Economic Future of the United States</strong></td>
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<td>Hamilton believed in an economic system based on manufacturing, industrialization, trade, and commerce with foreign countries.</td>
<td>Jefferson believed the economic future of the United States should focus on agriculture and the benefit of the common man.</td>
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<td>Hamilton favored aligning the United States with England for the benefit of trade and commerce.</td>
<td>Jefferson favored forming a political alliance with France since they had supported the United States during the American Revolution.</td>
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### Hamilton vs. Jefferson

**Directions:** Using the text(s), identify which political leader, Hamilton or Jefferson, would have supported the political position listed below.

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Return to [Grade 7 Social Studies: How to Navigate This Document](#)
Domestic Challenges under President Adams

How did President Adams handle domestic issues?

1st - List at least 3 domestic challenges that the nation faced under President Adams.
2nd - Describe the effect they had on the nation at the time and determine if the challenge was social, political, or economic.

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In your opinion, given the tension with France, were the Alien and Sedition Acts fair? (Use evidence from the text to support your claim.)
Domestic Challenges under President Adams (Completed)

How did President Adams handle domestic issues? After becoming President, John Adams decided to “leave domestic matters to Congress and to control foreign policy himself.”

1st - List at least 3 domestic challenges that the nation faced under President Adams.
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<tr>
<td>Social</td>
<td>1. Due to the rising threat of war with France, John Adams and the Federalists, who controlled Congress, passed the Alien and Sedition Acts, which limited the rights of immigrants and prevented people from speaking out against the government.</td>
<td>In response to the Alien and Sedition Acts, the Democratic-Republicans, led by Thomas Jefferson and James Madison, issued the Virginia and Kentucky Resolutions, which they believed allowed states to declare acts of Congress null and void.</td>
</tr>
<tr>
<td>Political</td>
<td>1. While the laws were intended to protect the countries during the Quasi War with France, the Alien and Sedition Acts actually harmed many immigrants and other U.S. citizens with fines and imprisonment.</td>
<td>The Alien and Sedition Acts were aimed at preventing immigrants, who supported the Democratic-Republicans, from voting in elections.</td>
</tr>
<tr>
<td>Economic</td>
<td>1. Congress enacted new taxes in order to pay for military expenses due to the conflict with France.</td>
<td>These new taxes sparked an armed rebellion in Pennsylvania where farmers protested a standing army.</td>
</tr>
</tbody>
</table>

In your opinion, given the tension with France, were the Alien and Sedition Acts fair? (Use evidence from the text to support your claim)

The Alien and Sedition Acts were unfair because they targeted mostly immigrants. The Acts increased the numbers of years an immigrant had to live in the United States before becoming a citizen, called for deporting immigrants, and punished people for speaking out against the government, which was protected by the first amendment.
## Analyzing the XYZ Affair

<table>
<thead>
<tr>
<th>TITLE OF EVENT:</th>
<th>Key People:</th>
</tr>
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<table>
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<th>Key Issue/Problem:</th>
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<tr>
<th>Key Details of the Event:</th>
<th>Resolution/Outcome:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Historical Significance:</th>
</tr>
</thead>
</table>
Analyzing the XYZ Affair (Completed)

**TITLE OF EVENT:**

XYZ Affair

**Key People:**

- U.S. - Charles Pinkney, John Marshall and Elbridge Gerry
- French Foreign Minister, Charles Maurice de Talleyrand, Jean-Conrad Hottinguer (“X”), Pierre Bellamy (“Y”) and Lucien Hauteval (“Z”)

**Key Issue/Problem:** After the U.S. signed Jay’s Treaty with England, France began seizing American ships

**When:** 1797-98

**Where:** France

**Key Details of the Event:**

- President John Adams sent three representatives to France to negotiate a treaty
- French Minister Talleyrand refused to meet with the Americans
- French agents attempted to bribe the Americans ambassadors into providing France with a loan of $50,000
- Congress declared all French treaties null and void, created the Navy Department and invested in the construction of warships

**Resolution/Outcome:**

- The United States and France entered into a quasi war that cut off foreign relations with the two countries

**Historical Significance:** The XYZ Affair led to a new treaty with France that “established a true and sincere Friendship between the French Republic and the United States of America giving each other the “Most Favored Nation” trade status.”
**Topic Two:** The Jefferson Era (7.1.1-7.1.5; 7.2.4; 7.3.1, 7.3.2, 7.5.1-7.5.3, 7.7.1, 7.8.8, 7.9.2, 7.9.3, 7.11.3)

**Connections to the unit claim:** Students analyze the social, political, and economic impact of expansion and conflict during the Jefferson Presidency. Expansion in the United States caused conflicts with Native Americans as well as war with England.

**Suggested Timeline:** 13 class periods

**Use this sample task:**
- Jefferson’s America
- Madison and the War of 1812

**To explore these key questions:**
- How did Jefferson limit the power of government?
- How did Jefferson's ideas about government help define the American identity during the early 1800’s?
- Why was control of the Mississippi River important to the future of American growth and expansion?
- What were the social, political, and economic influences of the Louisiana Purchase?
- How did the Louisiana Purchase alter the American identity?
- What impact did the War of 1812 have on the American identity?
- What impact did the Monroe Doctrine have on American foreign policy?

**That students answer through this assessment:**
- Students complete a graphic organizer analyzing the Presidential Election of 1800. Check for accuracy.
- Students explore the political ideology of President Jefferson and complete a graphic organizer by analyzing how Jefferson limited government. Check for accuracy.
- Students analyze the domestic challenges facing the Jefferson administration and complete a graphic organizer.
- Students analyze the social, political, legal, and economic impact of the Louisiana Purchase and complete a graphic organizer.
- Students analyze whether the Louisiana Purchase was constitutional and complete a graphic organizer.
- Students analyze the causes and outcomes of the War of 1812 and complete a graphic organizer.
- Students complete a writing prompt on the causes of the War of 1812 and how it impacted America’s identity.
- Students work with partners and in groups to explore various documents about Jefferson’s political vision and engage in class discussions. Use a discussion tracker to keep track of students’ contributions to the discussion and use this information to assign a grade to students.
- Students answer questions about the social and economic impact of the Louisiana Purchase with a partner. If completed in writing, collect these for a grade.
Grade 7 Instructional Task: Jefferson’s America
Unit Three: The New Republic, Topic Two: The Jefferson Era

Description: Students examine the social, political, and economic issues during Jefferson’s presidency.

Suggested Timeline: 8 class periods

Materials: John Adams: The Campaign and Election of 1800; Analyzing the Election of 1800 (blank and completed); Jefferson in Power; Jefferson in Power: Analyzing Jefferson’s Political Views (blank and completed); Thomas Jefferson: Domestic Affairs; Domestic Challenges for President Jefferson (blank and completed); Thomas Jefferson: Foreign Affairs; Foreign Affairs for President Jefferson (blank and completed); Marbury vs. Madison; Jefferson and the Federal Courts (blank and completed); Westward Expansion: The Louisiana Purchase; The Louisiana Purchase: Jefferson’s constitutional gamble; Analyzing the Louisiana Purchase (blank and completed); Map of U.S. Territorial Growth 1800; Map of U.S. Territorial Growth 1810

Instructional Process:
1. Say, “In the Election of 1800, John Adams faced Thomas Jefferson again for President of the United States. Like the first election between the two in 1796, the Election of 1800 was a bitter campaign between two of America’s most recognizable founding fathers. The main goal for this instructional task is to examine the Presidency of Thomas Jefferson and determine how the advancements made during his administration affected the nation’s identify.”
2. Divide students into partners according to an established classroom routine.
3. Provide students with access to the following sources/materials:
   b. blank copy of Analyzing the Election of 1800
4. Ask students to read John Adams: The Campaign and Election of 1800 with their partner. Allow students a reasonable amount of time to complete the reading (12-15 minutes).
5. Encourage students to underline/highlight any words or phrases that they do not know. Using context clues within the document ask students to determine the meaning of some unfamiliar words in the text such as:
   a. Quasi War
   b. partisan
   c. scheme
   d. gauge
   e. instituted
6. Ask students to provide examples of words they underlined or highlighted in the text. If students do not provide many words, use the above list as examples for students. Ask students to write their own definition using context clues from the text.
7. Conduct a class discussion with students to help build contextual understanding of the words in the list above.
8. Next, instruct students to read John Adams: The Campaign and Election of 1800 again with their partner and complete the Analyzing the Election of 1800 graphic organizer.
9. Project a blank copy of the Analyzing the Election of 1800 graphic organizer in the classroom.
10. Engage students in a full class discussion on the causes and effects of the Election of 1800. Possible questions include:
   a. What was the outcome of the Election of 1800?
   b. What was significant about Jefferson’s victory?
   c. How did the Election of 1800 impact the Constitution?

11. Say, “In the next assignment we are going to examine Thomas Jefferson’s political views about government.
    Using your knowledge of social studies and previous knowledge from the last instructional task answer the
    following the prompt: What did Jefferson feel was the role of government?”

12. Provide students with about 5-10 minutes to construct a short response to the prompt.

13. Conduct a class discussion about how Jefferson viewed government.

14. Assign students a partner according to an established class routine.

15. Next, provide students with access to the following sources/materials:
   a. Jefferson in Power
   b. blank copy of Jefferson in Power: Analyzing Jefferson’s Political Views

16. Encourage students to underline/highlight any words or phrases that they do not know. Using context clues
    within the document ask students to determine the meaning of some unfamiliar words in the text such as:
    a. leved
    b. bastion
    c. subverted
    d. frugal
    e. pomp and pageantry
    f. expenditures
    g. asylum

17. Ask students to provide examples of words they underlined or highlighted in the text. If students do not provide
    many words, use the above list as examples for students. Ask students to write their own definition using
    context clues from the text.

18. Conduct a class discussion with students to help build contextual understanding of the words in the list above.

19. Next, instruct students to read Jefferson in Power again with their partner and complete the Jefferson in Power:
    Analyzing Jefferson’s Political Views graphic organizer.

20. Project a blank copy of the Jefferson in Power: Analyzing Jefferson’s Political Views graphic organizer in the
    classroom.

21. Engage students in a full class discussion of Jefferson’s goals as president. Possible questions include:
    a. What does the author mean by stating Jefferson wanted to “restore the principals of the American
       Revolution?”
    b. What are the principles that would guide Jefferson’s presidency? How are these related to the
       Republican principles?
    c. How did Jefferson interact with Congress? What are the reasons for interacting that way?
    d. What stance did Jefferson take on the issues of taxes, governmental spending, and immigration? Why
       were these his stances?

22. Say, “In the next assignment we are going to examine the most pressing domestic challenges and foreign affairs
    that Thomas Jefferson faced in his presidency. We are going to use what we learned previously about
Jefferson’s Republican principles and his beliefs in the role of government to analyze how he responded to each conflict. Your goal in this task is to examine sources to determine how the various challenges Jefferson faced in his presidency, foreign and domestic, changed or emboldened Jefferson’s political ideals. In what ways does Jefferson maintain his Republican principles in the face of challenge, and in what way do they change?”

23. Assign students into groups of two partners (4 students per group total) according to an established class routine.

24. Next, provide students with access to the following sources/materials:
   a. Thomas Jefferson: Domestic Affairs
   b. Thomas Jefferson: Foreign Affairs
   c. blank copy of Domestic Challenges for President Jefferson graphic organizer
   d. blank copy of Foreign Affairs for President Jefferson graphic organizer

25. Assign each partner group a text and explain that they will be the “experts” on that text to teach to the other partner group in their group of four.

26. Review previously taught definitions for the terms foreign and domestic.

27. Encourage each partner group to skim through their text and underline/highlight any words or phrases that they do not know. Using context clues within the document ask students to determine the meaning of some unfamiliar words in the text such as:

<table>
<thead>
<tr>
<th>Suggested vocabulary from Foreign Affairs</th>
<th>Suggested vocabulary from Domestic Affairs</th>
</tr>
</thead>
<tbody>
<tr>
<td>blockaded</td>
<td>frugal</td>
</tr>
<tr>
<td>coup</td>
<td>bureaucracy</td>
</tr>
<tr>
<td>surplus</td>
<td>militia</td>
</tr>
<tr>
<td>impressed</td>
<td>Circuit courts</td>
</tr>
<tr>
<td>embargo</td>
<td>impeachment</td>
</tr>
</tbody>
</table>

28. Ask students to provide examples of words they underlined or highlighted in the text. If students do not provide many words, use the above list as examples for students. Ask students to write their own definition using context clues from the text.

29. Conduct a class discussion with students to help build contextual understanding of the words in the list above.

30. Next, instruct students to read their assigned text with their partners again (either Thomas Jefferson: Domestic Affair or Thomas Jefferson: Foreign Affairs) and complete the corresponding graphic organizer.

31. After each group has completed their reading and graphic organizer, allow an appropriate amount of time (12-15 minutes) for each “expert” pairing to present on the details of the challenges presented in the article they read to the other pair of partners in their group, and visa versa.

32. Engage students in a full class discussion of the foreign and domestic challenges Jefferson faced as president, and how his reaction to those challenges portrayed his Republican ideals or not. Possible questions include:
   a. What domestic challenges did Jefferson face with the judiciary? What was the response to these challenges and why?
b. What economic challenges did Jefferson face? What was the response to these challenges and why?

c. In the Foreign Affairs article, the author Peter Onuf states that “Foreign Affairs dominated [Jefferson’s] presidency and pushed him toward Federalist policies that greatly contrasted with his political philosophy.” Why do you think foreign challenges pushed Jefferson towards Federalist policies?

d. Why did Thomas Jefferson pursue the Louisiana Purchase?

33. Say, “Previously, when exploring domestic challenges with the judiciary during the Jefferson administration, we briefly discussed the precedent setting case of Marbury v. Madison. Today we are going to explore that case further. The case involved William Marbury, a presidential Justice of the Peace appointee by President Adams. Secretary of State, James Madison, under the request of Jefferson, refused to deliver the appointments. Marbury petitioned the court to compel Madison to show cause to why he should not receive his appointment. The Supreme Court’s decision in this case set the precedent of judicial review. The goal of the task we’ll be working on today is to use a source to explore this landmark case and determine the impact it had on Jefferson’s presidency, as well as the everlasting impacts on our nation’s judicial system.”

34. Divide students into partners according to an established classroom routine.

35. Provide students with access to the following sources/materials:
   a. Marbury v. Madison (1803) by Alex McBride from pbs.org
   b. blank copy of Jefferson and the Federal Courts

36. Ask students to read Marbury v. Madison (1803) with their partner. Allow students a reasonable amount of time to complete the reading (12-15 minutes).

37. Encourage students to underline/highlight any words or phrases that they do not know. Using context clues within the document ask students to determine the meaning of some unfamiliar words in the text such as:
   a. Writ of Mandamus
   b. Petitioned
   c. Jurisdiction

38. Ask students to provide examples of words they underlined or highlighted in the text. If students do not provide many words, use the above list as examples for students. Ask students to write their own definition using context clues from the text.

39. Conduct a class discussion with students to help build contextual understanding of the words in the list above.

40. Next, instruct students to read Marbury v. Madison (1803) again with their partner and complete Jefferson and the Federal Courts.

41. Project a blank copy of Jefferson and the Federal Courts in the classroom.

42. Engage students in a full class discussion on the lasting impacts on the landmark case of Marbury v. Madison, on both Jefferson’s presidency as well as our nation’s judicial system. Possible questions include:
   a. Why did William Marbury bring suit to the Supreme Court?
   b. Why did James Madison keep Marbury’s appointment on his desk instead of delivering it?
   c. What was the Supreme Court’s ruling in Marbury v. Madison for each question posed? Was Jefferson pleased with this ruling, why or why not?
   d. What is the biggest legacy of this landmark case, and how do we see its impact play out on current federal cases?

43. Say: “Earlier in this task, we were introduced to the Louisiana Purchase as a foreign affair during Jefferson’s presidency. We are now going to explore more sources related to the Louisiana purchase to better understand
how the Republicans and the Federalists felt about Jefferson’s decision to expand the United States by purchasing new territory from the French, and how this national expansion impacted our nation’s identity.”

44. Display or provide students with individual copies of the following maps.
   a. Map of U.S. Territorial Growth 1800
   b. Map of U.S. Territorial Growth 1810

45. As a class, make observations about each map. Use an approach similar to the Library of Congress’ Analyzing Maps Teacher’s Guide. Pay careful attention to the dates for each map.
46. Then ask students to write a brief description of each map: What does each map depict?
47. Say: “We are now going to explore two different secondary text sources to determine the effects of the Louisiana Purchase, and how Republicans and Federalists felt about Jefferson’s decision to expand U.S. territory.”

48. Provide students with access to the following sources/materials:
   a. Westward Expansion: The Louisiana Purchase
   b. blank copy of Analyzing the Louisiana Purchase handout

49. Ask students to read Westward Expansion: The Louisiana Purchase with their partner. Allow students a reasonable amount of time to complete the reading (12-15 minutes).
50. Encourage students to underline/highlight any words or phrases that they do not know. Using context clues within the document ask students to determine the meaning of some unfamiliar words in the text such as:
   a. diplomats
   b. pragmatic

51. Ask students to provide examples of words they underlined or highlighted in the text. If students do not provide many words, use the above list as examples for students. Ask students to write their own definition using context clues from the text.
52. Conduct a class discussion with students to help build contextual understanding of the words in the list above.
53. Next, instruct students to read Westward Expansion: The Louisiana Purchase again with their partner and complete part 1 only of Analyzing the Louisiana Purchase handout.
54. Project a blank copy of Analyzing the Louisiana Purchase handout in the classroom. NOTE: to help students contextualize the events leading up to the Louisiana purchase, it may be helpful for them to reference a timeline of the Louisiana Purchase.

55. Engage students in a full class discussion of the details and impacts of the Louisiana Purchase. Possible questions include:
   a. In the text, the author states “Blocking American access to New Orleans was such a grave threat to American interests that President Jefferson considered changing his traditional foreign policy stance to an anti-French alliance with the British” Why was the port of New Orleans so important to the U.S.? Why would Thomas Jefferson consider changing his foreign policy stance?
   b. What were the social, economic, political, and geographic benefits of purchasing the Louisiana territory?

45 These materials are available through the Stanford History Education Group. Free registration on the site is required to access the full lesson plan. Access the full lesson plan by clicking on “Download Lesson Plan” under the image at the top of the page.
c. What does the article tell us about how the Federalists felt about the Louisiana Purchase? What about the Republicans?
d. What do you believe was the greatest benefit for the United States when purchasing Louisiana?

56. Provide students with access to the following sources/materials:
   a. Jefferson’s Constitutional gamble
   b. blank copy of Analyzing the Louisiana Purchase handout

57. Ask students to read Jefferson’s Constitutional gamble with their partner. Allow students a reasonable amount of time to complete the reading (12-15 minutes).

58. Encourage students to underline/highlight any words or phrases that they do not know. Using context clues within the document ask students to determine the meaning of some unfamiliar words in the text such as:
   a. ratify
   b. sanction
   c. adjacent
   d. treaty

59. Ask students to provide examples of words they underlined or highlighted in the text. If students do not provide many words, use the above list as examples for students. Ask students to write their own definition using context clues from the text.

60. Conduct a class discussion with students to help build contextual understanding of the words in the list above.

61. Next, instruct students to read Jefferson’s Constitutional gamble again with their partner and complete part 2 only of Analyzing the Louisiana Purchase handout.

62. Engage students in a full class discussion of the constitutionality of the Louisiana Purchase. Encourage students to use the text and the excerpts from the constitution contained in part two of the Analyzing the Louisiana Purchase handout to support their claims. Possible questions include:
   a. Did Jefferson believe the Louisiana Purchase was constitutional?
   b. How did Jefferson rationalize his decision to go through with the deal with France?
   c. Why did some people believe the Louisiana Purchase was unconstitutional?
   d. The article says “Ironically, the deal to expand the federal powers would need to be sold to the Federalists.” Why is this ironic?
   e. Was purchasing Louisiana a good idea? Why or why not?
Analyzing the Election of 1800

**TITLE OF EVENT:**

Federalists Candidates

Democratic Republican Candidates

Federalists View of Thomas Jefferson

Republican View of John Adams

Key Details of the Event:

Resolution/Outcome:

Historical Significance:
Analyzing the Election of 1800 (Completed)

**TITLE OF EVENT:**
Election of 1800

**Federalists Candidates**
* John Adams (President)
* Thomas Jefferson (President)
* Thomas Pinckney (Vice-President)
* Aaron Burr (Vice-President)

**Democratic Republican Candidates**

**Federalists View of Thomas Jefferson**
Godless non-believer
Radical Revolutionary
Believed Jefferson would bring about a reign of terror in the nation

**Republican View of John Adams**
Monarchist
Accused Adams of trying to establish a dynasty to unite Britain and the United States

**Key Details of the Event:**
- Bitter campaigns between the two parties
- Alexander Hamilton attempted to discredit Adams and have Pinckney elected instead
- The country was divided along sectional lines, with Northerners voting for Adams and Southerners voting for Jefferson
- Jefferson and Burr tied with the same number of electoral votes
- Because there was a tie, the election was decided by the House of Representatives
- The House of Representatives voted 35 times but could not come to a decision
- Alexander Hamilton distrusted Burr and urged the Federalists party to back Thomas Jefferson
- On the final vote, the House of Representatives backed Thomas Jefferson

**Resolution/Outcome:**
 Jefferson won the election, but ended in a tie with Aaron Burr for the most electoral votes

**Historical Significance:**
The election of 1800 led to the 12th Amendment of the Constitution, which called for separate ballots for presidential and vice presidential candidates.
Jefferson in Power: Analyzing Jefferson’s Political Views

<table>
<thead>
<tr>
<th>What was Jefferson’s goal when he became President?</th>
</tr>
</thead>
</table>

List 3 ways in which Thomas Jefferson limited government

1.  
2.  
3.  

Why did Thomas Jefferson want to limit the size of the federal government? (Use evidence from the text to support your answer as well as prior knowledge on Jefferson’s political beliefs.)

According to the text, “A new revolution was necessary,”... "as real a revolution in the principles of our government as that of 1776 was in its form.” Why did Jefferson believe the country was ready for a “new revolution”? 
One of the Federalist concerns before Jefferson was elected President was that he would bring about a “reign of terror” to the United States. Did Jefferson bring a “reign of terror”? Why or Why not? (Use evidence from the text to support your answer as well as prior knowledge on Jefferson’s political beliefs.)

How was Jefferson’s relationship with Congress different from President Washington and President Adams? Why do you think he reacted this way? (Use evidence from the text to support your answer as well as prior knowledge on Jefferson political beliefs.)

How did Jefferson view the economy of the United States? Why did Jefferson feel this way? (Use evidence from the text to support your answer as well as prior knowledge on Jefferson’s political beliefs.)
Jefferson in Power: Analyzing Jefferson’s Political Views (Completed)

<table>
<thead>
<tr>
<th>What was Jefferson’s goal when he became President?</th>
<th>Jefferson’s goal was to restore the principles of the American Revolution.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>List 3 ways in which Thomas Jefferson limited government</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. cut government expenses by reducing the number of government employees</td>
</tr>
<tr>
<td>2. cut the size of the army and navy, and reduced foreign embassies to three</td>
</tr>
<tr>
<td>3. Repealed taxes overall, and eliminated taxes on whiskey, houses, slaves, and fired all federal tax collectors.</td>
</tr>
</tbody>
</table>

Why did Thomas Jefferson want to limit the size of the federal government? (Use evidence from the text to support your answer as well as prior knowledge on Jefferson’s political beliefs.)

Thomas Jefferson wanted to limit the size of the federal government as part of a return to Republican principles and the principles of the government established in 1776 by the constitution. A limited federal government also aligns with Jefferson’s guiding principles of a limited role of government in people’s lives, reduction of public debt, and respect for states’ rights.

According to the text, “A new revolution was necessary,”... "as real a revolution in the principles of our government as that of 1776 was in its form”. Why did Jefferson believe the country was ready for a “new revolution”?

Jefferson believed the country was ready for a new revolution due to the actions of the federalists moving the federal government further away from constitutional principles set in 1776. According to the text, “Not only had the Federalists levied oppressive taxes, stretched the provisions of the Constitution, and established a bastion of wealth and special privilege in the creation of a national bank, they also had subverted civil liberties and expanded the powers of the central government at the expense of the states.”
One of the Federalist concerns before Jefferson was elected President was that he would bring about a “reign of terror” to the United States. Did Jefferson bring a “reign of terror”? Why or Why not? (Use evidence from the text to support your answer as well as prior knowledge on Jefferson’s political beliefs.)

While Federalists may have felt like a “reign of terror” was brought on by Jefferson, looking at the actions he took, he did not reign down terror. Jefferson was focused on allaying that fear held by federalist by focusing on conciliation. In his inaugural address he encouraged conciliation through statements such as “we are all Republicans,” and “we are all federalists.” The text states that he echoed Washington’s farewell address by asking listeners to set aside partisan and sectional differences and remember that “every difference of opinion is not a difference of principle.”

How was Jefferson’s relationship with Congress different from President Washington and President Adams? Why do you think he reacted this way? (Use evidence from the text to support your answer as well as prior knowledge on Jefferson’s political beliefs.)

According to the text, Washington and Adams had personally appeared before congress and requested legislation, and Jefferson believed that was similar to acting like a British monarch. Jefferson believed that presidents should not try to impose their will on Congress, and he refused to openly initiate legislation or to veto congressional bills on policy grounds. Instead of appearing, Jefferson would send Congress written messages. Jefferson reacted this way due to a commitment to republican simplicity, and strong belief in limited government and majority rule.

How did Jefferson view the economy of the United States? Why did Jefferson feel this way? (Use evidence from the text to support your answer as well as prior knowledge on Jefferson’s political beliefs.)

According to the article, Jefferson stressed the importance of a balanced budget in the economy heavily. He wanted to reduce or eliminate the public debt. He felt this way because he believed that public debt limited independence. If there was a large debt, Jefferson believed the federal government would tax the populace to balance the budget and pay off the debt, and that would limit the liberty of the people.
Domestic Challenges for President Jefferson

- Judiciary Challenges
  - Supporting Details

- Economic Challenges
  - Supporting Details

- Social and Political Challenges
  - Supporting Details
Domestic Challenges for President Jefferson (Completed)

Challenges in the Judiciary
- Supporting Details
  - The supreme court, as well as most lower judges in circuit court, were Federalist controlled. Judges were actively enforcing the Alien and Sedition acts against Jeffersonian Republicans.
  - Passage of the Judiciary Act of 1801 by the lame-duck Federalist Congress reduced the number of Supreme Court justices, making it difficult for Jefferson to make appointments.
  - The Marbury v. Madison case established the principle that the supreme court can declare an act of congress void if it is inconsistent with the constitution.

Economic Challenges
- Supporting Details
  - Establishing a “wise and frugal government, which shall restrain men from injuring one another”
  - Cutting taxes and balancing the budget to create a government that would respect the authority of individual states, operate with a smaller bureaucracy, and cut its debts.
  - Jefferson wanted to cut Hamilton’s standing army to help balance the budget in favor of a “disciplined militia.”

Social and Political Challenges
- Supporting Details
  - Jefferson faced pressure from radical republicans to make war on the Federalist judiciary.
  - Jefferson’s federalist opponents accused him of being a “blood soaking” radical.
  - Impeachment hearings were carried out for Federalist judges, and while Pickering was impeached, Chase was not because moderate republicans did not want to overreach their congressional authority.
Foreign Affairs for President Jefferson (Blank)

The Barbary Pirates

Supporting Details

The Louisiana Purchase

Supporting Details

Trade and Impressment Disputes

Supporting Details
Foreign Affairs for President Jefferson (Completed)

The Barbary Pirates

Supporting Details

For a century Western nations had paid bribes to the Barbary states (Morocco, Algeria, Tunis, and Tripolitania) to keep them from harassing American and merchant ships.

The Pasha of Tripoli raised his demands in 1801, Jefferson refused to pay the increase, sent warships to the Mediterranean and tried to unsuccessfully promote a palace coup.

The war ended with the agreement that involved one last payment of tribute to Tripoli. This was the first covert operation in American history, and made Jefferson rethink his idea of shrinking the Navy and halted the move to reduce the force.

The Louisiana Purchase

Supporting Details

Spain secretly ceded Louisiana to France in 1800. Jefferson instructed his ministers to negotiate the purchase of New Orleans and West Florida so farmers in the Ohio River Valley could use the port to access the Gulf of Mexico to transport surplus grain and meat for sale.

The French Emperor Napoleon needed funds to finance his war with England, so he offered to sell Jefferson most of the lands from the Mississippi River to the Rocky Mountains for $15 million or 4 cents per acre. This doubled the size of the nation.

Jefferson understood the U.S. Constitution said nothing about purchasing foreign territory, he set aside his strict constitutionalist ideals to make the deal, which Congress approved 5 months after the fact. Lewis and Clark set out to explore the new lands after the purchase and spent two and a half years exploring America’s new territory.

Trade and Impressment Disputes

Supporting Details

America benefited from Napoleon’s war between France and England because both sides purchased supplies from American merchants. But the bottom fell out of the trade industry when England and France outlawed American commerce with their opponent.

The British navy began seizing American cargo ships and taking American merchants (and British sailors who previously defected) into the Royal Navy. The British Warship Leopard fired on the American frigate Chesapeake killing three Americans. A call for war broke out.

In retaliation, Jefferson banned all British ships from U.S. ports, and vied for a complete embargo with trade to France and England thinking that would bring them to respect U.S. neutrality in their war. Instead, exports plummeted and merchants were in economic desperation. Jefferson backed off and allowed trade with all other countries, alleviating merchant financial troubles.
Jefferson and the Federal Courts

*Directions*: After reading the source text on Marbury v. Madison, complete the graphic organizer below and answer the following questions.

<table>
<thead>
<tr>
<th>Who was involved in the case?</th>
<th>When was the case?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**What are the facts of the case? (Describe the event)**

Define Judicial Review –

What is original jurisdiction?

According to the court’s opinion, was Marbury entitled to his commission? Why?

<table>
<thead>
<tr>
<th>Supporting evidence or quote from text:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Question</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Suppose Congress passes a law that conflicts with the Constitution. Which law are we required to follow: the new law or the U.S. Constitution?</td>
</tr>
<tr>
<td>What is the historical significance of Marbury v. Madison?</td>
</tr>
</tbody>
</table>

Supporting evidence or quote from text:
### Jefferson and the Federal Courts (Completed)

**Directions:** After reading the source text on Marbury v. Madison, complete the graphic organizer below and answer the following questions.

<table>
<thead>
<tr>
<th>Who was involved in the case? John Marshall; Thomas Jefferson; James Madison; William Marbury</th>
<th>When was the case? 1801</th>
</tr>
</thead>
</table>

**What are the facts of the case? (Describe the event)**

In 1801, John Adams appointed William Marbury judge in a federal court in the District of Columbia. However, Thomas Jefferson ordered James Madison not to issue the judge’s commission. William Marbury decided to sue James Madison and the federal government. Marbury asked the court to issue a writ ordering Madison to provide Marbury with his commission as a judge.

**Define Judicial Review** – the power of the Supreme Court to review acts of Congress and declare laws unconstitutional

**What is original jurisdiction?** Original jurisdiction is the power of individuals to bring cases directly to the Supreme Court.

<table>
<thead>
<tr>
<th>According to the court’s opinion, was Marbury entitled to his commission? Why?</th>
<th>The court ruled against Marbury because his case did not directly involve the Constitution.</th>
</tr>
</thead>
</table>

**Supporting evidence or quote from text:**

“As a result of Marshall's decision Marbury was denied his commission” because the case did not involve “original jurisdiction.”
<table>
<thead>
<tr>
<th><strong>Suppose Congress passes a law that conflicts with the Constitution. Which law are we required to follow: the new law or the U.S. Constitution?</strong></th>
<th>In Marbury v. Madison, the Supreme Court stated that the Constitution was the supreme law of the land and Congress could not make a law that contradicted the Constitution.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Supporting evidence or quote from text:</strong></td>
<td>Marshall said, it is the obligation of the Court to uphold the Constitution because, by Article VI, it is the &quot;supreme law of the land.&quot;</td>
</tr>
<tr>
<td><strong>What is the historical significance of Marbury v. Madison?</strong></td>
<td>The case of Marbury v. Madison placed the Judicial Branch alongside the other two branches of government. It increased the power of this third branch.</td>
</tr>
<tr>
<td><strong>Supporting evidence or quote from text:</strong></td>
<td>“by his timely assertion of judicial review, the Court began its ascent as an equal branch of government -- an equal in power to the Congress and the president.”</td>
</tr>
</tbody>
</table>
Jefferson’s plans for the nation depended upon western expansion and access to international markets for American farm products. This vision was threatened, however, when France regained control of Louisiana. NAPOLEON, who had now risen to power in the French Revolution, threatened to block American access to the important port of New Orleans on the Mississippi River. New American settlements west of the Appalachian Mountains depended upon river transport to get their goods to market since overland trade to the east was expensive and impractical.

Blocking American access to New Orleans was such a grave threat to American interests that President Jefferson considered changing his traditional foreign policy stance to an anti-French alliance with the British. At the same time that he sent diplomats to France to bargain for continued trade access along the Mississippi, he also sent diplomats to Britain to pursue other policy options. James Monroe, the top person negotiating in Paris, was empowered to purchase New Orleans and West Florida for between two and ten million dollars.

Surprisingly, however, Napoleon offered much more. He was militarily overextended and needing money to continue his war against Britain. Knowing full well that he could not force Americans out of the land France possessed in North America, Napoleon offered all of LOUISIANA to the U.S. for 15 million dollars. The massive territory stretched from the Mississippi River to the Rocky Mountains and more than doubled the size of the United States.

Napoleon's asking price worked out to be about four cents an acre.

The deal was struck in April 1803, but it brought a good deal of controversy. While American development in the 19th century depended on WESTERN EXPANSION, it also raised controversial issues that might lead to the disunion of the United States. Some New England
Federalists, for example, began to talk of seceding from the U.S. since their political power was dramatically reduced by the purchase.

Further, Jefferson had clearly not followed his own strict interpretation of the Constitution. Federalist critics howled that the Constitution nowhere permitted the federal government to purchase new land. Jefferson was troubled by the inconsistency, but in the end decided that the Constitution's treaty-making provisions allowed him room to act.

Most of the Senate agreed and the LOUISIANA PURCHASE easily passed 26 to 6. The dramatic expansion also contradicted Jefferson's commitment to reduce the national debt as swiftly as possible. Although 15 million dollars was a relatively small sum for such a large amount of land, it was still an enormous price tag for the modest federal budget of the day.

The Louisiana Purchase demonstrates Jefferson's ability to make pragmatic political decisions. Although contrary to some of his central principles, guaranteeing western expansion was so important to Jefferson's overall vision that he took bold action. The gains were dramatic, as the territory acquired would in time add 13 new states to the union. In 1812, Louisiana became the first state to join the union from land bought in the purchase. Louisiana was allowed to enter the United States with its French legal traditions largely in place. Even today, Louisiana's legal code retains many elements that do not follow English common law traditions. The federal system could be remarkably flexible.

Thomas Jefferson’s purchase of the Louisiana Territory in 1803 - over 600 million acres at less than 4¢ an acre - was an economic as well as a political victory, as it avoided a possible war with the French.
## Analyzing the Louisiana Purchase

<table>
<thead>
<tr>
<th>Title of Event:</th>
<th>Who (people) was involved?</th>
<th>When was the event?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Who was selling?</th>
<th>Who was buying?</th>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Why did the United States want Louisiana?**

<table>
<thead>
<tr>
<th>Social Benefits</th>
<th>Economic Benefits</th>
<th>Political Benefits</th>
<th>Geographic Benefits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
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</tbody>
</table>

Using the information in the text, what do you believe was the greatest benefit for the United States when purchasing Louisiana?
Part 2: The goal of part two is to determine if the Louisiana Purchase was Constitutional according to the rules laid out in the Constitution of the United States.

Read the excerpts from the Constitution below.

<table>
<thead>
<tr>
<th>Article IV Section 3 Clause 1</th>
<th>Article II Section 2 Clause 2 &amp; 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>“New States may be admitted by the Congress into this Union; but no new States shall be formed or erected within the Jurisdiction of any other State; nor any State be formed by the Junction of two or more States, or parts of States, without the Consent of the Legislatures of the States concerned as well as of the Congress.”</td>
<td>“[The President] shall have Power, by and with the Advice and Consent of the Senate, to make Treaties, provided two thirds of the Senators present concur…” “He shall from time to time give to the Congress Information of the State of the Union, and recommend to their Consideration such Measures as he shall judge necessary and expedient;”</td>
</tr>
</tbody>
</table>

According to the excerpts above, Did the U.S. Constitution specifically give the president the right to purchase property? (Use evidence from the text to support your claim)

List at least three reasons why some people were against the Louisiana Purchase

1.  
2.  
3.  

Was purchasing Louisiana a good idea? Why or why not? (Use evidence from the text to support your claim.)
Analyzing the Louisiana Purchase (Completed)

<table>
<thead>
<tr>
<th>Title of Event:</th>
<th>Who (people) was involved?</th>
<th>Who was buying?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Louisiana Purchase</td>
<td>Jefferson, James Monroe, Robert Livingston</td>
<td>United States</td>
</tr>
<tr>
<td></td>
<td>Napoleon, Charles Maurice de Talleyrand</td>
<td></td>
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<tr>
<td></td>
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<tr>
<td></td>
<td></td>
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<tr>
<td>When was the event?</td>
<td>1802/1803</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Who was selling?</th>
<th>Who was buying?</th>
</tr>
</thead>
<tbody>
<tr>
<td>France</td>
<td>United States</td>
</tr>
</tbody>
</table>

Why did the United States want Louisiana?
The U.S. wanted the Louisiana territory so there was territory to expand into in the west, and access to international markets for American farm products (through the port of New Orleans). When Napoleon gained the Louisiana territory from the Spanish, these things were threatened.

<table>
<thead>
<tr>
<th>Social Benefits</th>
<th>Economic Benefits</th>
<th>Political Benefits</th>
<th>Geographic Benefits</th>
</tr>
</thead>
<tbody>
<tr>
<td>guaranteed Western Expansion</td>
<td>gaining the port of New Orleans to export U.S. products for international markets</td>
<td>With unchallenged access to land and ports, the Americans did not have to change their traditional foreign policy stance</td>
<td>opened the door for more states to join the union, and more ports were secured for American use</td>
</tr>
</tbody>
</table>

Using the information in the text, what do you believe was the greatest benefit for the United States when purchasing Louisiana?

The greatest benefit for the U.S. in purchasing Louisiana was expanding the country's borders. This allowed for more land to be used for economic benefit and population expansion, as well as access to the port of New Orleans for economic benefit of trade.
Part 2: The goal of part two is to determine of the Louisiana Purchase was Constitutional according to the rules laid out in the Constitution of the United States.

Read the excerpts from the Constitution below.

**Article IV Section 3 Clause 1**

“New States may be admitted by the Congress into this Union; but no new States shall be formed or erected within the Jurisdiction of any other State; nor any State be formed by the Junction of two or more States, or parts of States, without the Consent of the Legislatures of the States concerned as well as of the Congress.”

**Article II Section 2 Clause 2 & 3**

“[The President] shall have Power, by and with the Advice and Consent of the Senate, to make Treaties, provided two thirds of the Senators present concur...”

“He shall from time to time give to the Congress Information of the State of the Union, and recommend to their Consideration such Measures as he shall judge necessary and expedient;”

According to the excerpts above, Did the U.S. Constitution specifically give the president the right to purchase property? (Use evidence from the text to support your claim.)

No, it is not explicitly stated that the president has the right to purchase property in order to expand the United States, but it can be inferred that the founding fathers assumed the nation would expand since the addition of new states is mentioned.

List at least three reasons why some people were against the Louisiana Purchase

1. New England Federalists had their political power reduced
2. it did not follow a strict interpretation of the Constitution (which even Jefferson subscribed to)
3. The move contradicted Jefferson's commitment to reduce the national debt
Was purchasing Louisiana a good idea? Why or why not? (Use evidence from the text to support your claim.)
Yes, it was a good idea. It guaranteed Western Expansion, which was pivotal to Jefferson’s vision of the country, and would ensure Americans space to expand socially and economically without needing to wage war against European powers to do so.
Grade 7 Instructional Task: James Madison and the War of 1812
Unit Three: The New Republic, Topic Two: The Jefferson Era

Description: Students explore the social, political, and economic factors leading to the War of 1812. In addition, students examine the immediate and long term impact the war had on the growth of the United States.

Suggested Timeline: 5 class periods

Materials: James Madison and the War of 1812 (Video and Text); The Second War for American Independence; President Madison's War Message (Edited); An American Perspective on the War of 1812; A British Perspective on the War of 1812; A Native Nations Perspective on the War of 1812; A Canadian Perspective on the War of 1812; pinwheel discussion chart (blank and completed)

Instructional Process:

1. Say, “Thomas Jefferson was succeeded in the presidency by James Madison - we remember James Madison as Thomas Jefferson’s Secretary of State, and a key player in the negotiation of the Louisiana Purchase. James Madison was also a part of the Constitutional Convention, and afterwards became a leader in the House of Representatives. Politically, he held Republican beliefs and helped Thomas Jefferson organize the Democratic-Republican Party. We know that trade disputes with European countries plagued Jefferson throughout his presidency, and it became a bigger issue during Madison’s administration, eventually leading to the War of 1812.”

2. Project and show the following four minute video to build background on James Madison and the War of 1812: James Madison and the War of 1812 (Video) NOTE: the previous link also includes a text that outlines the causes and impacts of the War of 1812. It can be used to further support building background knowledge if needed.

3. Say, “Your goal with this task is to explore various sources to determine the economic, social, and political causes of the War of 1812, and how the outcome of the war advanced the nation’s identity.”

4. Read aloud the following primary source to students: President Madison's War Message (Edited).47 NOTE: the edited version is recommended as it shorter and more accessible for students. The teacher can choose to read the words in parenthesis instead of italicized words to make vocabulary more accessible.

5. Conduct a discussion to check for understanding on the reasons Madison gives for requesting a declaration of war from Congress. Encourage students to provide evidence from the text to support their answers. Possible questions:
   a. Who were the Americans fighting against in the War of 1812?
   b. What were the reasons James Madison gave to congress in asking them to declare war against the British, thus starting the War of 1812?
   c. What reasons does Madison give for not requesting a declaration of war against France too?

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6. Have students read The Second War for American Independence and conduct a discussion to check for understanding. Encourage students to provide evidence from the text to support their answers. Possible questions:
   a. How did the War of 1812 begin? What was the result of that initial battle?
   b. The author states that “the war itself was mostly a political and military disaster for the country.” Why is this the case?
   c. Who opposed the war? Why? What did they do to show their opposition?
   d. Why did some people refer to the War of 1812 as “Mr. Madison’s War?”
   e. How did the war of 1812 “mark a traditional boundary between the early republic and the early national periods [of the United States].”

7. Explain to student that they will evaluate different perspectives on the economic, social, and political causes of the War of 1812, and how the outcome of the war advanced the United States’ identity.

8. Say to students, “We will have a class pinwheel discussion in which you represent the perspective of one of the nations fighting in the War of 1812. To prepare for this discussion, you will read a secondary source outlining the perspective of each nation involved.

9. Divide the class into four groups and provide each group with a pinwheel discussion chart and one of the following documents.
   a. An American Perspective on the War of 1812, by Donald Hickey, available at pbs.org
   b. A British Perspective on the War of 1812 by Andrew Lambert, available at pbs.org
   c. A Native Nations Perspective on the War of 1812 by Donald Fixico, available at pbs.org
   d. A Canadian Perspective on the War of 1812 by Victor Suthren, available at pbs.org

10. Direct students to read their document(s) as a group, noting the author’s description of the sentiments each nation carried towards other involved nations, and their reasons for engaging in war. Possible questions to guide student analysis of their document(s):
    a. American Perspective:
       ▪ In paragraph 3, why does the author say that America went to war?
       ▪ In paragraph 3, what are the reasons the author gives for America striking Canada first?
       ▪ In paragraph 4, what are the terms of agreement in the Treaty of Ghent (that ended the war)?
       ▪ In the last paragraph, what are the reasons the author gives for the War of 1812 being an “important turning point, a great watershed, in the history of the young republic?”
    b. British Perspective:
       ▪ In paragraph 1, the author states that the British saw the war with America in 1812 as an “annoying sideshow.” What are the reasons for this?
       ▪ Why did the British introduce new trade laws called the “Orders in Council?”
       ▪ The author states in paragraph 4 that the British had “one clear goal” in the War of 1812 - what was it? Why?
       ▪ According to the British, who won the War of 1812? What reasons does the author give for the British feeling this way in the last paragraph?
    c. Native Nations Perspective
       ▪ In paragraph 1, what does the author say American expansion meant for Native Nations?
       ▪ Why did most Native Nations side with the British in the War of 1812
▪ Who is Tecumseh, and why was he able to create a coalition of over two dozen Native Nations?
▪ How did Tecumseh die, and what did his death mean for the Native campaign to drive back white settlers?
▪ In the last paragraph, what does the author say was the result of the War of 1812 on Native land?

d. Canadian Perspective:
▪ Who are the Lower Canadians? In paragraph 2, what are the reasons the author gives for the Lower Canadians decision to fight on the British side?
▪ Who are the Upper Canadians? In paragraph 4, what are the reasons the author gives for the Lower Canadians decision to fight on the British side?
▪ In the last paragraph, what does the author state as some of the outcomes of the war on Canadian society?

11. After groups have finished reading, ask them to determine their nation’s point of view and the impact of the war’s outcome, and record evidence on the appropriate row of their pinwheel discussion chart.

12. Arrange the room for the pinwheel discussion by creating an inner and outer circle. Students participating in the first round of discussion sit in the inner circle with their group members in the outer circle behind them ready to rotate into the discussion. Choose a student from each group to take part in the first discussion round and instruct them to move to the center. At a certain point, instruct students to pinwheel out of the discussion to be replaced by another member of their group. Two options would be to pinwheel when each participant contributes something of merit and in character a certain number of times, or you can call for the switch and all groups would pinwheel at the same time.

13. Open each round of the pinwheel discussion with a question to the group, reminding them to answer from the perspective they studied. Possible questions:
   a. What were the economic reasons that led your nation to go to war?
   b. What were the social reasons that led your nation to go to war?
   c. What were the political reasons that led your nation to go to war?
   d. What was the impact of the war’s outcome on your nation?

14. Conclude the discussion by asking students how the outcome of the war changed each nation’s identity moving forward? **NOTE: Depending on the level of support needed, the teacher may choose to gear this discussion to focus entirely on America to better prepare students for the culminating writing prompt.**

15. Instruct students to respond in writing to the following prompt: What were the economic, social, and political causes of the War of 1812, and how did the outcome of the war advance America’s identity? Use evidence from the task and your knowledge of social studies to develop and support your explanation.
The Second War for American Independence48

In the War of 1812 the United States once again fought against the British and their Indian allies. Some historians see the conflict as a Second War for American Independence.

Furthermore, the three-year war marks a traditional boundary between the early republic and early national periods. The former period had strong ties to the more hierarchical colonial world of the 18th century, while post-war developments would move in dynamic new directions that contributed to a more autonomous American society and culture. Although the War of 1812 serves as an important turning point in the development of an independent United States, the war itself was mostly a political and military disaster for the country.

The U.S. Congress was far from unanimous in its declaration of war. America's initial invasion of Canada (then ruled by England) in the summer of 1812 was repulsed by Tecumseh and the British. Although Tecumseh would be killed in battle the following fall, the U.S. was unable to mount a major invasion of Canada because of significant domestic discord over war policy. Most importantly, the governors of most New England states refused to allow their state militias to join a campaign beyond state boundaries. Similarly, a promising young Congressman from New Hampshire, DANIEL WEBSTER, actually discouraged ENLISTMENT in the U.S. army.

British military dominance was even clearer in the Atlantic and this naval superiority allowed it to deliver a shaming blow to the fragile United States in the summer of 1814. With Napoleon's French forces failing in Europe, Britain committed more of its resources to the American war and in August sailed up the Potomac River to occupy Washington D.C. and burn the White House. On the edge of national bankruptcy and with the capital largely in ashes, total American disaster was averted when the British failed to capture FT. MCHENRY that protected nearby Baltimore.

48 This work by The Independence Hall Association is licensed under a Creative Commons Attribution 4.0 International License. The original work is available at http://www.ushistory.org/us/21e.asp.
Watching the failed attack on Ft. McHenry as a prisoner of the British, FRANCIS SCOTT KEY wrote a poem later called "THE STAR-SPANGLED BANNER" which was set to the tune of an English drinking song. It became the official NATIONAL ANTHEM of the United States of America in 1931.

The most critical moment of the War of 1812, however, may not have been a battle, but rather a political meeting called by the Massachusetts legislature. Beginning in December 1814, 26 Federalists representing New England states met at the HARTFORD CONVENTION to discuss how to reverse the decline of their party and the region. Although manufacturing was booming and contraband trade brought riches to the region, "MR. MADISON'S WAR" and its expenses proved hard to swallow for New Englanders.

Holding this meeting during the war was deeply controversial. Although more moderate leaders voted down extremists who called for New England to secede from the United States, most Republicans believed that the Hartford Convention was an act of treason.

Federalist New England's opposition to national policies had been demonstrated in numerous ways from circumventing trade restrictions as early as 1807, to voting against the initial declaration of war in 1812, refusing to contribute state militia to the national army, and now its representatives were moving on a dangerous course of semi-autonomy during war time. If a peace treaty ending the War of 1812 had not been signed while the Hartford Convention was still meeting, New England may have seriously debated seceding from the Union.
President Madison’s War Message, Edited/Annotated Version

War Message to Congress, June 1, 1812

To the Senate and House of Representatives of the United States:

I communicate to Congress certain documents, being a continuation of those heretofore laid before them on the subject of our affairs with Great Britain.

Without going back beyond the renewal in 1803 of the war in which Great Britain is engaged, and omitting unrepaired wrongs of inferior magnitude, the conduct of her Government presents a series of acts hostile to the United States as an independent and neutral nation.

British cruisers have been in the continued practice of violating the American flag on the great highway of nations, and of seizing and carrying off persons sailing under it.... British jurisdiction is thus extended to neutral vessels in a situation where no laws can operate but the law of nations and the laws of the country to which the vessels belong....

...under the pretext of searching for these (British subjects), thousands of American citizens, under the safeguard of public law and of their national flag, have been torn from their country and from everything dear to them; have been dragged on board ships of war of a foreign nation...to risk their lives in the battles of their oppressors....

British cruisers have been in the practice also of violating the rights and the peace of our coasts. They hover over and harass our entering and departing commerce...and have wantonly spilt American blood....

...our commerce has been plundered in every sea, the great staples of our country have been cut off from their legitimate markets, and a destructive blow aimed at our agricultural and maritime interests....

...Great Britain...formally avowed (declared) a determination to persist in them (insults to American maritime rights) against the United States until the markets of her enemy (Britain’s enemy, France) should be laid open to British products, thus asserting an obligation on a neutral power (the U.S.) to require one belligerent (combatant in a war) to encourage by its internal regulations the trade of another belligerent

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In reviewing the conduct of Great Britain toward the United States our attention is necessarily
drawn to the warfare just renewed by the savages (Native Americans) on one of our extensive
frontiers — a warfare which is known to spare neither age nor sex and to be distinguished by
features peculiarly shocking to humanity. It is difficult to account for...their hostility...without
recollecting the authenticated examples of such interpositions (British intrigues with the
Indians)....

We behold, in fine, on the side of Great Britain, a state of war against the United States, and on
the side of the United States a state of peace toward Great Britain.

Whether the United States shall continue passive (not to take any action)...or, opposing force to
force in defense of their national rights, shall commit a just cause into the hands of the Almighty
Disposer of Events...is a solemn question which the Constitution wisely confides to the legislative
department of the Government. In recommending it to their early deliberations I am happy in the
assurance that the decision will be worthy the enlightened and patriotic councils of a virtuous, a
free, and a powerful nation.

...the communications last made to Congress on the subject of our relations with France will have
shown that since the revocation of her decrees, as they violated the neutral rights of the United
States, her Government has authorized illegal captures by its privateers and public ships, and that
other outrages have been practiced on our vessels and our citizens.... I abstain (refrain) at this
time from recommending to the consideration of Congress definitive measures with respect to that
nation (France), in the expectation that the result of ...discussions between our minister...at Paris
and the French Government will speedily enable Congress to decide with greater advantage on the
course due to the rights, the interests, and the honor of our country.
## Pinwheel Discussion Chart

<table>
<thead>
<tr>
<th>Nation</th>
<th>Economic causes for War</th>
<th>Social causes for War</th>
<th>Political causes for War</th>
<th>Impact of the War’s Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>America</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Britain</td>
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<tr>
<td>Native Nations</td>
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</tr>
<tr>
<td>Canada</td>
<td></td>
<td></td>
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<tr>
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</tr>
<tr>
<td>America</td>
<td>-British trading policies restricted American trade with the European Continent</td>
<td>-The British Navy was attacking American Ships and forcing American sailors to become part of the British Navy (Impressment)</td>
<td>-Similar to the Revolution, America wanted to assert their independence from British rule -Going to war was politically divisive - all Federalists and some Republicans disagreed with the war.</td>
<td>-America was less partisan after the war, the time post-war was known as the “Era of Good Feelings.” -The end of the war marked the end of the Federalist Party, but the vindication of Federalist policies which were adopted by Republicans -Many unifying symbols came out of the war (such as the Star-Spangled Banner)</td>
</tr>
<tr>
<td>Britain</td>
<td>-in order to defeat France, Britain relied on blocking France out of trading in America to cripple them economically. -When Americans continued to trade with France, the British introduced new laws called the Orders in Council to block trading.</td>
<td>-Most of the American sailors that the British impressed into their Navy were actually British deserters. Britain felt like it was fully their right to take their sailors back.</td>
<td>-The British priority for war in 1812 was not with America, but with Napoleon and France. They saw the War of 1812 with America as a nuisance and did not want to dedicate many resources to it. -this is why Britain depended on Native Nations and Canadian Militias to fight on their side.</td>
<td>-The British agreed to negotiate with the U.S. and offered to go back to the status quo before the war started, therefore ending the war with the Treaty of Ghent. -The British did not have to concede anything, therefore they believed they had won the war. -This allowed the British to divert all resources to war with Napoleon, which they eventually won.</td>
</tr>
<tr>
<td>Native Nations</td>
<td>-Tecumseh and the Native Nations allied with him knew that if the U.S. expanded into their territory, they would be removed from their land and their</td>
<td>-While some Native Nations wanted to remain neutral in the War of 1812, such as the Choctaws, many saw fighting on the side of the British as the only</td>
<td>-Tecumseh’s decision to align with the British was a difficult one because the British had also colonized native lands. -Tecumseh argued that</td>
<td>-While the British and Americans fought for reasons of trade and sailors’ rights, the Native Nations saw defeating the Americans as the only way to stop them</td>
</tr>
</tbody>
</table>
natural resources would be exploited.

way to stop U.S. expansion and settlement and the destruction of their way of life.

in the bigger picture, a confederation of Native Nations aligned with the British was the only way of stopping U.S. Westward expansion.

from settling on their lands and destroying their way of life.

-Tecumseh’s death in 1813 marked the end of the Native campaign to drive back white Settlers.

-After the War of 1812, the U.S. negotiated over 200 Native treaties that involved the ceding of Native lands to the U.S. and the creation of reservations west of the Mississippi.

Canada

-American troops that attacked settlements in Upper Canada burned farms and houses. Upper Canadians were caught up in America’s war against the British, and wanted to protect their homes and livelihood.

-While Lower Canadians were not fond of the British due to their French roots, the British guaranteed their freedom of religion and language. It was not clear if the Americans would do the same if they were to gain control of Canada.

-Canadian settlers had a lot in common with the new Americans (many were American loyalists who had moved north after the Revolution), so it may seem like they would side with America.

-The act of the Americans attacking Canada as a way to harm British interests solidified Canadian alignment with the British against their American attackers.

-the end of the war brought back a friendliness between the Americans and Canadians in terms of trade and friendship and family ties.

-The blurred lines that had previously marked the border between the United States and British colonies in Canada had become clearer and Canadians saw themselves as distinctly different than Americans, even though a respect and friendship existed between them.
**Topic Three:** Jacksonian Democracy (7.1.1-7.1.5, 7.3.1-2, 7.3.4-5, 7.5.1-.3, 7.6.1, 7.6.3-4, 7.7.1, 7.8.8, 7.9.2-3, 7.11.1-3)

**Connections to the unit claim:** Students analyze the causes and effects of conflict between Native Americans and white settlers. Before becoming president of the United States Andrew Jackson made his mark on the country as a war veteran in the War of 1812 and the Indian Wars. Of all the presidents before him, Andrew Jackson had the harshest Indian policy toward Native Americans.

**Suggested Timeline:** 12 class periods

**Use this sample task:**
- Jacksonian Democracy
- Indian Removal

**To explore these key questions:**
- How did territorial and economic expansion create conflict and how were these conflicts resolved?
- How did American government and democracy change during the presidency of Andrew Jackson?
- To what extent did Andrew Jackson make the US more democratic?
- With expansion and economic success, what growing pains did our young country face?
- How did the relationship between Native Americans and white settlers change during the early 18th century?
- What impact did Indian Removal have on Native Americans in the southeastern United States?

**That students answer through this assessment:**
- Students analyze the rise of democratic politics during the Jacksonian era and complete a split-page notes activity.
- Students analyze the candidates in the Election of 1824 and complete a graphic organizer.
- Students examine the Election of 1824 and determine if there was a “Corrupt Bargain” between two of the candidates and complete a graphic organizer.
- Students examine the social, political, and economic impact of John Quincy Adams’ presidency and complete a graphic organizer.
- Students examine the social, political, and economic impact of Andrew Jackson’s presidency and complete a graphic organizer.
- Student compare and contrast historical events during the presidency of Andrew Jackson and complete a graphic organizer.
- Student analyze the relationship between Native Americans and White Settlers during the early 18th century and complete a series of document based reading questions.
- Students analyze Andrew Jackson message to Congress concerning the removal of Native Americans and complete a graphic organizer.
Grade 7 Instructional Task: Jacksonian Democracy
Unit Three: The New Republic, Topic Three: Jacksonian Democracy

Description: Students analyze the rise of democratic politics and then examine the social, political, and economic impacts of John Quincy Adams and Andrew Jackson’s presidency.

Suggested Timeline: 7 class periods

Materials: Rise of Democratic Politics; The Rise of Democratic Politics split-page notes (blank and completed); The Campaign and Election of 1824; Analyzing Candidates in the Election of 1824 (blank and completed); The 1824 Election and the "Corrupt Bargain"; Examining the Election of 1824 - Was it a “Corrupt Bargain?” (blank and completed); The Presidency of John Quincy Adams; Examining the Presidency of John Quincy Adams (blank and completed); The Presidency of Andrew Jackson; Examining the Presidency of Andrew Jackson (blank and completed); The South Carolina Nullification Controversy; Bank War: Andrew Jackson vs. Bank of the U.S. (video); The Celebrated Bank War; Comparing Historical Events in the Presidency of Andrew Jackson (blank and completed)

Instructional Process:
1. Say, “From 1816-1824 President James Monroe oversaw one of the largest economic expansions of the United States. At the time, the country was ruled by one political party, the Jeffersonian Republicans. After serving two terms as president of the United States, the “Era of Good Feeling” the nation experienced under President Monroe came to a close. For the next forty years the United States would experience internal conflict over economic expansion, Indian removal, the spread of slavery, and political turmoil that threatened to tear the country apart.”
2. Provide students with access to the following materials:
   A. Rise of Democratic Politics
   B. The Rise of Democratic Politics split-page notes
3. Encourage students to underline/highlight any words or phrases that they do not know. Using context clues within the document ask students to determine the meaning of some unfamiliar words in the text such as:
   A. Demagoguery
   B. Deference
   C. Staid
   D. Repealed
   E. Unprecedented
   F. Electorate
   G. Innovation
   H. Suffrage
4. Ask students to provide examples of words they underlined or highlighted in the text. If students do not provide many words, use the above list as examples for students. Ask students to write their own definition using context clues from the text.
5. Conduct a class discussion with students to help build contextual understanding of the words in the list above.
6. Next, instruct students to read *Rise of Democratic Politics* again with their partner and complete The Rise of Democratic Politics split-page notes.

7. Encourage students to underline, highlight or write down the main ideas from the text while reading on The Rise of Democratic Politics split-page notes. Remind students to use text evidence for supporting details. Provide students with a reasonable amount of time to read the assigned text and complete The Rise of Democratic Politics – Split-Page Notes (15-20 minutes)


9. Engage students in a full class discussion on the expansion of voting rights in the United States during the early nineteenth century. Possible questions include:
   A. How did voting rights change in the early 1800’s?
   B. What impact did the expansion of voting rights have on American democracy?
   C. What impact did the expansion of voting rights have on African Americans and women?

10. Say, “In the next piece of our instructional task on Andrew Jackson, we are going to analyze the presidential election of 1824. Four candidates from the same political party ran for President in 1824. Much of the country was divided on which candidate to support. In the first assignment you will examine the characteristics of the candidates in the election. In the Second part of the assignment, you will examine the results of the election and then determine if you feel the election was fair for all the candidates”.

11. Provide students with access to the following materials:
   A. The Campaign and Election of 1824
   B. Analyzing Candidates in the Election of 1824 graphic organizer

12. Instruct students to complete a pre-reading vocabulary activity on the text The Campaign and Election of 1824. Ask students to read only paragraphs 1-5.

13. Encourage students to underline/highlight any words or phrases that they do not know.

14. Using context clues within the document ask students to determine the meaning of some unfamiliar words in the text such as:
   A. *heir apparent*
   B. *substantial*
   C. *alienated*
   D. *advocacy*
   E. *escapades*
   F. *coalition*
   G. *enfranchised*
   H. *criterion*

15. Ask students to provide examples of words they underlined or highlighted in the text. If students do not provide many words, use the above list as examples for students. Ask students to write their own definition using context clues from the text.

16. Conduct a class discussion with students to help build contextual understanding of the words in the list above.

17. Next, instruct students to read paragraphs 1-5 from the text *The Campaign and Election of 1824* again with their partner and complete Analyzing Candidates in the Election of 1824 graphic organizer.

18. Instruct students to analyze the characteristics of the candidates who ran for president during the election of 1824. Encourage students to underline, highlight or write down the pros and cons of each candidate from the
text while reading on Analyzing Candidates in the Election of 1824 graphic organizer. Remind students to use text evidence for supporting details. Provide students with a reasonable amount of time to read the assigned text and complete Analyzing Candidates in the Election of 1824 graphic organizer (15-20 minutes).

19. Project a blank copy of the Analyzing Candidates in the Election of 1824 graphic organizer in the classroom. Review the graphic organizer with students and have them fill in any information they might have missed.

20. Engage students in a full class discussion on the different candidates in the Election of 1824.

21. Say, “In the second part of the assignment, you will examine the results of the election and then determine if you feel the election was fair for all the candidates” During this part of the instructional task your goal is to decide if the election of 1824 was fair and balanced or if there was a “Corrupt Bargain” as many supporters believed.

22. Provide students with access to the following materials:
   A. The 1824 Election and the “Corrupt Bargain”?
   B. Examining the Election of 1824 - Was it a “Corrupt Bargain”?

23. Instruct students to complete a pre-reading vocabulary activity The 1824 Election and the “Corrupt Bargain”? 

24. Encourage students to underline/highlight any words or phrases that they do not know. Using context clues within the document ask students to determine the meaning of some unfamiliar words in the text such as:
   A. functioned
   B. caucus
   C. liability
   D. majority & minority
   E. decisive
   F. detested
   G. beneficial
   H. common man

25. Ask students to provide examples of words they underlined or highlighted in the text. If students do not provide many words, use the above list as examples for students. Ask students to write their own definition using context clues from the text.

26. Conduct a class discussion with students to help build contextual understanding of the words in the list above.

27. Next, instruct students to read The 1824 Election and the “Corrupt Bargain”? again with their partner and complete Examining the Election of 1824 - Was it a “Corrupt Bargain” graphic organizer.

28. Instruct students to analyze the characteristics of the candidates who ran for president during the election of 1824. Encourage students to underline, highlight or write down the pros and cons of each candidate from the text while reading on Examining the Election of 1824 - Was it a “Corrupt Bargain”? Remind students to use text evidence for supporting details. Provide students with a reasonable amount of time to read the assigned text and complete Examining the Election of 1824 - Was it a “Corrupt Bargain”? (15-20 minutes).

29. Project a blank copy of the Examining the Election of 1824 - Was it a “Corrupt Bargain”? in the classroom. Review the graphic organizer with students and have them fill in any information they might have missed.

30. Engage students in a full class discussion on the social and political impact of the Election of 1824. Possible questions include:
   A. Why did Jackson supporters accuse John Quincy Adams and Henry Clay of a “Corrupt Bargain”?
   B. Why did the House of Representatives select the winner of the presidential election in 1824?
C. Do you feel that the Election of 1824 was fair? Why or why not? (Use evidence from the text to support your claim.)

D. Should a president win a majority of votes in order to be elected president?

31. Say, “In the next part our instructional task we are going to examine the Presidency of John Quincy Adams and analyzing how Adams handled the nation’s economic policy, then determine if he was successful”.

32. Provide students with access to the following materials:
   A. The Presidency of John Quincy Adams
   B. Examining the Presidency of John Quincy Adams graphic organizer

33. Instruct students to complete a pre-reading vocabulary activity on the text The Presidency of John Quincy Adams.

34. Encourage students to underline/highlight any words or phrases that they do not know. Using context clues within the document ask students to determine the meaning of some unfamiliar words in the text such as:
   A. scholarly man
   B. diplomat
   C. negotiated
   D. adversaries
   E. temperament
   F. vigorous
   G. laissez-faire principles
   H. tariff
   I. aristocracy
   J. patronage
   K. infuriated

35. Ask students to provide examples of words they underlined or highlighted in the text. If students do not provide many words, use the above list as examples for students. Ask students to write their own definition using context clues from the text.

36. Conduct a class discussion with students to help build contextual understanding of the words in the list above.

37. Next, instruct students to read The Presidency of John Quincy Adams again with their partner and complete Examining the Presidency of John Quincy Adams graphic organizer.

38. Instruct students to analyze the characteristics of the candidates who ran for president during the election of 1824. Encourage students to underline, highlight or write down the pros and cons of each candidate from the text while reading on Examining the Presidency of John Quincy Adams graphic organizer. Remind students to use text evidence for supporting details. Provide students with a reasonable amount of time to read the assigned text and complete Examining the Presidency of John Quincy Adams graphic organizer (15-20 minutes).

39. Project a blank copy of the Examining the Presidency of John Quincy Adams graphic organizer in the classroom. Review the graphic organizer with students and have them fill in any information they might have missed.

40. Engage students in a full class discussion on the political and economic impact of John Quincy Adams’s Presidency. Possible questions include:
   A. In your opinion, do you feel that John Quincy Adams was qualified to be president? (Use evidence from the text to support your claim.)
   B. How did President Adams propose to help the economics of the United States?
C. Should a president win a majority of votes in order to be elected president?
D. Why was John Quincy Adams unable to achieve his policy objectives after his win in the presidency?

41. Say, “In the final part our instructional task we are going to examine the social, political, and economic impact that Andrew Jackson had on the United States. In 1828 Andrew Jackson challenged John Quincy Adams again to become president. This time, Andrew Jackson won the election and became the 7th President of the United States. During this instructional task your goal is to examine the characteristics of Jackson and describe how he changed the identity of the President. Finally, you will analyze and compare two important historical events that occurred during Jackson’s presidency and describe that causes and effects of those events and examine how Jackson handled them.

42. Provide students with access to the following materials:
   A. The Presidency of Andrew Jackson
   B. Examining the Presidency of Andrew Jackson graphic organizer

43. Instruct students to complete a pre-reading vocabulary activity on the text The Presidency of Andrew Jackson.

44. Encourage students to underline/highlight any words or phrases that they do not know. Using context clues within the document ask students to determine the meaning of some unfamiliar words in the text such as:
   A. aristocrat
   B. luxuries
   C. buffoon
   D. subcommittees
   E. Contemporaries
   F.speculator
   G. accumulated
   H. prestige
   I. spoils system

45. Ask students to provide examples of words they underlined or highlighted in the text. If students do not provide many words, use the above list as examples for students. Ask students to write their own definition using context clues from the text.

46. Conduct a class discussion with students to help build contextual understanding of the words in the list above.

47. Next, instruct students to read The Presidency of Andrew Jackson again with their partner and complete Examining the Presidency of Andrew Jackson graphic organizer.

48. Instruct students to analyze the characteristics of the candidates who ran for president during the election of 1824. Encourage students to underline, highlight or write down the pros and cons of each candidate from the text while reading on Examining the Presidency of Andrew Jackson graphic organizer. Remind students to use text evidence for supporting details. Provide students with a reasonable amount of time to read the assigned text and complete Examining the Presidency of Andrew Jackson graphic organizer (15-20 minutes).

49. Project a blank copy of the Examining the Presidency of Andrew Jackson graphic organizer in the classroom. Review the graphic organizer with students and have them fill in any information they might have missed.

50. Engage students in a full class discussion on the social, political, and economic impact of Andrew Jackson’s presidency. Possible questions include:
   A. In your opinion, do you feel that Andrew Jackson was qualified to be president? (Use evidence from the text to support your claim)
B. In your opinion was Andrew Jackson’s *spoils system* fair? Why or why not?
C. How did Jackson win support of the common man in the Election of 1828?

51. Say, “In the final part of our instructional task we are going to compare and contrast two historical events during the presidency of Andrew Jackson and identify how the outcome of each event affected Andrew Jackson’s presidency”.

52. Divide students into groups according to an established class routine.

53. Split groups into two sides in the classroom and assign each side one of the following texts and materials:
   A. The South Carolina Nullification Controversy
   B. The Celebrated Bank War
   C. Comparing Historical Events in the Presidency of Andrew Jackson

54. Instruct students to complete a pre-reading vocabulary activity on their assigned text.

55. Encourage students to underline/highlight any words or phrases that they do not know. Using context clues within the document ask students to determine the meaning of some unfamiliar words in the text such as:

<table>
<thead>
<tr>
<th>The South Carolina Nullification Controversy</th>
<th>The Celebrated Bank War</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. <em>predominately</em></td>
<td>A. <em>coined</em></td>
</tr>
<tr>
<td>B. <em>infuriated</em></td>
<td>B. <em>credit</em></td>
</tr>
<tr>
<td>C. <em>tariff</em></td>
<td>C. <em>over-speculative</em></td>
</tr>
<tr>
<td>D. <em>abomination</em></td>
<td>D. <em>monopolists</em></td>
</tr>
<tr>
<td>E. <em>nullification</em></td>
<td>E. <em>adversaries</em></td>
</tr>
<tr>
<td>F. <em>proponents</em></td>
<td>F. <em>subversive</em></td>
</tr>
<tr>
<td>G. <em>states’ rights</em></td>
<td>G. <em>mandate</em></td>
</tr>
<tr>
<td>H. <em>retrospect</em></td>
<td>H. <em>bastion</em></td>
</tr>
</tbody>
</table>

56. Ask students to provide examples of words they underlined or highlighted in the text. If students do not provide many words, use the above list as examples for students. Ask students to write their own definition using context clues from the text.

57. Conduct a class discussion with students to help build contextual understanding of the words in the list above.

58. Next, instruct students to read their assigned text again with their partner and complete *Comparing Historical Events in the Presidency of Andrew Jackson* graphic organizer.

59. Instruct students to identify the causes and effect of each historical event they are reading about and then to analyze the social, political, and economic impact of their event.

60. Encourage students to underline, highlight or write down the pros and cons of each candidate from the text while reading on *Comparing Historical Events in the Presidency of Andrew Jackson* graphic organizer. Remind students to use text evidence for supporting details. Provide students with a reasonable amount of time to read the assigned text and complete *Comparing Historical Events in the Presidency of Andrew Jackson* graphic organizer. (15-20 minutes).

61. Project a blank copy of *Comparing Historical Events in the Presidency of Andrew Jackson* graphic organizer in the classroom. Review the both events in the graphic organizer with students and have them fill in any information they might have missed.
62. Engage students in a full class discussion on the similarities and differences between each historical event. Possible questions include:
   A. Why did American manufacturers welcome the tariff of abominations?
   B. What economic impact did the tariff of abominations have on the South?
   C. Why did South Carolina pass the Nullification Act?
   D. Why did Andrew Jackson attack the Bank of the United States?
   E. How did Jackson “kill” the bank once he was reelected?
   F. In your opinion, which event had a great economic impact on the United States? (Use evidence from the texts to support your claim.)
<table>
<thead>
<tr>
<th>Unknown Words/Phrases</th>
<th>Main Ideas/Important Information</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Comments/Questions</th>
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<tbody>
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<td></td>
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<table>
<thead>
<tr>
<th>Summary</th>
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</thead>
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<td></td>
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</tbody>
</table>
### The Rise of Democratic Politics Split-Page Notes (Completed)

<table>
<thead>
<tr>
<th>Unknown Words/Phrases</th>
<th>Main Ideas/Important Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demagoguery</td>
<td>• Between 1820 and 1840, property qualifications for voting and officeholding were repealed; and voting by voice was largely eliminated</td>
</tr>
<tr>
<td>Deference</td>
<td>• voter participation skyrocketed because of new voting methods</td>
</tr>
<tr>
<td>Staid</td>
<td>• By the mid-1830s, two national political parties with marked philosophical differences, strong organizations, and wide popular appeal competed in virtually every state</td>
</tr>
<tr>
<td>Repealed</td>
<td>• most significant political innovation of the early nineteenth century was the abolition of property qualifications for voting and officeholding</td>
</tr>
<tr>
<td>Unprecedented</td>
<td>• most states also instituted statewide nominating conventions, opened polling places in more convenient locations, extended the hours that polls were open, and eliminated the earlier practice of voting by voice</td>
</tr>
<tr>
<td>Electorate</td>
<td>• states also reduced residency requirements for voting, which allowed many immigrants to vote</td>
</tr>
<tr>
<td>Innovation</td>
<td>• restrictions on voting by African Americans and women remained in force</td>
</tr>
<tr>
<td>Suffrage</td>
<td></td>
</tr>
</tbody>
</table>

### Comments/Questions

### Summary

During the early part of the eighteenth century the United States expanded voting rights to almost all white males. At the same time, most state eliminated many restrictions that had prevented men from voting. They removed property qualifications for voting, which allowed many new people to join the political process. The opened new voting booths, which provided more access for voting. In the end, the expansion of voting rights in the United States increased the number of people allowed to vote dramatically. This expansion in voting rights allowed ordinary citizens to compete with wealthy elite citizens by increasing their amount of political power and allowing them to elect candidates more responsive to their issues.
Analyzing Candidates in the Election of 1824

<table>
<thead>
<tr>
<th>Candidates in the Election of 1824</th>
<th>Pros</th>
<th>Cons</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>
## Analyzing Candidates in the Election of 1824 (Completed)

### PART 1 – Who Were the Candidates?

<table>
<thead>
<tr>
<th>Candidates in the Election of 1824</th>
<th>Pros</th>
<th>Cons</th>
</tr>
</thead>
<tbody>
<tr>
<td>John Quincy Adams</td>
<td>● Former Secretary of State to James Monroe</td>
<td>● Southerners objected to Adams because of his moral opposition to slavery.</td>
</tr>
<tr>
<td></td>
<td>● Son of founding father John Adams</td>
<td>● Many Democratic-Republicans accused Adams of being a Federalist in disguise.</td>
</tr>
<tr>
<td>John C. Calhoun</td>
<td>● Served in James Monroe’s administration</td>
<td>● Not well known outside the Southern States</td>
</tr>
<tr>
<td></td>
<td>● Liked by Southerners and slave owners</td>
<td></td>
</tr>
<tr>
<td>William H. Crawford</td>
<td>● enjoyed the support of party regulars in Congress</td>
<td>● main drawback stemmed from his explosive temper</td>
</tr>
<tr>
<td></td>
<td>● served as Secretary of War and Treasury</td>
<td>● almost got into a fist fight with the President</td>
</tr>
<tr>
<td>Henry Clay</td>
<td>● a gifted public speaker</td>
<td>● His clear identification with the war and nationalism weakened his roots in the South.</td>
</tr>
<tr>
<td></td>
<td>● had support for his so-called American System of protective tariffs and federally sponsored internal improvements</td>
<td></td>
</tr>
<tr>
<td></td>
<td>● well known across the country</td>
<td></td>
</tr>
<tr>
<td>Andrew Jackson</td>
<td>● Former war hero at the Battle of New Orleans</td>
<td>● Inexperienced politician</td>
</tr>
<tr>
<td></td>
<td>● Well known all over the country because of his fighting the Indians</td>
<td>● Uneducated</td>
</tr>
<tr>
<td></td>
<td></td>
<td>● Not from Virginia or Massachusetts</td>
</tr>
</tbody>
</table>
The 1824 Election and the "Corrupt Bargain"^50

The 1824 PRESIDENTIAL ELECTION marked the final collapse of the Republican-Federalist political framework. For the first time no candidate ran as a Federalist, while five significant candidates competed as Democratic-Republicans. Clearly, no party system functioned in 1824. The official candidate of the Democratic-Republicans to replace Monroe was WILLIAM H. CRAWFORD, the secretary of the treasury. A caucus of Republicans in Congress had selected him, but this backing by party insiders turned out to be a liability as other candidates called for a more open process for selecting candidates.

The outcome of the very close election surprised political leaders. The winner in the all-important Electoral College was Andrew Jackson, the hero of the War of 1812, with ninety-nine votes. He was followed by JOHN QUINCY ADAMS, the son of the second president and Monroe’s secretary of state, who secured eighty-four votes. Meanwhile Crawford trailed well behind with just forty-one votes. Although Jackson seemed to have won a narrow victory, receiving 43 percent of the popular vote versus just 30 percent for Adams, he would not be seated as the country’s sixth president. Because nobody had received a majority of votes in the electoral college, the House of Representatives had to choose between the top two candidates.

Henry Clay, the speaker of the House of Representatives, now held a decisive position. As a presidential candidate himself in 1824 (he finished fourth in the electoral college), Clay had led some of the strongest attacks against Jackson. Rather than see the nation’s top office go to a man he detested, the Kentuckian Clay forged an Ohio Valley-New England coalition that secured the White House for John Quincy Adams. In return Adams named Clay as his secretary of state, a position that had been the stepping-stone to the presidency for the previous four executives.

This arrangement, however, hardly proved beneficial for either Adams or Clay. Denounced immediately as a "CORRUPT BARGAIN" by supporters of Jackson, the antagonistic presidential race of 1828 began practically before Adams even took office. To Jacksonians the ADAMS-CLAY

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ALLIANCE symbolized a corrupt system where elite insiders pursued their own interests without heeding the will of the people.

The JACKSONIANS, of course, overstated their case; after all, Jackson fell far short of a majority in the general vote in 1824. Nevertheless, when the Adams administration continued to favor a strong federal role in economic development, Jacksonians denounced their political enemies as using government favors to reward their friends and economic elites. By contrast, Jackson presented himself as a champion of the common man and by doing so furthered the democratization of American politics.
Examining the Election of 1824 - Was it a “Corrupt Bargain?”

**TITLE OF EVENT:**

**Candidates**

**Why wasn’t there any Federalists candidates in 1824?**

**Why did Congress decided the winner of the Election of 1824?**

**Key Details of the Event:**

**Resolution/Outcome:**

**Historical Significance:**

Do you feel Andrew Jackson should have won the Election of 1824? Why or Why not?
### Examining the Election of 1824 - Was it a “Corrupt Bargain?” (Completed)

<table>
<thead>
<tr>
<th>TITLE OF EVENT: Election of 1824</th>
<th>Candidates</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Andrew Jackson</td>
</tr>
</tbody>
</table>

#### Why did Congress decide the winner of the Election of 1824?

Because there were four candidates nobody had received a majority of votes in the electoral college, the House of Representatives had to choose between the top two candidates.

#### Key Details of the Event:

- **4 candidates, all of which were from the same party**
  - Jackson won the electoral college and the popular vote, but did not win the presidency
  - The House of Representatives voted in favor of Adams to become president
  - Jacksonians denounced their political enemies as using government favors to reward their friends and economic elites
  - Jackson supporters claimed Adams and Clay formed a corrupt bargain in order to steal the presidency
  - Jackson spent the next 4 years

#### What role did Henry Clay play in the outcome of the election?

Henry Clay was Speaker of the House. He steered Democrats in the House of Representatives to support Adams in exchange for the job as Secretary of State.

#### Resolution/Outcome:

The House of Representatives elected John Quincy Adams as the 6th president of the United States.

#### Historical Significance:

The Election of 1824 strengthened the appeal of Andrew Jackson leading to his victory four years later in 1828.

### Do you feel Andrew Jackson should have won the Election of 1824? Why or Why not? Was there a “Corrupt Bargain between Clay and Adams?”

In the Election of 1824, Andrew Jackson won the electoral vote and the popular vote. However, because there were four candidates and nobody won a majority of the votes, the U.S. House of Representatives elected John Quincy Adams. While there is not any actual proof that Henry Clay, Speaker of the House, and John Quincy Adams made a deal, it is rather suspicious that Clay was later named Secretary of State. Jackson supporters had a right to be angry that their candidate did not win.
# Examining the Presidency of John Quincy Adams

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Based on the information in the text, do you believe John Quincy Adams was qualified to be President of the United States? Why or Why not?</td>
<td></td>
</tr>
<tr>
<td>Why was President Adams unable to get much accomplished while serving as President of the United States?</td>
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<tr>
<td>List 3 economic developments Adams hoped to achieve as President</td>
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<tr>
<td>List at least 3 parts of Adams Economic Development Plan</td>
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<tr>
<td>Define Tariff</td>
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<tr>
<td>What was the “American System” and what effect did it have on different parts of the country?</td>
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</tr>
<tr>
<td>Based on the information in the text, what was the purpose of the “Tariff of Abominations” and what did it do?</td>
<td></td>
</tr>
</tbody>
</table>
### Examining the Presidency of John Quincy Adams (Completed)

<table>
<thead>
<tr>
<th>Based on the information in the text, do you believe John Quincy Adams was qualified to be President of the United States? Why or Why not?</th>
<th>John Quincy Adams was qualified to be President of the United States. Before running for president, he served as Secretary of War and Secretary of Treasury. He was well educated, spoke multiple languages, and was a masterful politician that had negotiated the treaty that ended the War of 1812.</th>
</tr>
</thead>
</table>
| Why was President Adams unable to get much accomplished while serving as President of the United States? | Adams was unable to get his programs passed through Congress because most of the country did not trust him after he won the election of 1824. From the moment he became president, Jackson’s supporters accused Adams of being “corrupt and untrustworthy”.
| List 3 economic developments Adams hoped to achieve as President | 1. A National University  
2. federal funding for roads and canals  
3. exploration of the country’s territory |
| List at least 3 parts of Adams Economic Development Plan | 1. a high protective tariff to promote industry  
2. the sale of public lands at low prices to encourage western settlement  
3. federally financed transportation improvements |
| Define Tariff | A tariff is a tax on imported goods |
| What was the “American System” and what effect did it have on different parts of the country? | The American System was a series of internal improvements in the United States. Proposed by Henry Clay, the American System was proposed “to promote economic growth and development” in all regions of the United States. Southerners disliked the system because Clay and Adams proposed paying for the improvement with a tariff on manufactured goods. |
| Based on the information in the text, what was the purpose of the “Tariff of Abominations” and what did it do? | The purpose of the Tariff of Abominations was to embarrass President Adams and gain support to oppose the American System. The Tariff of Abominations placed an extremely high tax on manufactured goods which was opposed by Southerners and hurt New England manufacturers. |
# Examining the Presidency of Andrew Jackson

<table>
<thead>
<tr>
<th>Main Ideas</th>
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<tbody>
<tr>
<td>The Election of 1828</td>
</tr>
<tr>
<td>How was Jackson able to win the Presidential election of 1828?</td>
</tr>
<tr>
<td>Expanding the Powers of the Presidency</td>
</tr>
<tr>
<td>What was the ‘Spoils System”?</td>
</tr>
<tr>
<td>Should winning candidates be able to appoint their friends to government jobs?</td>
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### Examining the Presidency of Andrew Jackson (Completed)

<table>
<thead>
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<th>Main Ideas</th>
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<tbody>
<tr>
<td><strong>The Election of 1828</strong></td>
</tr>
<tr>
<td>Jackson forces also alleged that the president had used public funds to buy personal luxuries</td>
</tr>
<tr>
<td>Adams’s supporters countered by digging up an old story that Jackson had begun living with his wife before she was legally divorced from her first husband</td>
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<tr>
<td>voter participation increased dramatically. Twice as many voters cast ballots in the election of 1828 as in 1824</td>
</tr>
<tr>
<td>Political supporters organized mass rallies, parades, and barbecues to gain support for Jackson</td>
</tr>
<tr>
<td>Jackson’s supporters called the vote a victory for the “farmers and mechanics of the country” over the “rich and well born.”</td>
</tr>
<tr>
<td>Jackson swept every state in the South and West</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>How was Jackson able to win the Presidential election of 1828?</th>
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<tbody>
<tr>
<td>In the election of 1828 Andrew Jackson and his supporters built a political network by having parades and rallies to gain support and recognition for their candidate.</td>
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<table>
<thead>
<tr>
<th>Main Ideas</th>
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<tbody>
<tr>
<td><strong>Expanding the Powers of the Presidency</strong></td>
</tr>
<tr>
<td>Jackson greatly enhanced the power and prestige of the presidency</td>
</tr>
<tr>
<td>Jackson and his supporters promised to remove any impediments to the ordinary citizen’s opportunities for economic improvement</td>
</tr>
<tr>
<td>The goal of the Jacksonians was to remove all obstacles that prevented farmers, artisans, and small shopkeepers from earning a greater share of the nation’s wealth.</td>
</tr>
<tr>
<td>Jackson defended the principle that public offices should be rotated among party supporters in order to help the nation achieve its republican ideals.</td>
</tr>
<tr>
<td>Performance in public office, Jackson maintained, required no special intelligence or training, and rotation in office would ensure that the federal government did not develop a class of corrupt civil servants set apart from the people.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>What was the ‘Spoils System”?</th>
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<tbody>
<tr>
<td>The spoils system was a process where Andrew Jackson gave government jobs to his supporters and friends.</td>
</tr>
<tr>
<td>Should winning candidates be able to appoint their friends to government jobs?</td>
</tr>
</tbody>
</table>
The South Carolina Nullification Controversy

By the late 1820’s, the north was becoming increasingly industrialized, and the south was remaining predominantly agricultural.

In 1828, Congress passed a high protective tariff that infuriated the southern states because they felt it only benefited the industrialized north. For example, a high tariff on imports increased the cost of British textiles. This tariff benefited American producers of cloth — mostly in the north. But it shrank English demand for southern raw cotton and increased the final cost of finished goods to American buyers. The southerners looked to Vice President John C. Calhoun from South Carolina for leadership against what they labeled the "TARIFF OF ABOMINATIONS."

Calhoun had supported the Tariff of 1816, but he realized that if he were to have a political future in South Carolina, he would need to rethink his position. Some felt that this issue was reason enough for dissolution of the Union. Calhoun argued for a less drastic solution — the doctrine of "NULLIFICATION." According to Calhoun, the federal government only existed at the will of the states. Therefore, if a state found a federal law unconstitutional and detrimental to its sovereign interests, it would have the right to "nullify" that law within its borders. Calhoun advanced the position that a state could declare a national law void.

In 1832, Henry Clay pushed through Congress a new tariff bill, with lower rates than the Tariff of Abominations, but still too high for the southerners. A majority of states-rights proponents had won the South Carolina State House in the recent 1832 election and their reaction was swift. The SOUTH CAROLINA ORDINANCE OF NULLIFICATION was enacted into law on November 24, 1832. As far as South Carolina was concerned, there was no tariff. A line had been drawn. Would President Jackson dare to cross it?

Jackson rightly regarded this STATES-RIGHTS challenge as so serious that he asked Congress to enact legislation permitting him to use federal troops to enforce federal laws in the face of nullification. Fortunately, an armed
confrontation was avoided when Congress, led by the efforts of Henry Clay, revised the tariff with a compromise bill. This permitted the South Carolinians to back down without "losing face."

In retrospect, Jackson's strong, decisive support for the Union was one of the great moments of his Presidency. If nullification had been successful, could secession have been far behind?
## Comparing Historical Events in the Presidency of Andrew Jackson

<table>
<thead>
<tr>
<th>Event</th>
<th>Nullification Crisis</th>
<th>Jackson vs. the Bank of the United States</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Cause</strong></td>
<td></td>
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<tr>
<td><strong>Effect</strong></td>
<td></td>
<td></td>
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<tr>
<td><strong>Social Impact</strong></td>
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<tr>
<td><strong>Economic Impact</strong></td>
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<tr>
<td><strong>Political Impact</strong></td>
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<tr>
<td>Using text evidence, compare and contrast the Nullification Crisis and the Bank Crisis</td>
<td></td>
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<tr>
<td>Which historical event do you believe had a greater impact on the United States? Use text evidence to support your answer.</td>
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</tr>
</tbody>
</table>
Comparing Historical Events in the Presidency of Andrew Jackson (Completed)

<table>
<thead>
<tr>
<th>Event</th>
<th>Nullification Crisis</th>
<th>Jackson vs. the Bank of the United States</th>
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</thead>
<tbody>
<tr>
<td><strong>Cause</strong></td>
<td>Congress passed a high protective tariff that infuriated the southern states because they felt it only benefited the industrialized north.</td>
<td>In 1832, Henry Clay, Daniel Webster, and other Jackson opponents in Congress, seeking an issue for that year's presidential election, passed a bill rechartering the Second Bank of the United States. The bank's charter was not due to expire until 1836, but Clay and Webster wanted to force Jackson to take a clear pro-bank or anti-bank position.</td>
</tr>
<tr>
<td><strong>Effect</strong></td>
<td>The tariff issue created the Nullification Crisis, in which states believed they could declare a federal law unconstitutional or “nullify” the law if it harmed the interest of the state.</td>
<td>Jackson vetoed the bank bill because he felt it violated the constitution, harmed states’ economic rights, and was a danger to the country.</td>
</tr>
<tr>
<td><strong>Social Impact</strong></td>
<td></td>
<td>Jackson removed federal funds from the National Bank and placed the money into state banks, which allowed states to issues loans for internal improvements and new business opportunities.</td>
</tr>
<tr>
<td><strong>Economic Impact</strong></td>
<td>The high tariff on imports increased the cost of British textiles. This tariff benefited American producers of cloth — mostly in the north. But it shrunk English demand for southern raw cotton and increased the final cost of finished goods to American buyers.</td>
<td>At first, Jackson’s veto of the bank bill led to an increase in “land sales, canal construction, cotton production, and manufacturing”, but not long after, the United States entered an economic depression.</td>
</tr>
<tr>
<td><strong>Political Impact</strong></td>
<td>The Nullification Crisis led to the doctrine of state’s rights, or the concept that the power of state government should be more powerful than federal law.</td>
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<tr>
<td>Using text evidence, compare and contrast the Nullification Crisis and the Bank Crisis</td>
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<tr>
<td>The Nullification Crisis was a political issue and the Bank Crisis was a political issue. The effects of the Bank Crisis were felt all over the country while the Nullification Crisis was centered in the south. Both events tested President Jackson’s strength and forced him to choose nationalism over regionalism.</td>
<td></td>
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<th>Which historical event do you believe had a greater impact on the United States? Use text evidence to support your answer.</th>
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<tbody>
<tr>
<td>Andrew Jackson’s ‘war’ with the Second Bank of the United States had a greater impact on the United States for two reasons. First, when Jackson vetoed the Bank bill he removed all federal money from the bank which ended up creating a shortage of available currency. Second, the Bank Crisis involved the entire country, while the Nullification Crisis was at first only in South Carolina and the Southern States.</td>
</tr>
</tbody>
</table>
Grade 7 Instructional Task: Indian Removal

Unit Three: The New Republic, Topic Three: Jacksonian Democracy

Description: Students examine the causes and effects of Indian Removal in the Southeastern United States then analyze how the relationship between Native Americans and white settlers changed during the early eighteenth century.

Suggested Timeline: 5 class periods

Materials: Locating the Site - Map 1: Land occupied by Southeastern Tribes, 1820s; Locating the Site Map 2: Cherokee Removal Routes; The Cherokee Nation in the 1820s; "You cannot remain where you now are...."; Analyzing the Relationship between Native Americans and White Settlers (blank and completed) "Every Cherokee man, woman or child must be in motion..."; Andrew Jackson’s Message to Congress Concerning the Indian Removal Act of 1830; Textual Analysis of Andrew Jackson’s Message to Congress Concerning the Indian Removal Act of 1830 (blank and completed)

Instructional Process:

1. Say, “When settlers from the United States began moving west after the Louisiana Purchase they encountered numerous Indian Tribes that had lived in the vast territory for more than a thousand years. American settlers disregarded previous treaties and agreements between Indian tribes and the government in search of cheap farm land for cash crops. Before becoming president of the United States Andrew Jackson made his mark on the country as a war veteran in the War of 1812 and the Indian Wars. Of all the presidents before him, Andrew Jackson had the harshest Indian policy toward Native Americans. Jackson believed that many Indian tribes stood in the path of progress for American settlers moving west. Jackson’s policies towards Native Americans were in direct conflict with the ideas expressed in the United States Constitution and the Declaration of Independence. In this instructional task you will analyze Jackson’s Native American policies and then examine the social and political impact of the forced Indian removal in the United States”.

2. Write the word assimilation/assimilate on the board in the classroom. Ask students to provide a definition using their own words and provide any examples they might know.

3. Provide students with the definition of assimilation: (1) the process of adapting or adjusting to the culture of a group or nation, or the state of being so adapted: assimilation of immigrants into American life. 

4. Ask students to write a sentence using the word assimilation. For example, “During the early 1800’s, many Native American Indian tribes were expected to assimilate into America lifestyle”.

5. Assign students a partner according to an established classroom routine.

6. Provide students with access to the following text:
   a. The Cherokee Nation in the 1820s

7. Instruct students to complete a pre-reading vocabulary activity on the text The Cherokee Nation in the 1820s

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52 Part of this task is adapted from The Cherokee People and the Trail of Tears - Middle School Lesson Plan developed by the National Park Service, Teaching With Historical Places. The Lesson Plan is licensed under a Creative Commons Attribution-Noncommercial-ShareAlike 4.0 International License, which allows for it to be shared and adapted as long as the user agrees to the terms of the license.

53 http://www.dictionary.com/browse/assimilation
8. Encourage students to underline/highlight any words or phrases that they do not know. Using context clues within the document ask students to determine the meaning of some unfamiliar words in the text such as:
   a. **thrived**
   b. **missionaries**
   c. **coexist**
   d. **magnanimity**
   e. **obligations**
   f. **refuge**
   g. **surveying**

9. Ask students to provide examples of words they underlined or highlighted in the text. If students do not provide many words, use the above list as examples for students. Ask students to write their own definition using context clues from the text.

10. Conduct a class discussion with students to help build contextual understanding of the words in the list above.
11. Next, instruct students to read *The Cherokee Nation in the 1820s* again with their partner.
12. Encourage students to underline, highlight or write down some of main ideas in the text that help explain how Native Americans interacted with white settlers and how the relationship between Native Americans and settlers changed over time.
13. After reading the text, instruct students to answer the questions that are included with the text. These questions were developed by the National Park Service. Since they are part of the digital source, teachers can decide how to provide access to students. Provide students with a reasonable amount of time to read and answer the questions that are included with the text (15-20 minutes).
14. Project a copy of the text *The Cherokee Nation in the 1820s* in the classroom. Review the questions with students and have them fill in any information they might have missed.
15. Engage students in a full class discussion how Native Americans interacted with white settlers and how the relationship between Native Americans and settlers changed over time.
16. Say, “In the next text we are going to examine how the discovery of gold on Cherokee land dramatically changed the relationship between the Cherokee Nation and the United States. In this text, you will analyze some of the causes and effects of Indian Removal for the Southeastern United States”.
17. Assign students a partner according to an established classroom routine.
18. Provide students with access to the following text:
   a. "You cannot remain where you now are...."
   b. Analyzing the Relationship between Native Americans and White Settlers graphic organizer
19. Instruct students to complete a pre-reading vocabulary activity on the text "You cannot remain where you now are...."
20. Encourage students to underline/highlight any words or phrases that they do not know. Using context clues within the document ask students to determine the meaning of some unfamiliar words in the text such as:
   a. **renegade**
   b. **null and void**
   c. **futile**
   d. **incursions**
   e. **compensate**
f. acquainted

g. abrogated

h. unaccustomed

21. Ask students to provide examples of words they underlined or highlighted in the text. If students do not provide many words, use the above list as examples for students. Ask students to write their own definition using context clues from the text.

22. Conduct a class discussion with students to help build contextual understanding of the words in the list above.

23. Next, instruct students to read "You cannot remain where you now are..." again with their partner and complete the Analyzing the Relationship between Native Americans and White Settlers graphic organizer.

24. Encourage students to underline, highlight or write down some of the main ideas in the text that help explain how Native Americans interacted with white settlers and how the relationship between Native Americans and settlers changed over time.

25. After reading the text, instruct students to answer the questions that are included with the text. These questions were developed by the National Park Service. Since they are part of the digital source, teachers can decide how to provide access to students. Provide students with a reasonable amount of time to read and answer the questions that are included with the text (15-20 minutes).

26. After students have answered the questions included with the text, provide students with a reasonable amount of time to complete the Analyzing the Relationship between Native Americans and White Settlers graphic organizer.

27. Project a blank copy of the Analyzing the Relationship between Native Americans and White Settlers graphic organizer in the classroom. Review the graphic organizer with students and have them fill in any information they did not understand.

28. Engage students in a full class discussion on how Native Americans interacted with white settlers and how the relationship between Native Americans and settlers changed over time. Possible questions include:
   a. How did the relationship between Americans and Native Americans change after the discovery of gold in Georgia?
   b. In your opinion, can an independent nation such as Cherokee Nation exist within the United States and maintain its own laws which are different from that if the United States?

29. In the next text, we are going to examine the social and political impact of the Trail of Tears. While reading the text, examine how the Trail of Tears changed the lives of Native Americans and what the result of the forced relocation.

30. Assign students a partner according to an established classroom routine.

31. Provide students with access to the following text:
   a. "Every Cherokee man, woman or child must be in motion..."

32. Instruct students to complete a pre-reading vocabulary activity on the text "Every Cherokee man, woman or child must be in motion..."

33. Encourage students to underline/highlight any words or phrases that they do not know. Using context clues within the document ask students to determine the meaning of some unfamiliar words in the text such as:
   a. concessions
   b. stockades
   c. encamped
34. Ask students to provide examples of words they underlined or highlighted in the text. If students do not provide many words, use the above list as examples for students. Ask students to write their own definition using context clues from the text.

35. Conduct a class discussion with students to help build contextual understanding of the words in the list above.

36. Next, instruct students to read "Every Cherokee man, woman or child must be in motion..." again with their partner.

37. Encourage students to underline, highlight or write down some of main ideas in the text that help explain how Native Americans interacted with white settlers and how the relationship between Native Americans and settlers changed over time.

38. After reading the text, instruct students to answer the questions that are included with the text. These questions were developed by the National Park Service. Since they are part of the digital source, teachers can decide how to provide access to students. Provide students with a reasonable amount of time to read and answer the questions that are included with the text (15-20 minutes).

39. Engage students in a full class discussion on the overall social and political impact of the Trail of Tears. Possible questions include:
   a. Who benefitted the most from the removal of the Native Americans?
   b. How did the Cherokee resist forced relocation during the Trail of Tears?
   c. In your opinion, was it fair for the American settlers to move into Cherokee Territory?

40. Say, “In the last part of our instructional task we are going to complete a Textual Analysis of Andrew Jackson’s Message to Congress Concerning the Indian Removal Act of 1830. While reading Jackson’s speech to Congress, we will examine what Jackson claims to be benefits to relocating the Native Americans to Indian Territory”.

41. Assign students a partner according to an established classroom routine.

42. Provide students with access to the following text:
   a. Andrew Jackson’s Message to Congress Concerning the Indian Removal Act of 1830
   b. Textual Analysis of Andrew Jackson’s Message to Congress Concerning the Indian Removal Act of 1830

43. Instruct students to complete a pre-reading vocabulary activity with their partner on the text Andrew Jackson’s Message to Congress Concerning the Indian Removal Act of 1830.

44. Encourage students to underline/highlight any words or phrases that they do not know. Using context clues within the document ask students to determine the meaning of some unfamiliar words in the text such as:
   a. benevolent
   b. consummation
   c. pecuniary
   d. dense
   e. incalculably
   f. adjacent
   g. studded
   h. embellished
   i. annihilated
45. Ask students to provide examples of words they underlined or highlighted in the text. If students do not provide many words, use the above list as examples for students. Ask students to write their own definition using context clues from the text.

46. Conduct a class discussion with students to help build contextual understanding of the words in the list above.

47. Next, instruct students to read Andrew Jackson’s Message to Congress Concerning the Indian Removal Act of 1830 again with their partner and complete the Textual Analysis of Andrew Jackson’s Message to Congress Concerning the Indian Removal Act of 1830 graphic organizer.

48. Encourage students to underline, highlight or write down some of main ideas in the text that help explain Andrew Jackson's beliefs about relocating the Native Americans to Indian Territory and why he felt that relocation was a benefit for the Native Americans.

49. After reading the text, instruct students to complete the Textual Analysis of Andrew Jackson’s Message to Congress Concerning the Indian Removal Act of 1830 graphic organizer and write a summary of Jackson’s speech to Congress.

50. Engage students in a full class discussion on the overall social and political impact of the Trail of Tears. Possible questions include:
   a. What was the purpose of the Indian Removal Act?
   b. Why did Andrew Jackson feel that relocation was a benefit for the Native Americans?
   c. How did Andrew Jackson justify the actions of the United States government in removing the Native Americans?
   d. Do you feel that the Indian Removal Act was fair? Why or Why Not? (Use evidence from the sources to support your claim.)
Analyzing the Relationship between Native Americans and White Settlers

What two events ultimately led to the Indian Removal Act of 1830?

1.  
2.  

How did the discovery of gold in Georgia change the relationship between the Cherokee Nation and white settlers?

What impact did the Supreme Court have on the Cherokee Nation?

How did the Cherokees feel about losing their land? (Use evidence from the text to support your claim.)
### Analyzing the Relationship between Native Americans and White Settlers (Completed)

**What two events ultimately led to the Indian Removal Act of 1830?**

1. the election of Andrew Jackson in 1828
2. the discovery of gold in Georgia

**How did the discovery of gold in Georgia change the relationship between the Cherokee Nation and white settlers?**

The discovery of gold led to an influx of new settlers from Georgia, the Carolinas, and Virginia into Cherokee land. After gold was discovered, the United States declared all laws of the Cherokee Nation “null and void” and began to force Cherokees off their land. “The state had already declared all laws of the Cherokee Nation null and void after June 1, 1830, and also prohibited Cherokees from conducting tribal business, contracting, testifying against whites in court, or mining for gold”.

**What impact did the Supreme Court have on the Cherokee Nation?**

The Cherokee Nation sued the United States and the case went to the Supreme Court. Cherokee leaders successfully challenged Georgia in the U.S. Supreme Court, but President Jackson refused to enforce the Court's decision.

**How did the Cherokees feel about losing their land? (Use evidence from the text to support your claim.)**

The Cherokee Nation was attached to their land. Many of the elder Cherokee had lived their entire life on the land and they were not willing to leave. They refused to sign any treaty with the United States that would require they give up their land.
Textual Analysis of Andrew Jackson’s Message to Congress Concerning the Indian Removal Act of 1830

<table>
<thead>
<tr>
<th>Paragraph</th>
<th>Main Ideas, Keywords, or Phrases</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 and 2</td>
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<tr>
<td>3 and 4</td>
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<tr>
<td>5</td>
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</tr>
<tr>
<td>Summary</td>
<td></td>
</tr>
<tr>
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<td>Main Ideas, Keywords, or Phrases</td>
</tr>
<tr>
<td>-----------</td>
<td>---------------------------------</td>
</tr>
</tbody>
</table>
| 1 and 2   | ● benevolent policy – kind and benefitting the Natives  
                        ● happy consummation – a good ending for all involved  
                        ● pecuniary advantages – the removal benefits both the Native Americans and the Settlers in the form of money and land |
| 3 and 4   | ● progressive change – good for the county  
                        ● fair exchange  
                        ● at the expense of the United States – the U.S. is the one losing something in the removal, not the Native Americans  
                        ● Humanity  
                        ● give him a new and extensive territory  
                        ● to pay the expense of his removal  
                        ● support him a year in his new abode |
| 5         | ● wandering savage  
                        ● civilized Christian  
                        ● generous  
                        ● To save him  
                        ● Government kindly offers him a new home  
                        ● pay the whole expense of his removal and settlement |

**Summary**

In his speech to Congress, Jackson wants people to believe that Indian removal is being carried out for progress. He also wants people to believe that the removal is a fair exchange between the Indians and American settlers. In order to prove his point, he provides evidence stating that the United States is providing “a new and extensive territory”, paying the expense of his removal” and even “supporting support him a year in his new home”. Jackson believes that relocating the Native Americans is in the best interest of all parties involved – Native Americans and White Settlers. Jackson also suggests that relocation will prevent conflict between the Natives and settlers and the whole process is for the protection of the Native Americans. He also states that removing the Natives will allow the southern states to “advance rapidly in population, wealth, and power”.
Unit Three Assessment

**Description:** Students write an extended response to the following question: How do advancements affect a nation's identity?

**Suggested Timeline:** 1 class period

**Student Directions:** Using your understanding of early American history and the sources from this unit, write an essay which explains how the advancements made in the new republic affected our national identity. Use evidence gathered throughout the units and your knowledge of social studies to develop and support your explanation. Consider:

- Foreign and domestic challenges faced by early presidents
- Differences in Jefferson’s vision of America and Hamilton’s vision of America
- The role of conflict and compromise in establishing the new republic

**Resources:**
- [Social Studies Extended Response Checklist](#)

**Teacher Notes:** In completing this task, students meet the expectations for GLEs 7.1.1, 7.2.4, 7.3.1, 7.3.2, 7.3.4, 7.8.8, and 7.9.3. They also meet the expectations for **ELA/Literacy Standards**: WHST.6-8.2a-f, WHST.6-8.4, WHST.6-8.5, WHST.6-8.6, WHST.6-8.9, WHST.6-8.10.

Use the [LEAP assessment social studies extended response rubric](#) to grade this assessment. Note: Customize the Content portion of the rubric for this assessment. Use the Claims portion of the rubric as written.
Unit Four Overview

**Description:** Students will learn that the early 19th century marked major social, geographic, political and economic changes for the United States. Where Americans lived, what they did for work, and who was considered “American” dramatically changed during this time period. Despite rapid expansion, industrial growth, and progress, the United States faced a crisis of conscience and multiple challenges to the moral identity of Americans stemming from issues that divided the country such as westward expansion, women’s suffrage, slavery, and a new nativist sentiment against European immigrants.

**Suggested Timeline:** 6 - 7 weeks

<table>
<thead>
<tr>
<th>Grade 7 Content</th>
<th>Grade 7 Claims</th>
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</thead>
<tbody>
<tr>
<td>Expansion &amp; Conflict</td>
<td>How does growth shape a nation's identity?</td>
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</tbody>
</table>

**Topics (GLEs):**

1. Westward Expansion (7.1.1-5; 7.3.1-5; 7.5.1; 7.7.1; 7.9.3; 7.11.1; 7.11.3)
2. Growth and Reform (7.1.1-5; 7.3.3; 7.5.1; 7.5.2; 7.6.1-4; 7.7.1; 711.1-3)
3. Slavery (7.1.1-5; 7.3.3-5; 7.5.3; 7.6.1; 7.6.4; 7.11.1; 7.11.3)

**Unit Assessment:** Students write an extended response to the following question: Did westward expansion positively or negatively impact the formation of the American identity?
Unit Four Instruction

**Topic One:** Westward Expansion (7.1.1-5; 7.3.1-5; 7.5.1; 7.7.1; 7.9.3; 7.11.1; 7.11.3)

**Connections to the unit claim:** During this unit, students analyze the factors that motivated Americans to move westward, analyze the political, social, and economic factors that led to U.S. territorial expansion, and relate the theory of Manifest Destiny to westward expansion. They will use the knowledge gained about westward expansion to formulate a claim by the end of the unit on how growth shaped the national identity.

**Suggested Timeline:** 6 class periods

**Use this sample task:**
- **Was it Destiny to Move West?**

**To explore these key questions:**
- What factors led to western expansion from 1800-1850?
- Why did territorial and economic expansion create conflict and how were these conflicts resolved?
- How were America’s borders expanded?
- What were the political, social, and economic reasons for U.S. territorial expansion?

**That students answer through this assessment:**
- Students analyze the factors that “pushed” or “pulled” Americans to move westward.
- Students write a paragraph answering the following questions: How were America’s borders expanded, and what were the political, social, and economic reasons for doing so?
- Students will culminate the task by writing and essay answering the question “Was it Destiny to Move West?”
Grade 7 Instructional Task: Was It Destiny to Move West?\textsuperscript{54}

Unit Four: Expansion and Conflict, Topic One: Westward Expansion

Description: Students analyze the political, social, and economic causes and effects that led to western expansion from 1800-1850.

Suggested Timeline: 6 class periods

Materials: Lowell Mill Workers Protest Song; Factors Influencing Western Expansion Notes Sheet (blank and completed); Maps and Table showing 19th c. Population and Density; John O’Sullivan, magazine article about westward expansion, “The Great Nation of Futurity” (excerpts), The United States Democratic Review, 1839; James K. Polk, speech that announced the discovery of gold in California; Homestead Act 1862 (Excerpts); Territorial Expansion of the United States, 1783-1853; The Lone Star Republic; 54° 40' or Fight; American Blood on American Soil; The Mexican-American War; Analyzing America’s Expanding Borders handout (blank and completed)

Instructional Process:
1. Write the destiny on the board and read or project the following definitions\textsuperscript{55}
   a. The predetermined, usually inevitable, or irresistible course of events
   b. Something that is to happen, or has happened, to a particular person or thing; a lot or fortune.
2. Read aloud this definition of the phrase Manifest Destiny, and the second definition of Manifest Destiny.
3. Ask students: “What do these definitions have in common?”
4. Take notes for the class or annotate the definitions as students share their answers.
5. Direct students to explain the meaning of Manifest Destiny in their own words orally or in writing.
6. Say, “Driven by political and economic motives, the United States expanded its physical boundaries to the Pacific Ocean between 1800 and 1860. This settlement displaced Native Americans as the frontier was pushed westward. In this instructional task, you will explore the social, political, and economic factors, conditions, and conflicts related to westward expansion in the United States before the Civil War. In the inquiry, we will wrestle with various economic, geographic, and social ideas as we consider the value of the push westward. The compelling question for this task is ‘Was it destiny to move west?’”
7. To stage the compelling question, have students reflect upon an action they have taken from which they benefited at the expense of another individual or group. The teacher can support students by providing examples (e.g. getting extra playing time on a sports team, going on a trip with one friend instead of another). After giving students enough time to come up with their personal example, instruct them to turn to a partner and share a time when the action they took benefited them at the expense of another individual or group.
8. After students have finished their think-pair-share, conduct a brief whole-class discussion on the following question:
   a. What are the benefits and drawbacks of putting someone else’s interests above your own?

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\textsuperscript{55} http://www.dictionary.com/browse/destiny?s=t
9. After the discussion, say “this is a questions we’ll need to consider as we continue to learn about Western Migration, and make a claim about whether or not it was destiny to move west.”

10. Say: “We’re now going to explore various sources to gain a better understanding of the economic, geographic, and social factors that influenced westward expansion, and use those sources to answer the question what factors influenced westward expansion? As we explore sources, we’re going to think about whether the source is outlining a “push” factor -a reason that people would want to leave where they currently live, or a “pull” factor - a compelling reason to move to the West. We will keep track of these factors on the Factors Influencing Western Expansion Notes Sheet.”

11. Provide students with access to Lowell Mill Workers Protest Song and the Factors Influencing Western Expansion Notes Sheet. Have students read the protest song, and conduct a brief discussion around what reason this source presents for why mill workers may want to move west. Possible discussion questions include:
   a. What words does the song use to describe working in the mill in Lowell?
   b. What does the song mean by “I cannot be a slave, I will not be a slave?”
   c. Why might mill workers, or factory workers, want to leave this type of work?
   d. Is this source outlining push or pull factors to move west?

12. Instruct students to record factors influencing westward expansion on their note taking template for this source.

13. Project Maps and Table showing 19th c. Population and Density. Engage students in a discussion about the information the maps and table provide. Possible questions include:
   a. What do these maps tell us about change in U.S. territory between 1820 and 1860?
   b. What do these maps tell us about the change in where people are living in the U.S. between 1820 and 1860?
   c. What do these maps tell us about the change in population density between 1820 and 1860?
   d. Which areas of the country have grown more crowded from 1820 to 1860? Why do you think that is?
   e. What does the Total US Population table tell us about population growth from 1790-1820 compared to growth from 1820-1860?
   f. Why might someone living in an area that is densely populated want to move west? Is that a push factor or a pull factor?

14. Instruct students to record factors influencing westward expansion on their note taking template for this source.

15. Provide students with access to the following texts:
   a. James K. Polk, speech that announced the discovery of gold in California
   b. John O’Sullivan, magazine article about westward expansion, “The Great Nation of Futurity” (excerpts), The United States Democratic Review, 1839
   c. Homestead Act 1862 (Excerpts)

16. Read each source aloud with students following along. Encourage students to underline evidence that discusses factors that influenced western expansion.

17. After reading, engage students in a whole class discussion on the additional factors that influenced western expansion brought up in these articles. Possible discussion questions include:
   a. In the 2nd paragraph, O’Sullivan states that “The expansive future is our arena, and for our history.” What does he mean?
   b. What ideals is O’Sullivan promoting in this article?
   c. What does O’Sullivan mean when he says “Providence is with us.”
d. Why does O’Sullivan think America is destined to be the “great nation of futurity?”

e. In the first paragraph, what does James Polk say about the mines in California?

f. Why are sailors abandoning their ships once they arrive on the California coast?

g. Based on what James Polk is saying about the gold mines in California, what would likely happen to someone who went to California to work in the mines?

h. What does the Homestead Act guarantee to settlers who decide to migrate west (as long as they meet qualifications)?

i. What do you think are “unappropriated public lands?”

j. What does the Homestead Act say about anyone already occupying land in The West?

k. Are the factors influencing western expansion outlined by these two articles push or pull factors? Why?

18. After the discussion, instruct students to record factors influencing westward expansion from these two sources and complete their note taking template.

19. Say: “up to this point in the task, we’ve explored why Americans were interested in moving west. We are now going to explore why and how Americans moved west, and expanded U.S. borders. We will investigate using maps and texts in order to answer the question, how were America’s borders expanded, and what were the political, social, and economic reasons for doing so?”

20. Project the following interactive map to explore with students:  Territorial Expansion of the United States, 1783-1853  

21. Conduct a jigsaw reading of various sources on Western Migration and America’s expanding borders.

22. Divide the class into three equal groups using an established classroom routine. Each group will be responsible for reading one or two articles, becoming “experts” on the topic of their article, and then presenting what they learned to others.

23. Provide students in each expert group with a copy or access to the following sources:

   a. Group 1: The Lone Star Republic
   b. Group 2: 54° 40’ or Fight

24. Provide students with a copy of the Analyzing America’s Expanding Borders handout.

25. Instruct students to read their assigned text in their expert group. Encourage students to underline evidence of political, social, and economic reasons for annexing land. After reading, direct students to discuss how America’s borders expanded, and what the political, social, and economic reasons were for expansion, and then complete the Analyzing America’s Expanding Borders note-taking template with their expert group. Provide students with a reasonable amount of time to discuss and complete the template (15-20 minutes).

26. Once expert groups have completed the activity, divide students into groups of three, with each member being from a different expert group. Allow each expert enough time to present their article to their group (10-15 minutes)

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56 This map was created by the University of Oregon, and can be found at Territorial Expansion of the United States, 1783-1853
minutes total). Encourage each expert to answer the focus question for this part of the task while presenting to their group - “How were America’s borders expanded, and what were the political, social, and economic reasons for doing so?”

27. Conduct a discussion on the political, social, and economic reasons for expanding America’s borders. Possible questions:
   a. What were the political and social reasons for annexing the Oregon territory, as well as California, Texas, and New Mexico?
   b. What was the economic reason for annexing these territories?
   c. What role did “Manifest Destiny” play in American territorial expansion?
   d. Do you think it was destiny for America to expand west? Why or why not?
   e. Did America expand its borders at the expense of other groups? Was this justified?

28. After the discussion, instruct students to write a paragraph answering the following question: How were America’s borders expanded, and what were the political, social, and economic reasons for doing so? This can be taken for a grade.

29. Say “throughout this task, we have used various sources to learn about the factors that influenced westward expansion, how America expanded its borders, and the political, social, and economic reasons for doing so. Your goal for this task was to determine if it was destiny to move west based on what you’ve learned about American westward expansion. To culminate this task, you will answer the question in essay form: Was it Destiny to Move West? Construct an argument that discusses the issues of westward expansion using specific claims and relevant evidence from historical sources while acknowledging competing views.” This essay can be taken for a grade.
## Factors Influencing Western Expansion Notes Sheet

<table>
<thead>
<tr>
<th>Source</th>
<th>Factors Influencing Westward Expansion</th>
<th>Push or Pull factor?</th>
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<tbody>
<tr>
<td>Lowell Mill Protest Song</td>
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<tr>
<td>Maps and Table Showing 19th c. Population and Density</td>
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<tr>
<td>John O’Sullivan magazine article</td>
<td></td>
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<tr>
<td>James K. Polk speech</td>
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<tr>
<td>Homestead Act of 1862 (Excerpt)</td>
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## Factors Influencing Western Expansion Notes Sheet (Completed)

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<tr>
<td>Lowell Mill Protest Song</td>
<td>● working in a factory feels like you will “pine away and die”</td>
<td>PUSH</td>
</tr>
<tr>
<td></td>
<td>● “for I am so fond of liberty, that I cannot be a slave”- factory workers feel like slaves working for cheap wages in bad conditions, and want to be free of that kind of life.</td>
<td></td>
</tr>
</tbody>
</table>
| Maps and Table Showing 19th c. Population and Density | ● U.S. territory is growing rapidly, and cities on the east coast and midwest are getting more and more populated.  
   ● The population is growing fast from 1820-1860 than it was from 1790-1820  
   ● people living in densely populated areas may want to move to less populated areas in the west to have more land. | PUSH                |
| John O’Sullivan magazine article            | ● The belief that America is destined to be “a great nation of futurity,” and expanding into The West is a part of becoming a leading nation.  
   ● It is a given that American expansion into The West is supposed to happen because of America’s history of settlement and colonization.  
   ● “Providence is with us” - it is in God’s plan for Americans to move west to establish the “moral dignity and salvation of man” | PULL                |
| James K. Polk speech                        | ● because an “abundance of gold” has been discovered in California, if a person could get themselves there to mine the gold, they are able to make a lot of money.  
   ● Because a lot of people are moving to California to mine for gold, there is an “unprecedented rise in the price of all the necessaries of life,” which creates opportunities for entrepreneurs to profit on providing those necessaries. | PULL                |
| Homestead Act of 1862 (Excerpt)            | ● If a person meet qualifications, the Homestead Act states that anyone is entitled to claim one-quarter section or less of unappropriated public lands for themselves and their family’s use, free of charge. | PULL                |
Maps and Table showing 19th c. Population and Density

Courtesy of Dr. Gayle Olson---Raymer, Humboldt State University

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Courtesy of Dr. Gayle Olson---Raymer, Humboldt State University

The Study.com Used with permission. http://study.com/cimages/multipages/16/population-chart.jpg
John O’Sullivan, Magazine Article about Westward Expansion, “The Great Nation of Futurity” (excerpts), The United States Democratic Review, 1839

NOTE: The excerpts here are from an article by newspaper columnist John O’Sullivan, who is credited with coining the term “Manifest Destiny.” Although he did not use the term in the article, the basic ideas informing O’Sullivan’s notion of Manifest Destiny are described.

“The American people having derived their origin from many other nations, and the Declaration of National Independence being entirely based on the great principle of human equality, these facts demonstrate at once our disconnected position as regards any other nation...we may confidently assume that our country is destined to be the great nation of futurity....”

“The expansive future is our arena, and for our history. We are entering on its untrodden space, with the truths of God in our minds, beneficent objects in our hearts, and with a clear conscience unsullied by the past. We are the nation of human progress, and who will, what can, set limits to our onward march? Providence is with us, and no earthly power can....”

“All this will be our future history, to establish on earth the moral dignity and salvation of man —the immutable truth and beneficence of God. For this blessed mission to the nations of the world, which are shut out from the life-giving light of truth, has America been chosen; Who, then, can doubt that our country is destined to be the great nation of futurity?”

From "The Great Nation of Futurity," The United States Democratic Review 6, no. 23 (1839): 426–430. Public domain. The complete article can be found online at the Making of America website, Cornell University Library: http://cdl.library.cornell.edu/cgi-bin/moa/moa-cgi?notisid=AGD1642-0006-46.
Homestead Act 1862 (Excerpts)

AN ACT to secure homesteads to actual settlers on the public domain. Be it enacted, That any person who is the head of a family, or who has arrived at the age of twenty-one years, and is a citizen of the United States, or who shall have filed his declaration of intention to become such, as required by the naturalization laws of the United States, and who has never borne arms against the United States Government or given aid and comfort to its enemies, shall, from and after the first of January, eighteen hundred and sixty-three, be entitled to enter one quarter-section or a less quantity of unappropriated public lands, upon which said person may have filed a preemption claim. Provided, that any person owning or residing on land may, under the provision of the act, enter other land lying contiguous to his or her said land, which shall not, with the land already owned and occupied, exceed in the aggregate one hundred and sixty acres.

http://www.smithsoniansource.org/content/dbqs/westwardexpansion/impact_westward_expansion.pdf
The Lone Star Republic

At the time Spain granted independence to Mexico in 1821, the land now comprising the state of Texas was very sparsely populated. The Mexican government actually encouraged the settlement of the area by American pioneers.

In 1823, STEPHEN AUSTIN led 300 American families onto land granted to his father by the Mexican government. A prosperous province was greatly in the interest of Mexico, so no alarm was raised. Mexico was also interested in creating a buffer zone between the Mexican heartland and the COMANCHE TRIBE.

There were, however, strings attached.

The American settlers were expected to become Mexican. All immigrants from the United States were by law forced to become Catholic. When the Mexican government outlawed slavery in 1829, it expected the Texans to follow suit. None of the conditions were met, and a great cultural war was underway.

In the hopes of easing tensions, Stephen Austin journeyed to Mexico City in 1833. But Mexico's dictator, SANTA ANNA, was not the negotiating type. Austin was simply thrown in jail. Although he was released after 18 months, relations between the Texans and the Mexicans deteriorated. Finally in 1835, war broke out between Santa Anna's troops and a ragtag group of Texan revolutionaries. On March 2, 1836, representatives from Texas formally declared their independence. Four days later, Santa Anna completed an infamous siege on the ALAMO mission.

Despite a 13-day holdout, the 187 Texans were crushed by Santa Anna's forces, which numbered 5000 strong. The deaths of commander WILLIAM TRAVIS, JIM BOWIE, and DAVY CROCKETT angered Americans as cries of "REMEMBER THE ALAMO!" rang throughout the land. Americans flocked to Texas, and, led by commander SAM HOUSTON, defeated Santa Anna's forces. On May 14, 1836, Santa Anna grudgingly recognized Texan independence.

Texan-Americans were not the only ones fighting for independence. The TEJANO people, Spanish-speaking settlers of Texas, also supported the TEXAS REVOLUTION. They had hoped for greater control over their local affairs. They fought side-by-side with Houston’s troops against Santa Anna's soldiers. After the war, there was quite a bit of disillusionment.

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The Americans who swarmed into Texas did not distinguish between Tejanos and Mexicans. In the decade that followed, the Tejanos found themselves shut out of the new Texas government as well.

Most TEXAN-AMERICANS wanted to be annexed by the United States. They feared that the Mexican government might soon try to recapture their land. Many had originally come from the American south and had great interest in becoming a southern state. President Andrew Jackson saw trouble. Many Whigs and Abolitionists in the North refused to admit another slave state to the Union. Rather than risk tearing the nation apart over this controversial issue, Jackson did not pursue annexation. The Lone Star flag flew proudly over the LONE STAR REPUBLIC for nine years.

Texas was an independent country.

On March 1, 1836, while the Battle of the Alamo raged miles away, 59 men signed Texas’s Declaration of Independence.
The southern boundary of the United States with Mexico was not the only western territory under dispute. The OREGON TERRITORY spanned the modern states of Oregon, Idaho, and Washington, as well as the western coast of Canada up to the border of RUSSIAN ALASKA. Both Great Britain and America claimed the territory. The TREATY OF 1818 called for joint occupation of Oregon — a solution that was only temporary. Led by missionaries, American settlers began to outnumber British settlers by the late 1830s. But Britain was not Mexico. Its powerful navy was still the largest in the world. Twice before had Americans taken up arms against their former colonizers at great expense to each side. Prudence would suggest a negotiated settlement, but the spirit of manifest destiny dominated American thought. Yet another great showdown loomed.

Oregon fever swept the nation in the 1840s. Thousands of settlers, lured by the lush WILLAMETTE VALLEY headed west on the OREGON TRAIL. Families in caravans of 20 or 30 braved the elements to reach the distant land. Poor eastern families could not generally make the trip, as outfitting such an expedition was quite expensive. The CONESTOGA WAGON, oxen and supplies comprised most of the cost. The families fought Native Americans at times, but often they received guidance from the western tribes. It took six months of travel at the speed of fifteen miles per day to reach their destination.
In the east, the subject of Oregon was less personal and more political. In 1844 the Democrats nominated JAMES K. POLK, an unknown candidate from Tennessee. It appeared as though the Whig Party candidate, Henry Clay, would win in a landslide. Very few Americans had ever heard the name Polk, but Clay's illustrious career was widely known. However, Polk was an excellent strategist. He tapped into the public mood and realized that manifest destiny was the very issue that could lead him to victory. Polk called for expansion that included Texas, California, and the entire Oregon territory. The northern boundary of Oregon was the latitude line of 54 degrees, 40 minutes. "FIFTY-FOUR FORTY OR FIGHT!" was the popular slogan that led Polk to victory against all odds.

Claiming the territory in an election campaign was one thing. Acquiring it from the powerful British was another. Although Polk blustered about obtaining the entire territory from Britain, he was secretly willing to compromise. Trouble was brewing with Mexico in the south. Surely the new nation could ill afford to fight Mexico in the southwest and the British in the northwest simultaneously. Nevertheless, Polk boldly declared to Great Britain that joint occupation would end within one year. The British were confident they could win, but by 1846 they were vastly outnumbered in Oregon by a margin of greater than six to one. In June of that year, Britain proposed splitting Oregon at the 49th parallel. Polk agreed to the compromise, and conflict was avoided.
While Polk awaited the Presidency, the trouble of Texas resurfaced. Congress admitted Texas to the Union in a joint resolution passed the day before Polk's inauguration. Mexico was outraged. Inclusion in the United States would forever rule out the possibility of re-acquiring the lost province.

Furthermore, the boundary was in dispute. Mexico claimed that the southern boundary of Texas was the NUECES RIVER, the Texan boundary while under Mexican rule. Americans, as well as the incoming President, claimed that the boundary of Texas was the RIO GRANDE RIVER. The territory between the two rivers was the subject of angry bickering between the two nations. Soon it would serve as the catalyst for an all-out war.

President Polk’s true goal was to acquire the rich ports of California. He envisioned a lucrative trade with the Far East that would revolve around San Francisco and Monterey. Great Britain also had designs on the territory, so Polk thought he would have to act fast. He sent JOHN SLIDELL to Mexico with an offer. The United States would pay Mexico a combined sum of $30 million for the Texan boundary of the Rio Grande, New Mexico territory, and California.

The Mexican government was livid. They were not interested in selling the valuable territory. Instead they issued the highest diplomatic rebuke. They refused even to receive Slidell to hear his offer. The American President was enraged. He resolved to fight Mexico.

In July of 1845, Polk ordered GENERAL ZACHARY TAYLOR to cross the Nueces River with his command of 4,000 troops. Upon learning of Slidell’s rejection, Polk sent word that Taylor should advance his troops to the Rio Grande River. From the standpoint of Mexico, the United States had invaded their territory. Polk hoped to defend the disputed territory along the Texas-Mexico border is shaded above. The boundary along the right is the Nueces River (the border which Mexico recognized) and the one along the right is the Rio Grande (which was recognized by the United States).

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area with armed force. He also knew that any attack on American troops might provide the impetus Congress was lacking to declare war.

Sure enough, in May of 1846, Polk received word that the Mexican army had indeed fired on Taylor’s soldiers. Polk appeared before Congress on May 11 and declared that Mexico had invaded the United States and had "SHED AMERICAN BLOOD ON AMERICAN SOIL!" ANTI-EXPANSIONIST Whigs had been hoping to avoid conflict, but news of the "attack" was too much to overlook. Congress passed a war declaration by an overwhelming majority. President Polk had his war.
The Mexican-American War

When war broke out against Mexico in May 1846, the United States Army numbered a mere 8,000, but soon 60,000 volunteers joined their ranks. The AMERICAN NAVY dominated the sea. The American government provided stable, capable leadership. The economy of the expanding United States far surpassed that of the fledgling Mexican state. Morale was on the American side. The war was a rout. Polk directed the war from Washington, D.C. He sent a 4-prong attack into the Mexican heartland. JOHN FREMONT and STEPHEN KEARNY were sent to control the coveted lands of CALIFORNIA and NEW MEXICO. Fremont led a group of zealous Californians to declare independence even before word of hostilities reached the West. The "BEAR FLAG REPUBLIC" was not taken seriously, but Fremont and his followers did march to Monterey to capture the Mexican PRESIDIO, or fort. By 1847, California was secure.

Meanwhile, Kearny led his troops into Santa Fe in August of 1846 causing the governor of New Mexico to flee. The city was captured without a single casualty. Soon he marched his army westward across the desert to join Fremont in California. The attack on Mexico proper was left to two other commanders. Zachary Taylor crossed the Rio Grande with his troops upon Polk's order. He fought Santa Anna's troops successfully on his advance toward the heart of Mexico. WINFIELD SCOTT delivered the knockout punch. After invading Mexico at Vera Cruz, Scott's troops marched to the capital, Mexico City. All that remained was negotiating the terms of peace.

At home, the Whigs of the north complained bitterly about the war. Many questioned Polk's methods as misleading and unconstitutional. Abolitionists rightly feared that southerners would try to use newly acquired lands to expand slavery. Antiwar sentiment emerged in New England much as it had in the War of 1812. Writer Henry David Thoreau was sentenced to prison for refusing to pay the taxes he knew were used to fund the war effort. His essay, *Civil Disobedience*, became a standard of peaceful resistance for future activists.

The MEXICAN-AMERICAN WAR was formally concluded by the TREATY OF GUADALUPE-HIDALGO. The United States received the disputed Texan territory, as well as NEW MEXICO territory and CALIFORNIA. The Mexican government was paid $15 million — the same sum issued to France for the Louisiana Territory. The United States Army won a grand victory. Although suffering 13,000 killed, the military won every engagement of the war. Mexico was stripped of half of its territory and was not consoled by the monetary settlement.
Analyzing America’s Expanding Borders

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<thead>
<tr>
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## Analyzing America’s Expanding Borders (Completed)

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<td>-while Americans in Texas declared their independence from Mexico, and Mexico grudgingly recognized it, the U.S. did not officially annex Texas at first. President Jackson was worried about the political divide adding another slave state would cause.</td>
<td>-Stephen Austin led American Settlers into Texas and tried to negotiate with the Mexican government -Santa Anna, the Mexican leader who wanted Americans in Texas to comply with Mexican law. -Andrew Jackson was the president who decided not to annex Texas -William Travis, Jim Bowie, and Davy Crockett fought and died at The Alamo, angering Americans and cultivating support for Texas independence. -Sam Houston commanded the U.S. forces that defeated Santa Anna’s forces and gained independence for Texas.</td>
<td>-While Mexico encouraged American settlers in Texas, they demanded they become Mexican, which meant they must be catholic and could not own slaves. American settlers did not follow these demands, causing tension between American Settlers and the -The Mexican army imprisoned Stephen Austin, and killed many Americans at the Alamo. This caused Americans until commander Sam Houston to head to Texas to fight the Mexican army (who they ultimately defeated). -New Englanders (and the Whig political party) put pressure on president Jackson to not annex Texas so there wouldn’t be another slave state added to the union.</td>
<td>-American settlers in Texas held slaves and were farmers, creating an economically prosperous area in Texas.</td>
</tr>
<tr>
<td>54° 40' or Fight</td>
<td>-The Oregon Territory (modern states of Oregon, Idaho, and Washington) were gained by America in a compromise with Britain (America got the territory south of the 49th parallel, and</td>
<td>-James K Polk was the president that negotiated gaining the American Territory for the U.S. -American settlers, led by missionaries, settled the lands in the Oregon Territory</td>
<td>-The Territory was shared by Britain and America, but American settlers who traveled there using the Oregon Trail outnumbered the British 6 to 1 -James K Polk ran for president against Henry Clay supporting American</td>
<td>-Oregon’s Willamette Valley was lush and lured many settlers interested in farming</td>
</tr>
</tbody>
</table>
Britain got the territory north of that.

expansion under the idea of “manifest destiny,” and won because of it, proving that the American people wanted American borders to expand westward.

**American Blood on American Soil AND The Mexican-American War**

<table>
<thead>
<tr>
<th>Action</th>
<th>Notes</th>
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</thead>
<tbody>
<tr>
<td>Texas, California, and New Mexico were purchased from Mexico for $15 million in the treaty ending the war.</td>
<td>-James Polk was the president, and pushed for expansion for economic reasons as well as wanting America to hold more control than other countries -Santa Anna was the Mexican leader who did not want to give up land under Mexican control -John Fremont and Stephen Kearny led American troops in California and New Mexico -Zachary Taylor led American troops in Texas.</td>
</tr>
<tr>
<td>Great Britain also had their eyes set on the California territory, so America wanted to secure it for their own. -The American forces (Army and Navy) far outnumbered Mexican forces- it would be an easy win for the U.S.</td>
<td>-gaining ports in California would mean access to lucrative trade with other countries</td>
</tr>
</tbody>
</table>
Topic Two: Growth and Reform (7.1.1-5; 7.3.3; 7.5.1; 7.5.2; 7.6.1-4; 7.7.1; 711.1-3)

Connections to the unit claim: Students explore a period of rapid change and development, including immigration, industrialization, and women’s rights and reform movements in order to better understand how political, social, and economic change impacts a nation’s identity.

Suggested Timeline: 17 class periods

Use this sample task:
- Immigration and Growth of Urban Cities
- What Does it Mean to be Equal?
- A Divided Economy

To explore these key questions:
- Why did people immigrate to and migrate within the United States during this time period? How did this movement affect society?
- How did immigrants impact the growth of industry in the United States?
- What legal limitations did women face in the 19th century?
- What rights did women seek in the 19th century?
- What actions did women take to obtain rights?
- How did the women’s rights movement influence change in society?
- What does it mean to be equal?
- What were some economic and social differences between the North and South?
- What are the regional economic differences in America, and why is America’s economy divided?
- How did the divided economies of the North and South impact the nation’s identity?

That students answer through this assessment:
- Students will analyze and Irish and German immigration to the United States using the United States Immigration 1840-1860 graphic organizer.
- Students will list legal limitations that women faced in the 19th century the Legal Limitations of Women graphic organizer.
- Students will write a paragraph representing the views of a woman in the early 19th century on civil and social rights.
- Students will make a claim on how the Declaration of Sentiments from the Seneca Falls Convention raised consciousness about the needs of women in the 19th century.
- Students will use their knowledge of the 19th century women’s rights movement to construct an argument answering the question “what does it mean to be equal?”
- Students will write a paragraph on the economic and social differences between The North and The South.
- Students will write a paragraph making a claim on the following question: How was each region’s economy different, and why was America’s economy divided?
● Students will answer the question in essay form: How did America’s divided Economy impact the nation’s identity?
Grade 7 Instructional Task: Immigration and the Growth of Urban Cities
Unit Four: Expansion and Conflict, Topic Two: Growth and Reform

Description: Students analyze the social, political, and economic impact of rapid industrial growth in the United States and explore the causes and effects of immigration.

Suggested Timeline: 4 class periods

Materials: Immigration to the United States, 1820-1860; Main sources of immigration to the United States, 1841-1860; Immigrants entering American Ports, 1846-1855; Composition of Immigration, 1840-1860; Irish and German Immigration; United States Immigration, 1840-1860 graphic organizer (blank and completed); Leaving Europe: A New Life in America - Motivations and Aspirations, Digital Public Library of America; Leaving Europe - A New Life in America; Split-Page Notes (blank and completed); Immigration: Challenges for New Americans

Instructional Process:
1. 1. Provide students with a copy of the four charts below or place on the board for students to examine.
   a. Immigration to the United States, 1820-1860
   b. Main sources of immigration to the United States, 1841-1860
   c. Immigrants entering American Ports, 1846-1855
   d. Composition of Immigration, 1840-1860

2. Have students work with a partner to analyze the immigration statistics in the charts then discuss the following questions:
   a. What three groups immigrated to the U.S. in the largest numbers?
   b. What year showed the largest number of immigrants coming to the U.S.? Why?
   c. Which two port cities saw the largest number of immigrants enter the U.S.? Why? (Have students make inferences as to why those two cities would have the largest number of immigrants.)
   d. Why was there such a large number of undocumented or “not specified” immigrants entering the United States from 1841-1860?
   e. What might have caused the rapid decline in immigrants entering the U.S. from 1851-1860?

3. After students examine the immigration statistics, conduct a class discussion to check the answers for the questions. Some guiding questions to help facilitate the discussion include:
   a. Which were the most common Europeans to immigrate to the United States?
   b. Why were certain groups listed in the charts more likely to have immigrated to the United States instead of other Europeans?
   c. Why would certain cities have larger number of immigrants than others?
   d. What connections exist between when immigrants came to the United States and historical events in the United States during the same time period?

4. Assign students a partner according to an established classroom routine.

5. Provide students with access to Irish and German Immigration.
6. Instruct students to read Irish and German Immigration with their partner. Allow students a reasonable amount of time to read their text (12-15 minutes). Encourage students to underline, highlight or write down some of main ideas in the text that illustrate the causes and effects Irish and German immigration.

7. Once students have read the document, have them work in small groups to complete the “United States Immigration, 1840-1860” graphic organizer. Provide students with a least 10 minutes to complete the chart.

8. Once students have completed the graphic organizer, conduct a class discussion with students to review, fill in, edit, or add more information to the United States Immigration, 1840-1860 graphic organizer.

9. Divide students into small groups with 2-3 students in each group.

10. Provide each group with access to the text sources:
   a. Leaving Europe: A New Life in America - Motivations and Aspirations, Digital Public Library of America

11. Ask students to read Leaving Europe: A New Life in America - Motivations and Aspirations and summarize the reasons why immigrants came to the United States and what drove Europeans to leave their home.

12. Encourage students to examine the text as they read through the content to find supporting evidence about why immigrants came to the United States. Have students complete the Leaving Europe - A New Life in America Split-page notes using the following steps (a sample of the split-page notes is included below):
   a. In the right-hand column, write down important ideas and details from the text, such as why immigrants moved to the United States, forces attracting Europeans to America, factors that pushed people to make the final decision to leave, unemployment in Europe, and different living conditions in each country.
   b. In the left-hand column, write your own thoughts and responses, questions, concerns, confusions, personal reactions and any reflections on what the information means.

13. After students have examined the text, allow students an opportunity to discuss the text to gain an understanding of why immigrants left their homeland and moved to the United States. During group discussion provide students with guiding questions that focus on the key ideas expressed in the text. Possible guiding questions include:
   a. What were the reasons for more than 30 million people to leave their loved ones behind?
   b. What forced many immigrants to flee Europe (unemployment and rising prices in goods/services, freedom from political and social persecution, or revolution)?
   c. What connections exist between increased immigration and the Industrial Revolution in the United States?
   d. How did these immigrants help or hinder the growth of industry in the United States?

14. Assign students a partner according to an established classroom routine.

15. Provide students with access to the following materials:

16. Instruct student to read with their partner from the text: (1) Introduction, (2) Historical Background, (3) Challenges: Founders and Foreigners, (4) Challenges: The Know-Nothings and Immigration during the Antebellum Period, and (5) Challenges: Immigration in an Industrializing America.

17. Encourage students to read, examine, and annotate the text as they read through the content to find supporting evidence about why immigrants came to the United States, the challenges they faced when they arrived, and summarize the problems immigrants experienced in the United States. Allow students a reasonable amount of time to analyze the text (18-20 minutes).
18. Conduct a class discussion with students and discuss the types of challenges immigrants experienced when moving to the United States. Possible guiding questions include:
   a. What were the three most common problems the Irish, German, Chinese and Italian immigrants faced in the United States?
   b. What type of economic discrimination did immigrants face?
   c. Why were immigrants unable to find jobs?
   d. Who were the Know-Nothings?
   e. What kind of political and religious issues did immigrants experience in the United States?
Irish and German Immigration

In the middle half of the nineteenth century, more than one-half of the population of IRELAND emigrated to the United States. So did an equal number of GERMANS. Most of them came because of civil unrest, severe unemployment or almost inconceivable hardships at home. This wave of immigration affected almost every city and almost every person in America. From 1820 to 1870, over seven and a half million immigrants came to the United States — more than the entire population of the country in 1810. Nearly all of them came from northern and western Europe — about a third from Ireland and almost a third from Germany. Burgeoning companies were able to absorb all that wanted to work. Immigrants built canals and constructed railroads. They became involved in almost every labor-intensive endeavor in the country. Much of the country was built on their backs.

Illustrated London News
Steamers carried Irish emigrants to Liverpool where their transatlantic voyage began.

Letter to the London Times from an Irish Immigrant in America, 1850

I am exceedingly well pleased at coming to this land of plenty. On arrival I purchased 120 acres of land at $5 an acre. You must bear in mind that I have purchased the land out, and it is to me and mine an "estate for ever", without a landlord, an agent or tax-gatherer to trouble me. I would advise all my friends to quit Ireland — the country most dear to me; as long as they remain in it they will be in bondage and misery.

What you labour for is sweetened by contentment and happiness; there is no failure in the potato crop, and you can grow every crop you wish, without manuring the land during life. You need not mind feeding pigs, but let them into the woods and they will feed themselves, until you want to make bacon of them.

I shudder when I think that starvation prevails to such an extent in poor Ireland. After supplying the entire population of America, there would still be as much corn and provisions left us would supply the world, for there is no limit to cultivation or end to land. Here the meanest labourer has beef and mutton, with bread, bacon, tea, coffee, sugar and even pies, the whole year round — every day here is as good as Christmas day in Ireland.

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Return to Grade 7 Social Studies: How to Navigate This Document
In Ireland almost half of the population lived on farms that produced little income. Because of their poverty, most Irish people depended on potatoes for food. When this crop failed three years in succession, it led to a great FAMINE with horrendous consequences. Over 750,000 people starved to death. Over two million Irish eventually moved to the United States seeking relief from their desolated country. Impoverished, the Irish could not buy property. Instead, they congregated in the cities where they landed, almost all in the northeastern United States. Today, Ireland has just half the population it did in the early 1840s. There are now more Irish Americans than there are Irish nationals.

In the decade from 1845 to 1855, more than a million Germans fled to the United States to escape economic hardship. They also sought to escape the political unrest caused by riots, rebellion and eventually a revolution in 1848. The Germans had little choice — few other places besides the United States allowed German immigration. Unlike the Irish, many Germans had enough money to journey to the Midwest in search of farmland and work. The largest settlements of Germans were in New York City, Baltimore, Cincinnati, St. Louis and Milwaukee.

With the vast numbers of German and Irish coming to America, hostility to them erupted. Part of the reason for the opposition was religious. All of the Irish and many of the Germans were Roman Catholic. Part of the opposition was political. Most immigrants living in cities became Democrats because the party focused on the needs of commoners. Part of the opposition occurred because Americans in low-paying jobs were threatened and sometimes replaced by groups willing to work for almost nothing in order to survive. Signs that read NINA — "NO IRISH NEED APPLY" — sprang up throughout the country.

Ethnic and ANTI-CATHOLIC RIOTING occurred in many northern cites, the largest occurring in Philadelphia in 1844 during a period of economic depression. Protestants, Catholics and local militia fought in the streets. 16 were killed, dozens were injured and over 40 buildings were demolished. "NATIVIST" political parties sprang up almost overnight. The most influential of these parties, the KNOW NOTHINGS, was anti-Catholic and wanted to extend the amount of time it took immigrants to become citizens and voters. They also wanted to prevent foreign-born people from ever holding public office. Economic recovery after the 1844 depression reduced the number of serious confrontations for a time, as the country seemed to be able to use all the labor it could get.
But NATIVISM returned in the 1850s with a vengeance. In the 1854 elections, Nativists won control of state governments in Massachusetts, Connecticut, Rhode Island, New Hampshire and California. They won elections in Maryland and Kentucky and took 45% of the vote in 5 other states. In 1856, Millard Fillmore was the American Party candidate for President and trumpeted anti-immigrant themes. Nativism caused much splintering in the political landscape, and the Republicans, with no platform or policies about it, benefited and rode to victory in the divisive election of 1860.
## United States Immigration, 1840-1860

<table>
<thead>
<tr>
<th>Groups</th>
<th>German</th>
<th>Irish</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who? (What groups of people migrated) Ex: Irish Catholics/German Protestants</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What? (What were they hoping to do or achieve by coming to the United States)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>When? (When did each group come to the United States)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Where? (Where did the Germans and Irish settle/move)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Why? (Why did the Germans/Irish want to leave their homeland?)</td>
<td></td>
<td></td>
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</tbody>
</table>
United States Immigration, 1840-1860 (Completed)

<table>
<thead>
<tr>
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<th>German</th>
<th>Irish</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Who? (What groups of people migrated) Ex: Irish Catholics/German Protestants</strong></td>
<td>many of the Germans were Roman Catholic but not all, farmers looking to escape economic hardships.</td>
<td>mostly poor farmers who lived in rural areas, Roman Catholics.</td>
</tr>
<tr>
<td><strong>What? (What were they hoping to do or achieve by coming to the United States)</strong></td>
<td>Many Germans had money when they immigrated, so some were looking for farmland to buy, or other work.</td>
<td>find work and feed themselves</td>
</tr>
<tr>
<td><strong>When? (When did each group come to the United States)</strong></td>
<td>1845-1855</td>
<td>1820-1870</td>
</tr>
<tr>
<td><strong>Where? (Where did the Germans and Irish settle/move)</strong></td>
<td>The largest German settlements were in New York City, Baltimore, Cincinnati, St. Louis, and Milwaukee.</td>
<td>Most Irish congregated in the cities where they landed in the northeastern United States.</td>
</tr>
<tr>
<td><strong>Why? (Why did the Germans/Irish want to leave their homeland?)</strong></td>
<td>to escape economic hardship, and political unrest caused by riots, rebellion, and eventually a revolution in 1848</td>
<td>to escape the potato famine and starvation</td>
</tr>
</tbody>
</table>
### Leaving Europe - A New Life in America Split-Page Notes

<table>
<thead>
<tr>
<th>Unknown Words/Phrases</th>
<th>Main Ideas/Important Information</th>
</tr>
</thead>
<tbody>
<tr>
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</table>

**Comments/Questions**

**Summary**
### Leaving Europe - A New Life in America Split-Page Notes (Completed)

<table>
<thead>
<tr>
<th>Unknown Words/Phrases</th>
<th>Main Ideas/Important Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>revolutionaries</td>
<td>• left Europe because they couldn’t find jobs</td>
</tr>
<tr>
<td></td>
<td>• prices of goods/services in Europe kept going up</td>
</tr>
<tr>
<td>liberal</td>
<td>• wanted a better life for their families</td>
</tr>
<tr>
<td>pogroms</td>
<td>• heard about jobs available in the U.S.</td>
</tr>
<tr>
<td></td>
<td>• heard even common people could get rich</td>
</tr>
<tr>
<td></td>
<td>• they wanted political and social freedom</td>
</tr>
<tr>
<td></td>
<td>• war and famine in their homelands</td>
</tr>
<tr>
<td></td>
<td>• railroads opened up the west for settlement</td>
</tr>
<tr>
<td></td>
<td>• factories needed workers</td>
</tr>
<tr>
<td></td>
<td>• they usually did the lowest jobs</td>
</tr>
<tr>
<td></td>
<td>• immigrants made cities more crowded</td>
</tr>
<tr>
<td></td>
<td>• Americans didn’t like that they took up jobs</td>
</tr>
</tbody>
</table>

### Comments/Questions

- What is the difference between immigrants and emigrants?
- Why were they mean to people of other religions?
- People who come to America today still do lower jobs a lot of the time.

### Summary

Immigrants came to the United States for many reasons. In their homelands, there were many problems. There weren’t enough jobs for the large number of people there. Prices of things people needed kept increasing, and famines caused there to not be enough food. Some people were picked on because of their religion, and they wanted to get away from that. Railroads helped the Germans move westward for new farmland. The increase in factories gave jobs to the Irish who lived in the cities.
Grade 7 Instructional Task: What Does It Mean to Be Equal?63
Unit Four: Expansion and Conflict, Topic Two: Growth and Reform

Description: Students investigate primary and secondary sources from the women’s rights movement to further explore the expansion of individual rights and freedoms in the 19th century, and how citizens can influence change in a democratic society. Students will use the example of the women’s rights movement to determine how the growth of rights and freedoms to more societal groups impacts a nation’s identity.

Suggested Timeline: 7 class periods

Materials: The Emergence of the "Women's Sphere"; William Blackstone's Description of Common Law Marriage Rights; Alexis de Tocqueville's Description of the Role of Women in Marriage; Legal Limitations of Women in the 19th Century (blank and completed); Sarah M. Grimke's letter to Mary S. Parker; Harriet Hanson Robinson's Passage describing the Lowell Mill Strike; Newspaper Announcement of the First Women's Rights Convention at Seneca Falls, New York; Elizabeth Cady Stanton's Speech at the Seneca Falls Convention

Instructional Process:

1. Say: “As we learned previously when discussing immigration, the turn of the 19th century brought about a lot of social change for Americans and impacted the nation’s identity by expanding who is American. As the nation’s identity evolved, societal groups such as women sought to expand their rights and freedoms. At this point in America, only white males were allowed to vote and own property, which were seen as the gateway to building wealth and influence. By the 1790s, some states started granting poorer white males who did not own property the right to vote, therefore expanding their influence. Women and people of color were not equal in the eyes of the law. We’re going to explore the ways that citizens can influence change in a society and expand their rights and freedoms by investigating the women’s rights movement of the early 19th century.”

2. Say: “Let’s start by determining what life was like for women at the beginning of the 19th century.”

3. Assign students a partner according to an established classroom routine.

4. Provide students with access to The Emergence of the "Women's Sphere" from UsHistory.org64

5. Ask students to complete a pre-reading activity with their partner on The Emergence of the "Women's Sphere" in which they identify unfamiliar words in the text. For example, allow students 12-15 minutes to skim through the text. While skimming as students to underline/highlight any words or phrases they do not know. Using context clues within the document, ask students to determine the meaning of some unfamiliar words. Suggested words/phrases are:

63 This task is adapted from the What Does It Mean to Be Equal? task developed for the New York State Social Studies Resource Toolkit. The task is licensed under a Creative Commons Attribution-Noncommercial-ShareAlike 4.0 International License, which allows for it to be shared and adapted as long as the user agrees to the terms of the license.

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6. After students have completed the pre-reading activity, engage students in a class discussion about unknown words in the text by asking students to provide examples of words they underlined or highlighted. If students do not provide many words, use the above list to as examples for students.

7. Ask students to write their own definition using context clues from the text. Provide students with additional time to define words if necessary (10-15 minutes).

8. Instruct students read *The Emergence of the "Women's Sphere"* again with their partner. Allow students a reasonable amount of time to read their text (12-15 minutes). Encourage students to underline, highlight or write down some of main ideas in the text that illustrate what life was like for women in early 19th century America.

9. Once students have finished reading *The Emergence of the "Women's Sphere"*, engage students in a full class discussion about what life was like for women in early 19th century America. Possible discussion questions include:
   a. What does the article say women were expected to do while their husbands were “out in the public sphere creating wealth?”
   b. What does the author say society believed about the true nature of women? How does that belief alone limit women’s equality?
   c. What happened to women who did not meet the “rigorous standards of true womanhood?”
   d. How were the lives of white women of European descent different from the lives of immigrant women, the wives and daughters of farmers, and frontier women?

10. After discussing, tell students that the goal of the task is to determine what it means to be equal by discussing the inequality that women faced in the early 19th century.

11. Say: “now that we know more about what life was like for women in the early 19th century, we’re now going to answer the question “what legal limitations did women face in the 19th century?”

12. Provide students with access to *William Blackstone’s Description of Common Law Marriage Rights* and *Alexis de Tocqueville’s Description of the Role of Women in Marriage*.

13. Read each source aloud with students following along. Encourage students to underline evidence that discusses women’s legal rights in marriage, property ownership, and contracts.

14. Provide students with a blank copy of the *Legal Limitations of Women in the 19th Century graphic organizer*.

15. Assign students in partner pairs according to an established classroom routine.

16. With their partners, instruct students to fill out the first two columns of the graphic organizer by noting evidence from each text that outlines the legal limitations of women in the societal institutions of marriage, property ownership, and contracts.

17. After the first two columns of the graphic organizer are completed, engage students in a whole class discussion on the legal limitations of women. Possible discussion questions include:
   a. What does Blackwell mean by “In Marriage, the husband and wife are one person in law.”
   b. Why does Blackwell use words/phrases like under the wing, protection, cover, and influence to describe the relationship of marriage?
c. What does Blackwell say a woman has a legal right to in the union of marriage? What about owning property and entering into contracts? What can we infer about the rights of (white) men?
d. How does de Tocqueville describe the legal rights of a married woman? Is this different or the same as how Blackwell describes them?
e. When de Tocqueville speaks of a married woman living with her husband and a single woman living with her father, he says “these two different conditions of life are perhaps not so contrary as may be supposed.” Why are they not so different from each other?

18. After the class discussion, have students fill out the final column in the graphic organizer using what they learned from each text and the class discussion about the rights held by both women and (white) men during the early 19th century. The teacher can choose to take this writing piece for a grade.

19. Say: “Now that we have explored the legal limitations of women, we’re now going to explore two more primary sources in order to answer the question: What rights did women seek in the 19th century?”

20. Provide students with access to Sarah M. Grimke’s letter to Mary S. Parker and Harriet Hanson Robinson’s Passage describing the Lowell Mill Strike.

21. Read each source aloud with students following along. Encourage students to underline evidence that discusses the rights each woman (Grimke and Hanson Robinson) is seeking.

22. After reading, engage students in a whole class discussion on the rights women were seeking in the 19th century. Possible discussion questions include:
   a. In paragraph 1, Sarah Grimke states “I feel that I am venturing on nearly untried ground, and that I shall advance arguments in opposition to a corrupt public opinion” What does she mean? Why do you think she speaks out anyway?
   b. In paragraph 2, Sarah Grimke states “In all his sublime description of the creation of man, (which is a generic term including man and woman) there is not one particle of difference intimated as existing between them.” What does Sarah Grimke mean by this? Is this a revolutionary thought for the time period in which she lives?
   c. How does Sarah Grimke sign her letter? What does she mean?
   d. Why are the women of the Lowell textile mill going on strike?
   e. In paragraph 3, Harriet Hanson Robinson gives a reason for the wage cuts - what is it?
   f. What was the result of the women’s strike at the Lowell textile mill?
   g. What rights were Sarah Grimke and Harriet Hanson Robinson seeking?

23. After the class discussion, instruct students to write a paragraph representing the views of a woman in the 19th century on civil and social rights. Encourage students to incorporate what they learned from the two texts and the class discussion regarding the rights women were seeking in the 19th century.

24. Say “From the sources we have read so far, we have learned about the legal limitations women faced, and the rights they were seeking in the 19th century. We are now going to explore three more primary sources to better understand the ways in which citizens can influence change in a democratic society, and how that change shaped our nation’s identity.”

25. Project the image of the Newspaper Announcement of the First Women’s Rights Convention at Seneca Falls, New York. Read the newspaper clipping aloud, and engage students in a discussion on what the convention at Seneca Falls was. Possible discussion questions include:
   a. What does the newspaper clipping say will be discussed at the convention?
b. Who is targeted for attendance at this convention?

c. What do you think the organizers are hoping to accomplish during this two day convention?

26. After reading the newspaper clipping and discussing, tell students that they will be exploring two more primary sources from the Seneca Falls convention in order to answer the question “What actions did women take to obtain rights at the Seneca Falls Convention?”

27. Provide students with access to Elizabeth Cady Stanton’s Speech at the Seneca Falls Convention. Explain to students that Elizabeth Cady Stanton was a leader in the women’s rights movement of the 19th century, and one of the organizers of the Seneca Falls convention. Read Cady Stanton’s speech aloud to students, encouraging them to follow along and underline parts of the speech that point out the discrepancies in rights between men and women. After reading, engaged students in a whole class discussion. Possible questions include:
   a. At the beginning of her speech, Elizabeth Cady Stanton says the following regarding giving women the right to vote: “Had we a vote to give, might not the office holders and seekers propose some change in woman’s condition?” What does she mean by this?
   b. What does Cady Stanton have to say about women being under the care and protection of their husbands?
   c. What does Cady Stanton say is the “most discouraging, the most lamentable aspect of our cause?”
   d. Who do you think this speech is trying to target?

28. After the discussion, provide students with access to The Declaration of Sentiments from the Seneca Falls Convention.

29. Say “On the second day of the convention, Elizabeth Cady Stanton presented a Declaration of Sentiments to be discussed and agreed upon by convention participants, and modeled after the United States Declaration of Independence. It was passed unanimously, and signed by 68 women and 32 men.”

30. Read aloud The Declaration of Sentiments from the Seneca Falls Convention, encouraging students to read along, and underline the sentiments, or statements, the declaration makes regarding the lack of rights for women. After reading, engage students in a whole class discussion. Possible discussion questions include:
   a. In the 2nd paragraph, the Declaration states “We hold these truths to be self-evident: that all men and women are created equal,” which mimics the language of Declaration of Independence. Why do you think the authors of the Declaration of Sentiments wanted to make this connection?
   b. After paragraph 3, there are 16 sentiments listed. What are they?
   c. In the paragraph following the sentiments, what does the Declaration insist?
   d. What does the Declaration say women’s rights advocates will do to ensure that rights are granted?
   e. In the last paragraph, Lucretia Mott states “the speedy success of our cause depends upon the zealous and untiring efforts of both men and women” Why is it important that men advocate for women’s rights.
   f. Do the actions of the women’s rights movement in the 19th century remind you of any other national movements for expansions of rights and freedoms? What are the similarities?

31. After the discussion, instruct students to write a paragraph making a claim, supported by evidence, of how the Seneca Falls convention raised consciousness about the needs of women in the early 19th century. Encourage students to use knowledge gained from the two sources they read from the Seneca Falls convention, and the class discussion. This paragraph can be taken for a grade.
32. Say “throughout this task, we have used various sources to learn about legal limitations women faced in the 19th century, the rights they sought, and the actions they took to try and obtain those rights. Your goal for this task was to determine what it means to be equal through researching the women’s rights movement in the 19th century. To culminate this task, you will answer the question in essay form: What does it mean to be equal? Construct an argument that discusses the issues women faced in the 19th century using specific claims and relevant evidence from historical sources while acknowledging competing views.” This essay can be taken for a grade.
William Blackstone's Description of Common Law Marriage Rights

NOTE: In the 19th century, American and British women's rights—or lack of them—depended heavily on the commentaries of William Blackstone, who defined a married woman and man as one person under common law.

By marriage, the husband and wife are one person in law: that is, the very being or legal existence of the woman is suspended during the marriage, or at least is incorporated and consolidated into that of the husband; under whose wing, protection, and cover, she performs every thing; and is therefore called in our law---French a feme---covert, foemina viro co---operta; is said to be covert---baron, or under the protection and influence of her husband, her baron, or lord; and her condition during her marriage is called her coverture. Upon this principle, of a union of person in husband and wife, depend almost all the legal rights, duties, and disabilities, that either of them acquire by the marriage. I speak not at present of the rights of property, but of such as are merely personal. For this reason, a man cannot grant anything to his wife, or enter into covenant with her: for the grant would be to suppose her separate existence; and to covenant with her, would be only to covenant with himself: and therefore it is also generally true, that all compacts made between husband and wife, when single, are voided by the intermarriage....

Alexis de Tocqueville's Description of the Role of Women in Marriage

NOTE: Alexis de Tocqueville was a French historian and political thinker who traveled the United States studying the political and social culture in the early 1800s. In 1835, he published the findings of his research in the book, Democracy in America.

In America the independence of woman is irrevocably lost in the bonds of matrimony: if an unmarried woman is less constrained there than elsewhere, a wife is subjected to stricter obligations. The former makes her father's house an abode of freedom and of pleasure; the latter lives in the home of her husband as if it were a cloister. Yet these two different conditions of life are perhaps not so contrary as may be supposed, and it is natural that the American women should pass through the one to arrive at the other.

This text is in the Public domain.
Chaos seemed to reign in the early 1800s. Cities swelled with immigrants and farmers' sons and daughters seeking their fortunes. Disease, poverty, and crime were rampant. Factory cities were being built almost overnight and the frontier was reaching to the Pacific Coast. The PUBLIC INSTITUTIONS — schools, hospitals, orphanages, almshouses, and prisons — were expected to handle these problems, but were overwhelmed. Somewhere there must be safe haven from the hubbub and confusion of business and industry, a private refuge. That place was the home.

Money equaled status, and increased status opened more doors of opportunity for the upwardly mobile. The home was the perfect location to display the wealth. The husband had to be out in the public sphere creating the wealth, but his wife was free to manage the private sphere, the "WOMEN'S SPHERE."

Together, a successful husband and wife created a picture of perfect harmony. As he developed skills for business, she cultivated a complementary role. This recipe for success was so popular that all who could adopted it. In short order the newly created roles for men and women were thought to reflect their true nature. A TRUE MAN was concerned about success and moving up the social ladder. He was aggressive, competitive, rational, and channeled all of his time and energy into his work. A TRUE WOMAN, on the other hand, was virtuous. Her four chief characteristics were piety, purity, submissiveness and domesticity. She was the great civilizer who created order in the home in return for her husband's protection, financial security and social status.

Women's virtue was as much a hallmark of Victorian society as materialism. As long as women functioned flawlessly within the domestic sphere and never ventured from it, women were held in reverence by their husbands and general society. But this was carried to ridiculous extremes. To protect women's purity, certain words could not be spoken in their presence. Undergarments were "unmentionables." A leg or an arm was called a "limb." Even tables had limbs, and in one especially delicate household, the "limbs" of a piano were covered in little trousers!

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65 This work by The Independence Hall Association is licensed under a Creative Commons Attribution 4.0 International License. The original work is available at http://www.ushistory.org/us/25e.asp.
A Wife's Need (Godey's Lady's Book)

Without ignoring accomplishments, or casting a slur upon any of the graces which serve to adorn society, we must look deeper for the acquirements which serve to form our ideal of a perfect woman. The companion of man should be able thoroughly to sympathize with him — her intellect should be as well developed as his. We do not believe in the mental inequality of the sexes; we believe that the man and the woman have each a work to do, for which they are specially qualified, and in which they are called to excel. Though the work is not the same, it is equally noble, and demands an equal exercise of capacity.

From Godey's Lady's Book, Vol. LIII, July to December, 1856.

The cult of true womanhood was not simply fostered by men. In fact, the promotion of women's sphere was a female obsession as well. Writers like SARAH HALE published magazines that detailed the behaviors of a proper lady. GODEY'S LADY'S BOOK sold 150,000 copies annually. CATHERINE BEECHER advocated taking women's sphere to the classroom. Women as teachers, she said, could instill the proper moral code into future generations.

It was a fragile existence for a woman. One indiscretion, trivial by today's standards, would be her downfall, and there was no place in polite society for a fallen woman. But a fallen woman was not alone. The great majority of women never met the rigorous standard of "TRUE WOMANHOOD" set by the Victorian middle class, nor could they ever hope to. Sojourner Truth drove that point home in 1851. "That man over there says that women need to be helped into carriages, and lifted over ditches, and to have the best place everywhere. Nobody ever helps me into carriages, or over mud-puddles, or gives me any best place! AND AIN'T I A WOMAN?" Only white women of European descent, and very few of them, could be "True Women." For immigrant women, the wives and daughters of farmers, and the women who followed their husbands to the frontier, the necessities of daily life overshadowed the niceties. Nevertheless, the ideal of True Womanhood affected every facet of American culture in the 19th century.

While women often stayed at home during the years preceding the Industrial Revolution, the advent of factories made many of her duties around the home obsolete as manufactured products replaced goods produced in the home.
## Legal Limitations of Women in the 19th Century

<table>
<thead>
<tr>
<th>Societal Institution</th>
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<th>Evidence from de Tocqueville</th>
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## Legal Limitations of Women in the 19th Century (Completed)

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</table>
| **Marriage**         | ● “The legal existence of the woman is suspended during the marriage.”  
● A woman is “under the protection or influence of her husband.” | ● “The independence of woman is irrevocably lost in the bonds of matrimony.”  
● “The [wife] lives in the home of her husband as if it were a cloister.” | ● Women are seen as dependents to their husbands, and do not have any rights in their marriage that their husband doesn’t want to give them.  
● Men become the sole holders of power in a marriage, holding the legal right to make all decisions. |
| **Owning Property**  | ● “A man cannot grant anything to his wife.”  
● “The grant (of property) would be to suppose her separate existence.” | | ● A woman cannot legally own property, it is either owned by her father (if single) or husband (if married). If her husband dies, he cannot leave any property to her.  
● A white man can own any property he can afford. |
| **Entering into Contracts** | ● “[a man] cannot enter into covenant with her (his wife)...to covenant with her, would be only to covenant with himself”  
● “All compacts made between husband and wife, when single, are voided by the intermarriage.” | | ● A woman cannot legally enter into a contract. Her husband or father have the legal power to do so for her.  
● Men can enter into contracts at will. |
Sarah M. Grimke’s Letter to Mary S. Parker

Amesbury, 7th Mo., 11th, 1837

My Dear Friend,

In attempting to comply with thy request to give my views on the Province of Woman, I feel that I am venturing on nearly untrodden ground, and that I shall advance arguments in opposition to a corrupt public opinion, and to the perverted interpretation of Holy Writ, which has so universally obtained. But I am in search of truth; and no obstacle shall prevent my prosecuting that search, because I believe the welfare of the world will be materially advanced by every new discovery we make of the designs of Jehovah in the creation of woman. It is impossible that we can answer the purpose of our being, unless we understand that purpose. It is impossible that we should fulfill our duties, unless we comprehend them or live up to our privileges, unless we know what they are....

We must first view woman at the period of her creation. "And God said, Let us make man in our own image, after our likeness; and let them have dominion over the fish of the sea, and over the fowl of the air, and over the cattle, and over all the earth. So God created man in his own image, in the image of God created he him, male and female, created he them." [Gen. 1:26-27]. In all this sublime description of the creation of man, (which is a generic term including man and woman), there is not one particle of difference intimated as existing between them. They were both made in the image of God; dominion was given to both over every other creature, but not over each other. Created in perfect equality, they were expected to exercise the vicegerence intrusted to them by their Maker, in harmony and love....

Here then I plant myself. God created us equal; - he created us free agents; - he is our Lawgiver, our King, and our Judge, and to him alone is woman bound to be in subjection, and to him alone is she accountable for the use of those talents with which her Heavenly Father has entrusted her. One is her Master even Christ.

Thine for the oppressed in the bonds of womanhood,

Sarah M. Grimké

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Harriet Hanson Robinson’s Passage describing the Lowell Mill Strike

NOTE: A group of Boston capitalists built a major textile manufacturing center in Lowell, Massachusetts, in the second quarter of the 19th century. The first factories recruited women from rural New England as their labor force. These young women, far from home, lived in rows of boarding houses adjacent to the growing number of mills. The industrial production of textiles was highly profitable, and the number of factories in Lowell and other mill towns increased.

More mills led to overproduction, which led to a drop in prices and profits. Mill owners reduced wages and speeded up the pace of work. The young female operatives organized to protest these wage cuts in 1834 and 1836. Harriet Hanson Robinson was one of those factory operatives; she began work in Lowell at the age of ten, later becoming an author and advocate of women’s suffrage. In 1898 she published Loom and Spindle, a memoir of her Lowell experiences, where she recounted the strike of 1836.

One of the first strikes of cotton---factory operatives that ever took place in this country was that in Lowell, in October, 1836. When it was announced that the wages were to be cut down, great indignation was felt, and it was decided to strike, en masse. This was done. The mills were shut down, and the girls went in procession from their several corporations to the “grove” on Chapel Hill, and listened to “incendiary” speeches from early labor reformers.

One of the girls stood on a pump, and gave vent to the feelings of her companions in a neat speech, declaring that it was their duty to resist all attempts at cutting down the wages. This was the first time a woman had spoken in public in Lowell, and the event caused surprise and consternation among her audience.

Cutting down the wages was not their only grievance, nor the only cause of this strike. Hitherto the corporations had paid twenty---five cents a week towards the board of each operative, and now it was their purpose to have the girls pay the sum; and this, in addition to the cut in the wages, would make a difference of at least one dollar a week. It was estimated that as many as twelve or fifteen hundred girls turned out, and walked in procession through the streets. They had neither flags nor music, but sang songs, a favorite (but rather inappropriate) one being a parody on “I won’t be a nun.”

"Oh! isn’t it a pity, such a pretty girl as I -

Should be sent to the factory to pine away and die?

Oh! I cannot be a slave,

I will not be a slave,

For I’m so fond of liberty

That I cannot be a slave."
My own recollection of this first strike (or “turn out” as it was called) is very vivid. I worked in a lower room, where I had heard the proposed strike fully, if not vehemently, discussed; I had been an ardent listener to what was said against this attempt at “oppression” on the part of the corporation, and naturally I took sides with the strikers. When the day came on which the girls were to turn out, those in the upper rooms started first, and so many of them left that our mill was at once shut down. Then, when the girls in my room stood irresolute, uncertain what to do, asking each other, “Would you?” or “Shall we turn out?” and not one of them having the courage to lead off, I, who began to think they would not go out, after all their talk, became impatient, and started on ahead, saying, with childish bravado, “I don’t care what you do, I am going to turn out, whether any one else does or not;” and I marched out, and was followed by the others.

As I looked back at the long line that followed me, I was more proud than I have ever been since at any success I may have achieved, and more proud than I shall ever be again until my own beloved State gives to its women citizens the right of suffrage.

The agent of the corporation where I then worked took some small revenges on the supposed ringleaders; on the principle of sending the weaker to the wall, my mother was turned away from her boarding-house, that functionary saying, “Mrs. Hanson, you could not prevent the older girls from turning out, but your daughter is a child, and her you could control.”

It is hardly necessary to say that so far as results were concerned this strike did no good. The dissatisfaction of the operatives subsided, or burned itself out, and though the authorities did not accede to their demands, the majority returned to their work, and the corporation went on cutting down the wages.

And after a time, as the wages became more and more reduced, the best portion of the girls left and went to their homes, or to the other employments that were fast opening to women, until there were very few of the old guard left; and thus the status of the factory population of New England gradually became what we know it to be to-day....

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Newspaper Announcement of the First Women's Rights Convention at Seneca Falls, New York

Women's Rights Convention.

A Convention to discuss the social, civil and religious condition and rights of Woman, will be held in the Wesleyan Chapel, at Seneca Falls, N. Y., on Wednesday and Thursday the 19th and 20th of July current, commencing at 10 o'clock a.m.

During the first day, the meeting will be exclusively for Women, which all are earnestly invited to attend. The public generally are invited to be present on the second day, when Lucretia Mott, of Philadelphia, and others both ladies and gentlemen, will address the Convention.

This image is in the Public domain.
Elizabeth Cady Stanton’s Speech at the Seneca Falls Convention

But what would you gain by voting. Man must know the advantages of voting for they all seem very tenacious about the right. Think you if woman had a voice in this government, that all those laws affecting her interests would so entirely violate every principle of right and justice? Had we a vote to give might not the office holders and seekers propose some change in woman's condition? Might not "woman's rights" come to be as great a question as "free soil"? But are you not already sufficiently represented by your Fathers, Husbands, Brothers and Sons. Let your statute books answer the question. We have had enough of such representation. In nothing is woman’s true happiness consulted, men like to call her an angel—to feed her with what they think sweet food nourishing her vanity, to induce her to believe her organization is so much finer more delicate than theirs, that she is not fitted to struggle with the tempests of public life but needs their care and protection. Care and protection? such as the wolf gives the lamb—such as the eagle the hare he carries to his eyrie. Most cunningly he entraps her and then takes from her all those rights which are dearer to him than life itself, rights which have been baptized in blood and the maintenance of which is even now rocking to their foundations the kingdoms of the old world. The most discouraging, the most lamentable aspect our cause wears is the indifference indeed the contempt with which women themselves regard our movement. When the subject is introduced among our young ladies among those even who claim to be intelligent and educated it is met by the scornful curl of the lip and by expressions of disgust and ridicule. But we shall hope better things of them when they are enlightened in regard to their present position, to the laws under which they live—they will not then publish their degradation by declaring themselves satisfied nor their ignorance by declaring they have all the rights they want.

This text is in the Public domain.
The Declaration of Sentiments from the Seneca Falls Convention

The Convention assembled at the hour appointed, James Mott, of Philadelphia, in the Chair. The minutes of the previous day having been read, E. C. Stanton again read the Declaration of Sentiments, which was freely discussed ...and was unanimously adopted, as follows:

Declaration of Sentiments.

When, in the course of human events, it becomes necessary for one portion of the family of man to assume among the people of the earth a position different from that which they have hitherto occupied, but one 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 that impel them to such a course.

We hold these truths to be self-evident: that all men and women are created equal; that they are endowed by their Creator with certain inalienable rights; that among these are life, liberty, and the pursuit of happiness; that to secure these rights governments are instituted, deriving their just powers from the consent of the governed. Whenever any form of Government becomes destructive of these ends, it is the right of those who suffer from it to refuse allegiance to it, and to insist upon the institution of a new government, laying its foundation on such principles, and organizing its powers in such form as to them shall seem most likely to effect 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 shown 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 duty to throw off such government, and to provide new guards for their future security. Such has been the patient sufferance of the women under this government, and such is now the necessity which constrains them to demand the equal station to which they are entitled.

The history of mankind is a history of repeated injuries and usurpations on the part of man toward woman, having in direct object the establishment of an absolute tyranny over her. To prove this, let facts be submitted to a candid world. He has never permitted her to exercise her inalienable right to the elective franchise. He has compelled her to submit to laws, in the formation of which she had no voice. He has withheld from her rights which are given to the most ignorant and degraded men—both natives and foreigners.

Having deprived her of this first right of a citizen, the elective franchise, thereby leaving her without representation in the halls of legislation, he has oppressed her on all sides. He has made her, if married, in the eye of the law, civilly dead. He has taken from her all right in property, even to the wages she earns.

He has made her, morally, an irresponsible being, as she can commit many crimes with impunity, provided they be
done in the presence of her husband. In the covenant of marriage, she is compelled to promise obedience to her husband, he becoming, to all intents and purposes, her master—the law giving him power to deprive her of her liberty, and to administer chastisement.

He has so framed the laws of divorce, as to what shall be the proper causes of divorce; in case of separation, to whom the guardianship of the children shall be given; as to be wholly regardless of the happiness of women—the law, in all cases, going upon the false supposition of the supremacy of man, and giving all power into his hands.

After depriving her of all rights as a married woman, if single and the owner of property, he has taxed her to support a government which recognizes her only when her property can be made profitable to it. He has monopolized nearly all the profitable employments, and from those she is permitted to follow, she receives but a scanty remuneration.

He closes against her all the avenues to wealth and distinction, which he considers most honorable to himself. As a teacher of theology, medicine, or law, she is not known.

He has denied her the facilities for obtaining a thorough education—all colleges being closed against her.

He allows her in Church as well as State, but a subordinate position, claiming Apostolic authority for her exclusion from the ministry, and, with some exceptions, from any public participation in the affairs of the Church. He has created a false public sentiment, by giving to the world a different code of morals for men and women, by which moral delinquencies which exclude women from society, are not only tolerated but deemed of little account in man.

He has usurped the prerogative of Jehovah himself, claiming it as his right to assign for her a sphere of action, when that belongs to her conscience and her God. He has endeavored, in every way that he could to destroy her confidence in her own powers, to lessen her self---respect, and to make her willing to lead a dependent and abject life.

Now, in view of this entire disfranchisement of one---half the people of this country, their social and religious degradation,—in view of the unjust laws above mentioned, and because women do feel themselves aggrieved, oppressed, and fraudulently deprived of their most sacred rights, we insist that they have immediate admission to all the rights and privileges which belong to them as citizens of these United States. In entering upon the great work before us, we anticipate no small amount of misconception, misrepresentation, and ridicule; but we shall use every instrumentality within our power to effect our object. We shall employ agents, circulate tracts, petition the State and national Legislatures, and endeavor to enlist the pulpit and the press in our behalf. We hope this Convention will be followed by a series of Conventions, embracing every part of the country. Firmly relying upon the final triumph of the Right and the True, we do this day affix our signatures to this declaration.

At the appointed hour the meeting convened. The minutes having been read, the resolutions of the day before were read and taken up separately. Some, from their self---evident truth, elicted but little remark; others, after some criticism, much debate, and some slight alterations, were finally passed by a large majority.
[At an evening session] Lucretia Mott offered and spoke to the following resolution:

Resolved, That the speedy success of our cause depends upon the zealous and untiring efforts of both men and women, for the overthrow of the monopoly of the pulpit, and for the securing to woman an equal participation with men in the various trades, professions and commerce.

The Resolution was adopted.
Grade 7 Instructional Task: A Divided Economy
Unit Four: Expansion and Conflict, Topic Two: Growth and Reform

Description: Students compare and contrast economic differences in northern and southern states in order to further explore how diverging economic interests shaped the nation’s identity.

Suggested Timeline: 6 class periods

Materials: Population Engaged in Manufacturing and Trade, 1840 (Map); Agricultural Production (1860); North and South; The Rise of American Industry; The First American Factories; The South's Economy; The Crowning of King Cotton; Analyzing America’s Divided Economy (blank and completed)

Instructional Process:
1. Write the word industrialization on the board and read or project the following definitions:
   a. the large-scale introduction of manufacturing, advanced technical enterprises, and other productive economic activity into an area, society, country, etc.
   b. conversion to the methods, aims, and ideals of industry and economic activity, particularly of an area that was previously underdeveloped economically.66
2. Read aloud the first two paragraphs of the meaning of industrialization.
3. Ask students: “What do these definitions have in common?”
4. Take notes for the class or annotate the definitions as students share their answers.
5. Direct students to explain the meaning of industrialization in their own words orally or in writing and provide a visual.
6. Say: “Over the course of this unit, we’ve learned about ways in which America is growing and changing - through population change and growth, social reform movements, and territory expansion - and how that growth impacts the nation’s identity. Industrialization was another point of huge growth for American society. Through this task, we are going to explore the rise of industrialization in America, and how it impacted and divided the economy. Our goal in this task is to determine how the divided economies of The North and The South impacted the nation’s identity.”
7. Project the following maps:
   a. Population Engaged in Manufacturing and Trade, 1840 (Map)67
   b. Agricultural Production (1860)68
8. After looking at each map, lead students in a discussion about the information contained in each map. Possible discussion questions include:
   a. Where did the majority of manufacturing in America occur?

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66 [http://www.dictionary.com/browse/industrialization]
67 This map is from the task “Factory vs. Plantation in the North and South” This work by The National Endowment for the Humanities is licensed under a Creative Commons Attribution 4.0 International License.
68 This map is produced by Bowdoin College and compiled using 1860 Census data. It can be found at [http://www.bowdoin.edu/~prael/maps/crops1860.jpg]
b. What can this map tell us about the economy of The North?

c. Where did the majority of agriculture in America occur?

d. What can this map tell us about the economy of The South?

e. In comparing these two maps, does the economy of the South seem diversified? What about the economy of The North?

9. Say: “Our goal during this part of the task is to answer the question - What were some economic and social differences between The North and The South?”

10. Provide students with access to the following text: North and South. Instruct students to read the text in pairs, and underline information detailing the difference in economies of The North and The South. After students have completed the reading, lead the class in a whole-class discussion. Possible questions include:
   a. How was agriculture different in The North and The South?
   b. What is different about population and urban areas in The North and The South?
   c. How was transportation different in The North and The South?
   d. What does this article tell us about the main economies in The North? and The South?

11. After the discussion, ask students to write a paragraph on the economic and social differences between The North and The South. Encourage students to use information from the article and both maps to support their claim. This can be taken for a grade.

12. Say: “We are going to further explore economic differences between The North and The South by completing a jigsaw activity with sources that investigate the economies of each region. Our goal for this part of the task is to determine how each region’s economy was different, and why America’s economy was divided.” NOTE: The teacher may want to revisit the vocabulary term “industrialization” introduced at the beginning of this task to prepare for the jigsaw activity.

13. Divide the class into four equal groups using an established classroom routine. Each group will be responsible for reading one or two articles, becoming “experts” on the topic of their article, and then presenting what they learned to others.

14. Provide students in each expert group with a copy or access to the following sources:
   a. Group 1: The Rise of American Industry
   b. Group 2: The First American Factories
   c. Group 3: The South’s Economy
   d. Group 4: The Crowning of King Cotton
   e. Provide students with a copy of the Analyzing America’s Divided Economy.

15. Instruct students to read their assigned text in their expert group. Encourage students to underline evidence of economic and social factors and their impact on the region being discussed (The North or The South). After reading, direct students to discuss the industries being discussed in their article, and the economic and social impacts of that industry on the region, and then complete the Analyzing America’s Divided Economy note-taking template with their expert group. Provide students with a reasonable amount of time to discuss and complete the template (15-20 minutes).

16. Once expert groups have completed the activity, divide students into groups of four, with each member being
17. Conduct a discussion on the regional differences in economy, and why the economy was divided. Possible questions:
   f. What was the driving force of the economy in The North? In the South?
   g. What is a corporation, and why was the creation of corporations so important for manufacturing?
   h. How are these economies dependent on each other? How are they divided?
   i. What are some economic benefits of industrialization and manufacturing? What are some drawbacks?
   j. What are some economic benefits of agriculture and slavery? What are some drawbacks?
   k. How did each nation’s economy impact social views?

18. After the discussion, instruct students to write a paragraph answering the following question: How was each region's economy different, and why was America’s economy divided? This can be taken for a grade.

19. Say “throughout this task, we have used various sources to learn about industrialization, the manufacturing and more diversified economy of The North, and the agricultural and slave-based economy of The South. Your goal for this task was to determine how the divided economies of The North and The South impacted the nation’s identity. To culminate this task, you will answer the question in essay form: “How did America’s divided Economy impact the nation’s identity? Construct an argument that discusses each regional economy and its impact using specific claims and relevant evidence from historical sources while acknowledging competing views.” This essay can be taken for a grade.
The Rise of American Industry

During the first 30 years of the 1800s, AMERICAN INDUSTRY was truly born. Household manufacturing was almost universal in colonial days, with local craftsmen providing for their communities. This new era introduced FACTORIES, with machines and predetermined tasks, producing items to be shipped and sold elsewhere.

In 1790, SAMUEL SLATER built the first factory in America, based on the secrets of textile manufacturing he brought from England. He built a cotton-spinning mill in Pawtucket, Rhode Island, soon run by water-power. Over the next decade textiles was the dominant industry in the country, with hundreds of companies created.

In the iron industry, Pennsylvania’s furnaces and rolling mills were fast supplanting small local forges. In 1804, OLIVER EVANS of Philadelphia developed a high-pressure steam engine that was adaptable to a great variety of industrial purposes. Within a few years it powered ships, sawmills, flour mills, printing presses as well as textile factories. In 1798, Eli Whitney, who had invented the cotton gin in 1792, contributed one of the most important elements of the industrial age. He came up with the idea of making guns using interchangeable parts. The idea of interchangeable parts had been raised in Europe, but it took an American to successfully commercialize the concept.

The concept was seized by industry after industry. Canal and railway construction played an important role in transporting people and cargo west, increasing the size of the US marketplace. With the new INFRASTRUCTURE even remote parts of the country gained the ability to communicate and establish trade relationships with the centers of commerce in the East.

The new industrialization was very expensive. Out of the need for money grew the corporation. Chartered under state laws, corporations could accumulate capital from as many investors as were interested in them, each of them enjoying some stock or stake in the corporation's success. There was no limit to how much investors could

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earn, yet each with "LIMITED LIABILITY" whereby they were financially responsible for the corporation's debts only to the extent of their investment.

Yet, the Industrial Revolution would not have been possible without one further ingredient — people. Canals and railways needed thousands of people to build them. Business schemes required people to execute them. The number of projects and businesses under development was enormous. The demand for labor was satisfied, in part, by millions of IMMIGRANTS from Ireland, Germany, and elsewhere. As is often the case when there is a mass immigration, there was a great deal of resistance. Old and new political parties took strong positions on the rights of immigrants. Ultimately these positions hardened, leading to major political changes in America.
There was more than one kind of frontier and one kind of pioneer in early America.

While many people were trying to carve out a new existence in states and territories continually stretching to the West, another group pioneered the AMERICAN INDUSTRIAL REVOLUTION. They developed new, large forms of business ENTERPRISE that involved the use of power-driven machinery to produce products and goods previously produced in the home or small shop. The machinery was grouped together in factories.

Part of the technology used in forming these new business enterprises came from England, however, increasingly they came from American inventors and scientists and mechanics.

The first factory in the United States was begun after George Washington became President. In 1790, SAMUEL SLATER, a cotton spinner's apprentice who left England the year before with the secrets of textile machinery, built a factory from memory to produce spindles of yarn.

The factory had 72 spindles, powered by nine children pushing foot treadles, soon replaced by water power. Three years later, JOHN AND ARTHUR SHOFIELD, who also came from England, built the first factory to manufacture woolens in Massachusetts.

From these humble beginnings to the time of the Civil War there were over two million spindles in over 1200 cotton factories and 1500 woolen factories in the United States.

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From the TEXTILE INDUSTRY, the factory spread to many other areas. In Pennsylvania, large furnaces and rolling mills supplanted small local forges and blacksmiths. In Connecticut, tin ware and clocks were produced. Soon reapers and sewing machines would be manufactured.

At first, these new factories were financed by business partnerships, where several individuals invested in the factory and paid for business expenses like advertising and product distribution.

Shortly after the War of 1812, a new form of business enterprise became prominent — the corporation. In a CORPORATION, individual INVESTORS are financially responsible for business debts only to the extent of their investment, rather than extending to their full net worth, which included his house and property.

First used by bankers and builders, the corporation concept spread to manufacturing. In 1813, FRANCES CABOT LOWELL, NATHAN APPLETON and PATRICK JOHNSON formed the BOSTON MANUFACTURING COMPANY to build America's first integrated textile factory, that performed every operation necessary to transform cotton lint into finished cloth.
Over the next 15 years they charted additional companies in Massachusetts and New Hampshire. Others copied their corporation model and by 1840 the corporate manufacturer was commonplace.

Lowell and his associates hoped to avoid the worst evils of British industry. They built their production facilities at Massachusetts. To work in the textile mills, Lowell hired young, unmarried women from New England farms. The "MILL GIRLS" were chaperoned by matrons and were held to a strict curfew and moral code.

Although the work was tedious (12 hours per day, 6 days per week), many women enjoyed a sense of independence they had not known on the farm. The wages were about triple the going rate for a domestic servant at the time.

The impact of the creation of all these factories and corporations was to drive people from rural areas to the cities where factories were located. This movement was well underway by the Civil War. During the 1840s, the population of the country as a whole increased by 36%. The population of towns and cities of 8,000 or more increased by 90%. With a huge and growing market, unconstrained by European traditions that could hamper their development, the corporation became the central force in America’s economic growth.
The Crowning of King Cotton

Removing seeds from newly picked cotton is not as simple as it sounds. Cotton is sticky when removed from the plant, and pulling the seeds from its grasp is difficult. Throughout the 1700s, cotton production was expensive because of the huge amount of labor necessary to remove the seeds. All was changed with the invention of the cotton gin. What once was painstakingly slow was now relatively fast. By the end of the 18th century, demand for cotton was increasing as power looms were able to turn out great quantities of cloth. With the cotton gin, southern cotton plantations could now supply the world’s demand.

Ironically, the man who would make cotton king was born to a Massachusetts farmer. Almost immediately after graduating from Yale University, Eli Whitney traveled south. While staying at the Savannah plantation of MRS. NATHANAEL GREEN in 1792, the widow of the Revolutionary War general, Whitney created the device that changed the world. Whitney built a machine that moved stiff, brushlike teeth though the raw cotton. To his delight, the teeth removed a very high percentage of the nettlesome seeds. Up to this point, it took up to 10 hours to produce a pound of cotton, with very little profit. The COTTON GIN ultimately grew to produce a thousand pounds of cotton per day with relatively little expense.

As an indication of the impact of this invention, the total amount of cotton being exported was about 138,000 pounds in the year the cotton gin was invented. Two years later, the amount of cotton being exported rose ten-fold, to 1,600,000 pounds. Before the gin, the prevailing thinking of the leaders of the country was that slavery would gradually disappear. This all changed when slaves could be used to cultivate millions of pounds of cotton for markets all over the world. Eli Whitney never made a cent on his invention because it was widely reproduced before it could be patented. Determined to duplicate his inventive success, he developed the milling machine, which led to the development of interchangeable parts and the northern factory system. This one individual played a great part in creating the industrial north, as well as the plantation south.

As cotton production spread throughout the South, the density of the slave population increased.

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This phenomenal and sudden explosion of success of the cotton industry gave slavery a new lease on life. Prior to this, most thoughtful Southerners, including Washington and Jefferson, had seen slavery as an evil that must eventually be swept away. But with the southern economy now reliant on cotton, these beliefs were seen as old-fashioned, and slavery now was seen as an institution to be cherished. That COTTON WAS KING was now well understood in the south. It became the foundation of southern economy, southern culture, and southern pride.

Eli Whitney's invention made the production of cotton more profitable, and increased the concentration of slave in the cotton-producing Deep South.
## Analyzing America’s Divided Economy

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<tr>
<th>Article</th>
<th>Industry(ies) being discussed</th>
<th>Region where it was dominant (North or South)</th>
<th>Economic Impact</th>
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<td>The Rise of American Industry</td>
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<td>The Crowning of King Cotton</td>
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Analyzing America’s Divided Economy (Completed)

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<tr>
<th>Article</th>
<th>Industry(ies) being discussed</th>
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<th>Economic Impact</th>
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</thead>
<tbody>
<tr>
<td>The Rise of American Industry</td>
<td>Factories - machines and pre-determined tasks, producing items to be shipped and sold elsewhere -Textiles were the dominant industry in the early 1800s -Iron industry’s furnaces supplanted local forges -high pressured steam engines could power a variety of factories, as well as ships and printing presses</td>
<td>The North, mostly in cities</td>
<td>-it was expensive to start and maintain a factory, so “corporations” were created which allowed many people to invest in manufacturing so factories could gain capital, and investors could gain significantly from their investments, but were not liable for more than they invested, creating many rich people -the size of the US marketplace was increased with the growth of canals and railroads to transport US goods for sale</td>
<td>-millions of immigrants came to America, and satisfied the demand for labor in the factories and to build the canals and railroads for transportation -with the influx of immigrants, some Americans resisted the changing population causing political parties to take strong positions creating major political changes in America</td>
</tr>
<tr>
<td>The First American Factories</td>
<td>manufacturing: power-driven machinery used to produce products and goods previously made in the home or small shop, with machines grouped together in factories. Factories made textiles, tin ware, and clocks.</td>
<td>The North, mostly in cities</td>
<td>-corporations were created, where factory owners and investors are responsible for business debts only to the extent of their investment (and can’t lose their full net worth if the factory goes into debt) -female factory workers could make 3 times the amount working in a factory than they could being a domestic servant.</td>
<td>-creation of factories drove people from rural areas to the cities where factories were located. -young unmarried girls found a sense of independence working in factories. -factory work was dangerous and people worked very long hours.</td>
</tr>
<tr>
<td>The South’s Economy</td>
<td>Slavery, cotton, and other agricultural crops</td>
<td>The South</td>
<td>-an overemphasis on slave-based agriculture led Southerners to neglect other industries and transportation improvements that were happening in The North,</td>
<td>-due to high levels of personal debt, Southern states keeps taxes and government spending much lower than in</td>
</tr>
</tbody>
</table>
| The Crowning of King Cotton | Slavery, growing and harvesting cotton | The South | the North, which meant less money for schools, and higher rates of illiteracy.  
land and slave ownership was too expensive for most white southerners, in the 1860s only about a quarter of white southerners owned slaves. Because many could not afford land to farm on, they also started moving to the cities for work. | -The creation of the cotton gin by Eli Whitney greatly increased the production of cotton with very little expense  
with the growing textile mills in The North, there was a high demand for cotton, with the creation of the gin, the South could meet the demands of Northern factories, causing the Southern economy to boom and slavery to increase significantly  
the whole Southern economy was reliant on cotton production, and therefore Slavery. Because many white people’s livelihoods were tied up in the existence of slavery, white Southerners defended it as an institution to be cherished.  
-Cotton production, and therefore slavery, became the foundation of Southern economy, culture, foundation, and pride. |
**Topic Three:** Slavery (7.1.1-5; 7.3.3-5; 7.5.3; 7.6.1; 7.6.4; 7.11.1; 7.11.3)

**Connections to the unit claim:** Students analyze reasons for the expansion of slavery in the South after 1800, describe the life of enslaved African Americans, and their responses to slavery in order to explore how the institution of slavery impacted the nation’s identity.

**Suggested Timeline:** 7 class periods

**Use this sample task:**
- [The Slave System](#)

**To explore these key questions:**
- What were the causes for the expansion of slavery after 1800?
- What was it like to be a slave in America?
- What were some ways slaves responded to the condition of slavery?
- What does the Abolition Movement reveal about America’s changing identity?
- What did the existence and expansion of slavery mean for the national identity?

**That students answer through this assessment:**
- Students will write a paragraph outlining the causes for the expansion of slavery after 1800, and the effect that expansion had on American growth.
- Students will complete a [pinwheel graphic organizer](#) in preparation for a discussion on the experience of slaves and their responses.
- Students will make a claim about the Abolition Movement’s impact on America’s changing identity, and support with evidence.
- Students will culminate the task with a written essay responding to the prompt “What did the existence and expansion of slavery mean for the national identity?”
Grade 7 Instructional Task: The Slave System
Unit Four: Expansion and Conflict, Topic Three: Slavery

Description: Students will explore maps, primary sources, and secondary sources to determine how the expansion of slavery after 1800 impacted America’s growth, what life was like for a slave and some responses to slavery, and how the Abolition Movement sought to expand individual rights and freedoms for enslaved peoples. They will use what they’ve learned to answer the question “What did the existence and expansion of slavery mean for the national identity?”

Suggested Timeline: 7 class periods

Materials: The Spread of Slavery: 1790-1860; Cotton and African-American Life; Excerpt from "What Became of the Slaves on a Georgia Plantation?” (section titled “How They Were Treated in Savannah” only); Escape From Slavery, 1838; A Slave's Life by Moses Gandy; Excerpt from Frederick Douglass's "Narrative."; Pinwheel discussion graphic organizer (blank and completed); Abolitionist Sentiment Grows

1. Say “Through learning about Westward Expansion, Immigration, Urban Growth, and the Women’s Rights movement, we discovered that America is growing - in not just land area, but also through changes in society and economics. This growth is reshaping the American Identity. Through this task, we are going to explore the institution of slavery, and how the growth of slavery after 1800, and changing mindsets on the institution, further shaped our nation’s identity.”

2. Project the following interactive map to explore with students: The Spread of Slavery: 1790-1860. If access to technology allows, instruct students to access the map on individual computers. Click through the progression using the forward arrows on the bottom left side of the map, and read each map’s caption. Repeat this process for all three interactive maps: The Spread of Slavery, The Spread of Cotton and Slavery, and The Growth of Cotton (chart). While exploring the maps, conduct a discussion about the data each map presents. Encourage students to provide evidence from the maps to support their answers. Possible questions:
   a. How did slave populations change from during the early to mid 19th century?
   b. How are the spread of slavery and the spread of cotton related?
   c. How did Cotton impact the U.S. Economy in the early to mid 19th century?

3. Tell students that during this part of the task, they will be exploring sources to answer the questions “What were the causes for the expansion of slavery after 1800? How did the expansion of slavery reflect the growth of the United States?”

4. Provide students with access to the text Cotton and African-American Life. Direct students to read the text in pairs, and underline evidence from the text that points to why slavery expanded in the early 19th century.

5. After students have read the text, conduct a whole-class discussion about the reasons for the expansion of slavery in the early 19th century. Possible questions include:
   a. How do the economies of the North and South differ?
   b. In paragraph 2, what does the author say “gave new life to slavery?”
   c. What is a cotton gin, and what did its invention mean for cotton production in the U.S.?

74This map was created by the University of Oregon, and can be located at: http://mappinghistory.uoregon.edu/english/US/US18-05.html
d. In paragraph 4, what reasons does the author give for the economies of the North and South being deeply intertwined?

e. What did the rise of “King Cotton” mean for the import of African people into slavery, and the internal slave trade in the U.S.?

f. In the last 5 paragraphs, what does the author say about the life of enslaved African Americans and their response to slavery?

6. After the discussion, instruct students to write a paragraph answering the focus questions for the first part of the task: “What were the causes for the expansion of slavery after 1800? How did the expansion of slavery reflect the growth of the United States?” Encourage students to support their answers using evidence from the text and the interactive maps, and knowledge gained from the class discussion. This paragraph can be taken for a grade.

7. Say to students, “In the next part of the task, we will explore more sources to answer the questions “What was it like to be a slave in America, and what were some ways that slaves responded?” To accomplish this, we will have a class pinwheel discussion in which you represent the perspective of a person who is enslaved. To prepare for this discussion, you will read a primary source about the experiences of slavery, and in the discussion you will talk about what life was like for the person in your document, and their reactions to being enslaved.”

8. Divide the class into four groups and provide each group with a pinwheel discussion chart and one of the following documents.

   a. Excerpt from "What Became of the Slaves on a Georgia Plantation?" 75(section titled “How They Were Treated in Savannah” only) NOTE: This is the only primary source written by an observer of slavery, not a person enslaved. Make sure the group assigned to this piece recognizes that.

   b. Escape From Slavery, 183876

   c. A Slave’s Life by Moses Gandy77 NOTE: this excerpt is taken from a lesson plan - provide access to the excerpt on pages 2 and 3.

   d. Excerpt from Frederick Douglass’s "Narrative."78 NOTE: this excerpt is taken from a worksheet- students do not need to answer the questions below the excerpt.

9. Direct students to read their document(s) as a group, noting the author’s description of what life was like for people in slavery, and what their reactions were. Possible questions to guide student analysis of their document(s):

   a. Excerpt from "What Became of the Slaves on a Georgia Plantation?:
      - In paragraph 1, how were slaves kept while waiting to be sold?

75 This source is part of a lesson plan created by the Library of Congress and is in the public domain. It can be found at http://www.loc.gov/teachers/classroommaterials/lessons/slavery/plant.html

76 This source is from Eyewitness History and can be found at http://www.eyewitnessstohistory.com/pfddoug.htm

77 This source is part of a lesson plan created by the Colorado History Center, and can be found at http://www.historycolorado.org/sites/default/files/files/Educators/5th/Moses_Grandys_Life_as_a_Slave.pdf. The excerpt students should read is on page 2 and 3 of the document.

78 This source is produced by the National Endowment for the Humanities and can be found at: https://edsitement.neh.gov/sites/edsitement.neh.gov/files/worksheets/From%20Courage%20to%20Freedom_Reading%20Douglass%20Rhetoric.pdf
▪ In paragraph 2, how does the author describe the reactions of slaves to being sold? What do you think are the reasons for the different responses?
▪ In the 4th paragraph, how does the author describe the visits by “speculators” (potential buyers)?
▪ How do slaves react to the examination process? What do you think are the reasons for the different responses?

b. **Escape From Slavery, 1838:**
▪ What was Frederick Douglass’s response to slavery?
▪ Do you think he could have escaped if he was still working in the fields instead of in Baltimore, why or why not?
▪ How did Frederick Douglass escape?
▪ Why did Frederick Douglass feel so emotional when he earned the two silver half-dollars when in Massachusetts?

c. **A Slave’s Life by Moses Gandy**
▪ What were Moses Gandy’s experiences with slavery like as a child?
▪ How did his mother respond to her and her children’s experiences?
▪ What happened to Moses when his master died?
▪ How did Moses respond to the brutal conditions he lived under with Mr. Enoch Sawyer?
▪ What happened to Moses’s wife?

d. **Excerpt from Frederick Douglass’s "Narrative."**
▪ What does Frederick Douglass speak of witnessing in this excerpt?
▪ What are some descriptive words Douglass uses, why do you think he chooses these words?
▪ Douglass describes the master as “hardened by a long life of slaveholding.” What does he mean by this?
▪ Why do you think Douglass chose to write a passage about the brutalities of slavery? Who is his intended audience?

10. After groups have finished reading, ask them to determine, according to their author’s point of view, what it was like to be a slave in America, and what were some responses to slavery, and record evidence on the appropriate row of their pinwheel discussion chart.
11. Arrange the room for the pinwheel discussion by creating an inner and outer circle. Students participating in the first round of discussion sit in the inner circle with their group members in the outer circle behind them ready to rotate into the discussion. Choose a student from each group to take part in the first discussion round and instruct them to move to the center. At a certain point, instruct students to pinwheel out of the discussion to be replaced by another member of their group. Two options would be to pinwheel when each participant contributes something of merit and in character a certain number of times, or you can call for the switch and all groups would pinwheel at the same time.
12. Open each round of the pinwheel discussion with a question to the group, reminding them to answer from the perspective of the primary source they studied. Possible questions:
   a. Describe the life of an enslaved African American?
   b. How did people respond to being enslaved?
   c. What do you think is the benefit of people telling their experiences in slavery?
13. Conclude the pinwheel activity by engaging in a whole class discussion around the question “what did the existence of slavery mean for the national identity?” Discussing this prompt will help prepare students for the culminating task activity.

14. Say “in a previous task, we learned about the social reform movement for women’s rights. Another social reform movement in the 19th century, where citizens pushed to expand individual rights and freedoms for sections of society, was called the Abolitionist Movement.”

15. Write the word *abolish* on the board and read or project the following definition:\(^{79}\)
   a. To do away with, to put an end to, to annul, to make void.

16. Write the word *Abolitionist* on the board and read or project the following definitions:\(^{80}\)
   a. Especially prior to the Civil War, a person who advocated or supported the abolition of slavery in the U.S.
   b. A person who favors the abolition of any law or practice deemed harmful to society

17. Read aloud the first paragraph of the meaning of *Abolitionist*.

18. Ask students to turn and talk to a partner, and tell them what the word *Abolitionist* means.

19. Say “In this part of the task, we are going to read a text to learn more about the Abolitionist Movement, in order to answer the question what does the Abolitionist Movement say about America’s changing identity?”

20. Direct students to read *Abolitionist Sentiment Grows* either independently or in pairs.

21. After students have completed reading the text, have students answer the following questions orally or in writing. Ensure students use quoted evidence from the text to support their responses. Possible questions include:
   a. When did opposition to “the peculiar institution” (slavery) grow?
   b. What was the first widely accepted solution to slavery, and why was this solution generally opposed?
   c. The author says in paragraph 4 that “the new Abolitionists were different from their forebears.” How were they different?
   d. In paragraph 5 the author says “the new Abolitionists....saw slavery as a blight on America.” What does this mean?
   e. What are some actions that Abolitionists took to expand rights and freedoms of African Americans by ending slavery?
   f. In the 2nd to last paragraph, the author outlines some actions taken by the government to try and stop the Abolitionist Movement- what were some of those actions?
   g. What does the Abolitionist Movement say about America’s changing identity?

22. Say “Throughout this task, we have used various sources to learn the expansion of slavery in the early 19th century, what life was like for people in slavery and some of their reactions to being enslaved, and what the Abolitionist movement says about America’s changing identity. Your goal for this task was to determine what the existence of and expansion of slavery meant for the national identity. To culminate this task, you will answer the question in essay form: “What did the existence and expansion of slavery mean for the national identity?” Construct an argument using specific claims and relevant evidence from historical sources.” This essay can be taken for a grade.

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\(^{79}\) [http://www.dictionary.com/browse/abolish?s=t](http://www.dictionary.com/browse/abolish?s=t)

\(^{80}\) [http://www.dictionary.com/browse/abolitionist?s=t](http://www.dictionary.com/browse/abolitionist?s=t)
Cotton and African-American Life

The American Industrial Revolution, concentrated in the northeast, would ultimately prove to be the most significant force in the development of the modern United States. This economic innovation sprung primarily from necessity. New England’s agricultural economy was the poorest in the country and that helped to spur experimentation there. Meanwhile, the far more fertile southern states remained fully committed to agriculture as the central source of its wealth, here, too, dramatic changes created a wholly new economy that would have been unrecognizable to late-18th century Americans.

The slave-based TOBACCO ECONOMY that sustained the Chesapeake region was in deep crisis in the late-18th century and some Virginia leaders even talked about ending slavery. But technological innovations to process cotton soon gave new life to slavery, which would flourish in the new nation as never before.

ELI WHITNEY was among the first to develop a COTTON GIN (short for “engine”) that separated seeds from short-staple cotton. This hardier cotton variety thrived in the new land of the Old Southwest, and could now be processed far more efficiently than had been possible by hand. Indeed, the gin increased by fifty times what a single person could process in a day. This new cotton production, in turn, provided the raw material for the booming industrial textile mills of the American northeast and Great Britain. Technological innovation and geographic expansion made the south the world’s largest producer and exporter of cotton in the 19th century.

This economic triumph, however, was accompanied by an immeasurable human tragedy. By 1820 all of the northern states had outlawed slavery, but the rise of cotton made the enormous profits of the slave system irresistible to most white southerners. Distinctive northern and southern sections of the United States were emerging with the former more urban and industrial and the latter more agricultural, but the new economies of each section were deeply intertwined. Not only did southern cotton feed northern textile mills, but northern insurers and transporters played a major part in the growth of the modern slave economy of the cotton south.

"Whereas, Absalom Jones and Richard Allen, two men of the African race, who...from a love to the people of their complexion who they beheld with sorrow...propose that a society should be formed, without regard to religious tenets, provided, the person lived an orderly and sober life, in order to support one another in sickness, and for the benefit of their widows and fatherless children." -Preamble of the Free African Society, 1778

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Return to Grade 7 Social Studies: How to Navigate This Document
The rise of "KING COTTON" as the defining feature of southern life revitalized slavery. The promise of cotton profits encouraged a spectacular rise in the direct importation of African slaves in the years before the TRANS-ATLANTIC TRADE was made illegal in 1808. 250,000 new slaves arrived in the United States from 1787 to 1808, a number equal to the entire slave importation of the colonial period. After 1808, the internal SLAVE TRADE forced African Americans from the border states and Chesapeake into the new cotton belt, which ultimately stretched from upcountry Georgia to eastern Texas. In fact, more than half of the Americans who moved to the Southwest after 1815 were enslaved blacks.

With a growing FREE BLACK POPULATION in northern and border states, 95 percent of the country's African American population was enslaved in 1820. Generalizing about African American experience under slavery is especially difficult because the oppressive slave system all but entirely eliminated the avenues for slaves to honestly express themselves in public. There can be absolutely no doubt, however, that enslaved people rejected their status and that their constant resistance in small ways and large made white masters resort to terrifying violence in order to make the slave system work.

Enslaved people's greatest act of collective resistance lay in the constant ways that they demonstrated their humanity and challenged the legitimacy of slavery. In the face of abominable conditions, enslaved African Americans created communities that gave meaning and purpose to their lives. At the heart of black communities lay two central institutions: family and religion. Slave marriages were not legally recognized in slave societies and as many as a third of all slave marriages were broken up by masters. In spite of this, enslaved African Americans formed long-term marital bonds.

Furthermore, the severity of slave life encouraged the development of extended kin relations. Since young adults were especially likely to be sold, parents and children were frequently separated leading most slave communities to act collectively by respecting all elders and nurturing all children like one large family.

Religion also provided a major source of support to enslaved African Americans. It was only in the early 19th century that significant numbers of slaves became Christians. Partly this represents an increasing Americanization among African Americans, many of whom had now lived in the New World for several generations.

But to be a black Christian was not necessarily to have the same values as a white Christian. Slaves undoubtedly adjusted Christianity to fit their own life experiences and there is little doubt that Moses' leading the enslaved Israelites to the Promised Land had special resonance among American slaves. Black spirituals like "Didn't My Lord Deliver Daniel ... and why not every man" had similar subversive message.
## Pinwheel Discussion Chart

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<tr>
<th>Primary Source</th>
<th>Aspects of Life as a Slave</th>
<th>Reactions to Slavery</th>
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<tbody>
<tr>
<td>What Became of the Slaves on a Georgia Plantation (“How they were treated in Savannah”)</td>
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<tr>
<td>Escape from Slavery</td>
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<tr>
<td>A Slave’s Life by Moses Gandy</td>
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<tr>
<td>Frederick Douglass’s Narrative</td>
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<tr>
<td>Primary Source</td>
<td>Aspects of Life as a Slave</td>
<td>Reactions to Slavery</td>
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</tr>
<tr>
<td>What Became of the Slaves on a Georgia Plantation (“How they were treated in Savannah”)</td>
<td>● kept in overcrowded animal sheds “without any more attention to their comfort than was necessary to prevent their becoming ill and unsaleable”&lt;br&gt;● “gathered in sorrowful groups”&lt;br&gt;● they were examined by potential buyers “with as little consideration as if they had been brutes indeed.”</td>
<td>● “some resigned to the hard stroke of fortune that tore them from their homes”&lt;br&gt;● “some sat brooding moodily over their sorrows.”&lt;br&gt;● “all these humiliations were submitted too without a murmur, and in some instances with good natured cheerfulness” in the hopes of being purchased by a kinder master.</td>
</tr>
<tr>
<td>Escape from Slavery</td>
<td>● Douglass began his life in bondage working in the fields, but his master sent him to work on ships and the master kept the wages he earned.&lt;br&gt;● any black person (free or enslaved) can be stopped at any time and ask to show proof of freedom</td>
<td>● Douglass ran away to escape slavery.&lt;br&gt;● enslaved people could borrow the papers of a freed person, use them to escape to a free state, and then mail the papers back&lt;br&gt;● Douglass did not know any freedmen that looked like him to borrow papers from, so he disguised himself as a sailor and borrowed a sailor’s protection from a friend, which got him on a train to a free state.</td>
</tr>
<tr>
<td>A Slave’s Life by Moses Gandy</td>
<td>● “I remember my mother would hide us all in the woods to prevent Master selling us”&lt;br&gt;● Children were sold away from their mothers to other Masters&lt;br&gt;● Slaves could be inherited as property when their masters died&lt;br&gt;● Slaves could be contracted out to work for other entities with their masters keeping the profit.&lt;br&gt;● “I was starved for half my time”&lt;br&gt;● “my naked feet cracked and bleeding from the extreme cold”</td>
<td>● When his little brother was sold, his mother resisted them taking her child away, and then was beaten until she fainted&lt;br&gt;● Moses survived terrible conditions by scavenging food in the wilderness or leftovers from the hand-mill, and would “rouse an ox or hog and stand on the place where it had lain” to soak up the warmth.</td>
</tr>
<tr>
<td>Frederick Douglass’s</td>
<td>slaves were brutally whipped and seriously injured - “and whip upon her naked back</td>
<td>● “No words, no tears, no prayers, from his gory victim, seemed to move his iron heart from its bloody</td>
</tr>
</tbody>
</table>
| Narrative | until she was literally covered with blood.“
Other slaves were forced to watch - “it was the first of a long series of such outrages of which I was doomed to be a witness and participant.”
The master “would at times seem to take great pleasure in whipping a slave” | • Frederick Douglass later wrote about the physical abuse he witnessed and was subjected to, to make more aware of the evils of slavery. |
As the cotton industry took hold and slavery became more and more entrenched across the American south, the opposition to the Peculiar Institution began to grow. The first widely accepted solution to the slavery question in the 1820s was colonization. In effect, supporters of colonization wanted to transplant the slave population back to Africa. Their philosophy was simple: slaves were brought to America involuntarily. Why not give them a chance to enjoy life as though such a forced migration had never taken place? Funds were raised to transport freed African-Americans across the Atlantic in the opposite direction. The nation of Liberia was created as a haven for former American slaves. But most African-Americans opposed this practice. The vast majority had never set foot on African soil. Many African-Americans rightly believed that they had helped build this country and deserved to live as free citizens of America. By the end of the decade, a full-blown Abolitionist movement was born.

These new Abolitionists were different from their forebears. ANTI-SLAVERY SOCIETIES had existed in America since 1775, but these activists were more radical. Early Abolitionists called for a gradual end to slavery. They supported compensation to owners of slaves for their loss of property. They raised money for the purchase of slaves to grant freedom to selected individuals.

The new Abolitionists thought differently. They saw slavery as a blight on America. It must be brought to an end immediately and without compensation to the owners. They sent petitions to Congress and the states, campaigned for office, and flooded the south with inflammatory literature.

Abolitionist Wendell Phillips spoke on behalf of fugitive slave Thomas Sims, and against the Fugitive Slave Law in 1851. Sims was later returned to Savannah where he was publicly whipped.

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82 This work by The Independence Hall Association is licensed under a Creative Commons Attribution 4.0 International License. The original work is available at http://www.ushistory.org/us/28.asp
Needless to say, eyebrows were raised throughout the north and the south. Soon the battle lines were drawn. President Andrew Jackson banned the post office from delivering Abolitionist literature in the south. A "GAG RULE" was passed on the floor of the House of Representatives forbidding the discussion of bills that restricted slavery. Abolitionists were physically attacked because of their outspoken anti-slavery views. While northern churches rallied to the Abolitionist cause, the churches of the south used the Bible to defend slavery.

Abolitionists were always a minority, even on the eve of the Civil War. Their dogged determination to end human bondage was a struggle that persisted for decades. While mostly peaceful at first, as each side became more and more firmly rooted, pens were exchanged for swords. Another seed of sectional conflict had been deeply planted.

Many runaway slaves died on their way to freedom on the Underground Railroad. This stone marking the grave of a four-year-old fugitive slave orphan is in Oberlin, Ohio, a town noted for helping slaves escape.
Unit Four Assessment

Description: Students write an extended response to the following question: Did westward expansion positively or negatively impact the formation of the American identity? Have students use historical evidence and their knowledge of social studies to develop and support their position. As students prepare to write their essay, have them consider:

- Social, political, and economic impact of westward expansion on the development of the U.S.
- Causes and effects of growth of immigration and urbanization
- Social, political, and economic impact of reform movements
- Expansion of slavery

Suggested Timeline: 2 class periods

Student Directions: Using your understanding of US History and the sources from this unit, write an essay which develops and supports a claim about whether westward expansion positively or negatively impacted the formation of the American identity. Use evidence gathered throughout the unit and your knowledge of social studies to develop and support your explanation.

Resources:
- Social Studies Extended Response Checklist

Teacher Notes: In completing this task, students meet the expectations for social studies GLEs 7.1.1-5, 7.3.1-5, 7.5.1-3, 7.6.1-4, 7.7.1, 7.9.3, 7.11.1-3. They also meet the expectations for ELA/Literacy Standards: WHST.6-8.1a-e, WHST.6-8.4, WHST.6-8.5, WHST.6-8.6, WHST.6-8.9, WHST.6-8.10.

Use the LEAP assessment social studies extended response rubric to grade this assessment. Note: Customize the Content portion of the rubric for this assessment. Use the Claims portion of the rubric as written.
Unit Five Overview

**Description:** Students explore the Civil War beginning with its immediate causes from the preceding decade to the Confederate attack on Fort Sumter. Students learn that the Civil War was a major turning point in US history, in which the union was preserved and the institution of slavery took a fatal blow. In many ways, this was the culmination of decades of growing pains caused by years of expansion and conflict between the states. The result was the answer to the biggest question of American identity: free or slave? Would the United States live up to its founding promise that “all men are created equal”?

**Suggested Timeline:** 5 - 6 weeks

<table>
<thead>
<tr>
<th>Grade 7 Content</th>
<th>Grade 7 Claims</th>
</tr>
</thead>
<tbody>
<tr>
<td>A Nation Divided</td>
<td>How does conflict define a nation?</td>
</tr>
</tbody>
</table>

**Topics (GLEs):**

1. **Sectionalism** (7.1.1-5; 7.3.3-5; 7.4.1-2; 7.5.3; 7.8.8; 7.10.1-2; 7.11.1-3)
2. **Lincoln and Secession** (7.1.1-5; 7.3.3-5; 7.4.1-2; 7.5.3; 7.10.1-2; 7.11.1-3)
3. **The Civil War** (7.1.1-5; 7.3.3-5; 7.4.1-2; 7.5.3; 7.10.1-2; 7.11.1-3)

**Unit Assessment:** Students write an extended response to the following question: How did the conflict of the civil war define the nation?
Unit Five Instruction

Topic One: Sectionalism (7.1.1-5; 7.3.3-5; 7.4.1-2; 7.5.3; 7.8.8; 7.10.1-2; 7.11.1-3)

Connections to the unit claim: Students analyze ways in which early compromises over slavery were ineffective and what impact they had on different regions of the United States.

Suggested Timeline: 5 class periods

Use this sample task:

- What was the role of compromise leading up to the Civil War?

To explore these key questions:

- What is sectionalism, and how did its presence in the United States lead to compromise?
- In what ways were early compromises over slavery ineffective and what impact did they have on different regions of the United States?
- How was the Missouri Compromise of 1820 ineffective in dealing with the issue of slavery?
- What was the impact of the Compromise of 1850 and who benefitted more, the North or the South?
- How did the Kansas–Nebraska Act of 1854 attempt to reduce the growing sectionalism of the American union over the slavery controversy?
- Why did legislative efforts dealing with slavery and expansion fail to avoid a constitutional crisis?
- How could congressional neutrality towards slavery in the federal territories actually stir up sectional strife?
- What role did compromise play in the outbreak of the Civil War?
- Why did the conflict over slavery result in war in 1861?

That students answer through this assessment:

- Students examine the social, political, and economic impact of the Missouri Compromise and complete an anticipation guided reading.
- Students analyze the advantages and disadvantages of the Compromise of 1850 and complete a graphic organizer.
- Students analyze the social, political, and economic impact of the Kansas-Nebraska Act and complete a split-page note graphic organizer.
- Students complete a textual analysis of the failure of compromise on slavery and complete a GIST writing activity.
Grade 7 Instructional Task: What was the role of compromise leading up to the Civil War?
Unit Five: A Nation Divided, Topic One: Sectionalism

Description: Students analyze the social, political, and economic impact of compromises on the issue of slavery and the Dred Scott decision on increasing tensions between the North and South.

Suggested Timeline: 5 class periods

Materials: The Missouri Compromise; Missouri Compromise Anticipation Reading Guide (blank and completed); The Compromise of 1850; Advantages and Disadvantages of the Compromise of 1850 (blank and completed); Kansas-Nebraska Act; Kansas-Nebraska Act Split-page notes (blank and completed); The Failure of Compromise; Textual Analysis of The Failure of Compromise (blank and completed)

Instructional Process:
1. Divide students into small groups or pairs using an established classroom routine.
2. Provide groups with a copy of the following materials
   a. The Missouri Compromise
   b. blank copy of the Missouri Compromise anticipation reading guide.
3. Ask students to read The Missouri Compromise with their partner. Allow students a reasonable amount of time to complete the reading (12-15 minutes).
4. Encourage students to underline/highlight any words or phrases that they do not know. Using context clues within the document ask students to determine the meaning of some unfamiliar words in the text such as:
   a. contradictions
   b. devastated
   c. incorporation
   d. explicit
   e. petitioned
   f. brokering
5. Ask students to provide examples of words they underlined or highlighted in the text. If students do not provide many words, use the above list as examples for students. Ask students to write their own definition using context clues from the text.
6. Conduct a class discussion with students to help build contextual understanding of the words in the list above.
7. Next, instruct students to read The Missouri Compromise again with their partner and complete the Missouri Compromise anticipation reading guide.
8. While reading the document, encourage them to underline, highlight or write down some of the main ideas from the documents in the margins.
9. Make sure students write information from the document that supports their response. Project a blank copy of the Missouri Compromise anticipation reading guide in the classroom.
10. Conduct a class discussion to check for student understanding of the source. Possible guiding questions:
    a. Why was it important for the South to maintain an equal balance in the Senate?
    b. What did the Missouri Compromise do?

Return to Grade 7 Social Studies: How to Navigate This Document
c. Who were the key figures involved in the Missouri Compromise?
d. What were the causes and effects of the Missouri Compromise?
e. Who benefitted more from the compromise, the North or the South?
f. How was the Missouri Compromise of 1820 ineffective in dealing with the issue of slavery and what impact did the compromise have on different regions of the United States?

11. Say, “Today we are going to examine another compromise that impacted slavery in the United States and amplified the division between North and South.”

12. Provide students with a copy of the following materials:
   a. The Compromise of 1850
   b. blank copy of the Advantages and Disadvantages of the Compromise of 1850 graphic organizer

13. Ask students to read The Compromise of 1850 with their partner. Allow students a reasonable amount of time to complete the reading (12-15 minutes).

14. Encourage students to underline/highlight any words or phrases that they do not know. Using context clues within the document ask students to determine the meaning of some unfamiliar words in the text such as:
   a. contentious
   b. resolved
   c. nullification
   d. tempest

15. Ask students to provide examples of words they underlined or highlighted in the text. If students do not provide many words, use the above list as examples for students. Ask students to write their own definition using context clues from the text.

16. Conduct a class discussion with students to help build contextual understanding of the words in the list above.

17. Next, instruct students to read The Compromise of 1850 again with their partner and complete the Advantages and Disadvantages of the Compromise of 1850 graphic organizer.

18. While reading the document, encourage them to underline, highlight or write down some of the main ideas from the documents in the margins.

19. Make sure students write information from the document that supports their response.

20. Project a blank copy of the Advantages and Disadvantages of the Compromise of 1850 graphic organizer in the classroom.

21. Provide students with a least 10 minutes to complete the chart. Once students have completed the chart, have them write a short summary describing the social, political, and economic impacts of the Compromise of 1850.

22. Once students have completed the chart, conduct a class discussion to check for student understanding. Direct students to fill in, edit, or add more information to the graphic organizer during the discussion.

23. Conduct a class discussion to check for student understanding of the source. Possible guiding questions:
   a. Why was it important for the South to pass a fugitive slave law?
   b. What did the Compromise of 1850 do?
   c. Who were the key figures involved in the Compromise of 1850?
   d. How was the Compromise of 1850 different from the Missouri Compromise?
   e. How did the new compromise affect the Missouri Compromise?
   f. Why was the Compromise of 1850 ineffective in dealing with the issue of slavery?
   g. What impact did the Compromise of 1850 have on different regions of the United States?
24. Say, “During this instructional task, you have examine two different compromises over slavery in the United States. After the Compromise of 1850 became law, it wasn’t long before the country was once again divided on how to handle the issue of slavery. The Kansas-Nebraska Act came about over economic concerns in the new territories in the Western United States. The goal for the next activity is to examine the economic causes and effects of the Kansas-Nebraska Act.

25. Divide students into small groups with 2-3 students according to an established classroom routine.

26. Provide each group with access to Kansas-Nebraska Act. Since this is a digital text, determine how students will access the text—either project the text and read it aloud as students follow along, or ensure each group has access to a computer with the source.

27. Provide students with a copy of access to the following materials
   a. Kansas-Nebraska Act
   b. blank copy of the Kansas-Nebraska Act Split-page notes

28. Ask students to read Kansas-Nebraska Act with their partner. Allow students a reasonable amount of time to complete the reading (12-15 minutes).

29. Encourage students to underline/highlight any words or phrases that they do not know. Using context clues within the document ask students to determine the meaning of some unfamiliar words in the text such as:
   a. invocation
   b. popular sovereignty
   c. prohibit
   d. descended
   e. deterrent
   f. appease
   g. leverage
   h. border ruffians
   i. usurpation

30. Ask students to provide examples of words they underlined or highlighted in the text. If students do not provide many words, use the above list as examples for students. Ask students to write their own definition using context clues from the text.

31. Conduct a class discussion with students to help build contextual understanding of the words in the list above.

32. Next, instruct students to read Kansas-Nebraska Act again with their partner and complete the Kansas-Nebraska Act Split-page notes.

33. While reading the document, encourage them to underline, highlight or write down some of the main ideas from the documents in the margins.

34. Have students complete split-page notes using the directions below:
   a. In the right hand column, ask students to record important ideas and details from the text.
   b. In the left hand column, ask students to write their comments, questions, concerns, confusions, and personal reactions to the important ideas and details, as well as unknown words and phrases.
   c. After reading the document, direct students to review their notes and write a summary of the information at the bottom of the split-page notes page.
35. After students have examined the text and completed the Kansas-Nebraska Act Split-page notes, engage students in a whole-class discussion to gain an understanding of the causes and effects of the Kansas-Nebraska Act. Possible guiding questions include:

   a. Who proposed the Kansas-Nebraska Act?
   b. What was the purpose of the Kansas-Nebraska Act?
   c. Define “popular sovereignty” and explain how the concept was different from previous compromises.
   d. How was the Kansas-Nebraska Act different from both the Missouri Compromise and the Compromise of 1850?
   e. How did the Kansas-Nebraska Act affect early compromises on the expansion of slavery into the west?
   f. How did the Kansas-Nebraska lead to the formation of the Republican Party?
   g. What were the consequences of the Kansas-Nebraska Act?
   h. How did the Kansas-Nebraska Act affect the Louisiana Territory?

36. Assign students a partner according to an established classroom routine.

37. Provide students with access to the following materials:

   a. The Failure of Compromise
   b. blank copy of the Textual Analysis of The Failure of Compromise graphic organizer

38. Instruct students to read only paragraphs 1-5 and 16-21. Since this is a digital text, determine how students will access the text—either project the text and read it aloud as students follow along, or ensure each student has access to a computer with the source.

39. Ask students to read The Failure of Compromise with their partner. Allow students a reasonable amount of time to complete the reading (12-15 minutes).

40. Encourage students to underline/highlight any words or phrases that they do not know. Using context clues within the document ask students to determine the meaning of some unfamiliar words in the text such as:

   a. hostile
   b. rupture
   c. affirmed
   d. indispensable
   e. “peculiar institution”
   f. protracted
   g. advocates
   h. undermined
   i. manifestly

41. Ask students to provide examples of words they underlined or highlighted in the text. If students do not provide many words, use the above list as examples for students. Ask students to write their own definition using context clues from the text.

42. Conduct a class discussion with students to help build contextual understanding of the words in the list above.

43. Next, instruct students to read The Failure of Compromise again with their partner and complete the Textual Analysis of The Failure of Compromise graphic organizer.

44. While reading the document, encourage them to underline, highlight or write down some of the main ideas from the documents in the margins.
45. After students have read the text, assign students a partner to examine the document and summarize how the early compromises over slavery were ineffective and what role they played in the outbreak of the Civil War.

46. Allow students an opportunity to read and discuss the text together so they may gain an understanding of how the expansion of slavery affected new western territories and how northerners and southerners felt about the institution of slavery.

47. Have students analyze the document and complete the Textual Analysis of The Failure of Compromise graphic organizer using the steps below.
   a. After reading each set of paragraphs, ask students write down the important ideas from each set of paragraphs.
   b. Once students have created a list of the main ideas from each set, have them write 1-2 sentences that summarizes each section.
   c. Finally, have students condense all the information into a combined summary that describes the causes and effects of compromise on slavery.

48. Once students have completed the chart, conduct a class discussion to check for student understanding. Direct students to fill in, edit, or add more information to the graphic organizer during the discussion. Possible guiding questions:
   a. What was Abraham Lincoln’s view of slavery and its expansion?
   b. What was Jefferson Davis’s view of slavery?
   c. Compare and contrast the Northerners’ and Southerners’ views of slavery.
   d. What role did the Dred Scott decision play in the expansion of slavery?
   e. What were the economic and political repercussions of slavery in the north and south?
The Missouri Compromise

Most white Americans agreed that western expansion was crucial to the health of the nation. But what should be done about slavery in the West?

The contradictions inherent in the expansion of white male voting rights can also be seen in problems raised by western migration. The new western states were at the forefront of more inclusive voting rights for white men, but their development simultaneously devastated the rights of Native American communities. Native American rights rarely became a controversial public issue. This was not the case for slavery, however, as northern and southern whites differed sharply about its proper role in the west.

The incorporation of new WESTERN TERRITORIES into the United States made slavery an explicit concern of national politics. Balancing the interests of slave and free states had played a role from the very start of designing the federal government at the Constitutional Convention in 1787. The crucial compromise there that sacrificed the rights of African Americans in favor of a stronger union among the states exploded once more in 1819 when MISSOURI petitioned to join the United States as a slave state.

In 1819, the nation contained eleven free and eleven slave states creating a balance in the U.S. senate. Missouri’s entrance threatened to throw this parity in favor of slave interests. The debate in Congress over the admission of Missouri was extraordinarily bitter after CONGRESSMAN JAMES TALLMADGE from New York proposed that slavery be prohibited in the new state. The debate was especially sticky because defenders of slavery relied on a central principle of fairness. How could the Congress deny a new state the right to decide for itself whether or not to allow slavery? If Congress controlled the decision, then the new states would have fewer rights than the original ones.

Henry Clay was first elected to the Senate in 1807, before his 30th birthday. This was against the rules set up in the Constitution that stipulated 30 as the youngest age for a Senator.

83 This work by The Independence Hall Association is licensed under a Creative Commons Attribution 4.0 International License. The original work is available at http://www.ushistory.org/us/23c.asp.
HENRY CLAY, a leading congressman, played a crucial role in brokering a two-part solution known as the MISSOURI COMPROMISE. First, Missouri would be admitted to the union as a slave state, but would be balanced by the admission of MAINE, a free state, that had long wanted to be separated from Massachusetts. Second, slavery was to be excluded from all new states in the Louisiana Purchase north of the southern boundary of Missouri. People on both sides of the controversy saw the compromise as deeply flawed.

Nevertheless, it lasted for over thirty years until the KANSAS-NEBRASKA ACT of 1854 determined that new states north of the boundary deserved to be able to exercise their sovereignty in favor of slavery if they so choose.

Democracy and self-determination could clearly be mobilized to extend an unjust institution that contradicted a fundamental American commitment to equality. The Missouri crisis probed an enormously problematic area of American politics that would explode in a civil war. As Thomas Jefferson observed about the Missouri crisis, "This momentous question, like a fire-bell in the night, awakened and filled me with terror."

African Americans obviously opposed slavery and news of some congressional opposition to its expansion circulated widely within slave communities. DENMARK VESEY, a free black living in Charleston, South Carolina, made the most dramatic use of the white disagreement about the future of slavery in the west. Vesey quoted the Bible as well as congressional debates over the Missouri issue to denounce slavery from the pulpit of the AFRICAN METHODIST EPISCOPAL CHURCH where he was a lay minister. Along with a key ally named GULLAH JACK, Vesey organized a slave rebellion in 1822 that planned to capture the Charleston arsenal and seize the city long enough for its black population to escape to the free black republic of Haiti.

The rebellion was betrayed just days before its planned starting date and resulted in the execution of thirty-five organizers as well as the destruction of the black church where Vesey preached. Slaveholders were clearly on the defensive with antislavery sentiment building in the north and undeniable opposition among African Americans in the south. As one white Charlestonian complained, "By the Missouri question, our slaves thought, there was a charter of liberties granted them by Congress."

African Americans knew that they could not rely upon whites to end slavery, but they also recognized that the increasing divide between north and south and their battle over western expansion could open opportunities for blacks to exploit. The most explosive of these future black actions would be NAT TURNER’S VIRGINIA SLAVE REVOLT in 1831.
Missouri Compromise Anticipation Reading Guide

Directions: After reading The Missouri Compromise, determine whether the statement is TRUE or FALSE. Write information from the document that supports your response.

<table>
<thead>
<tr>
<th>Statement</th>
<th>TRUE</th>
<th>FALSE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Under the terms of the Missouri Compromise, Missouri would be admitted to the union as a slave state, but would be balanced by the admission of Maine, a free state, that had long wanted to be separated from Massachusetts.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supporting Information:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>In addition to Missouri becoming a slave states, slavery would also be extended into all new states in the Louisiana Purchase north of the southern boundary of Missouri.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supporting Information:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The incorporation of new western territories into the United States made slavery an explicit concern of national politics.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supporting Information:</td>
<td></td>
<td></td>
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</tbody>
</table>

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Both Northerners and Southerners saw the Missouri compromise as a milestone in the development of democracy in the United States and applauded the country’s willingness to work together.

Supporting Information:

<table>
<thead>
<tr>
<th>TRUE</th>
<th>FALSE</th>
</tr>
</thead>
</table>

The significance of the Missouri Compromise was that it preserved the balance between free and slave states, which had played a role from the very start of designing the federal government at the Constitutional Convention in 1787.

Supporting Information:
### Missouri Compromise Anticipation Reading Guide (Completed)

<table>
<thead>
<tr>
<th>TRUE</th>
<th>FALSE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Under the terms of the Missouri Compromise, Missouri would be admitted to the union as a slave state, but would be balanced by the admission of Maine, a free state, that had long wanted to be separated from Massachusetts.</strong></td>
<td>X</td>
</tr>
</tbody>
</table>

**Supporting Information:** Paragraph 6 – sentences 2 & 3 (students can provide where in the text they found the supporting information or explain how the information is true/false)

<table>
<thead>
<tr>
<th>TRUE</th>
<th>FALSE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>In addition to Missouri becoming a slave states, slavery would also be extended into all new states in the Louisiana Purchase north of the southern boundary of Missouri.</strong></td>
<td>X</td>
</tr>
</tbody>
</table>

**Supporting Information:** Paragraph 6 – sentences 3 & 4 (students can provide where in the text they found the supporting information or explain how the information is true/false)

<table>
<thead>
<tr>
<th>TRUE</th>
<th>FALSE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The incorporation of new western territories into the United States made slavery an explicit concern of national politics.</strong></td>
<td>X</td>
</tr>
</tbody>
</table>

**Supporting Information:** Paragraph 3 – sentences 1-3 (students can provide where in the text they found the supporting information or explain how the information is true/false)

<table>
<thead>
<tr>
<th>TRUE</th>
<th>FALSE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Both Northerners and Southerners saw the Missouri compromise as a milestone in the development of democracy in the United States and applauded the country’s willingness to work together.</strong></td>
<td>X</td>
</tr>
</tbody>
</table>

**Supporting Information:** Paragraph 5 & 7 - (students can provide where in the text they found the supporting information or explain how the information is true/false)
The significance of the Missouri Compromise was that it preserved the balance between free and slave states, which had played a role from the very start of designing the federal government at the Constitutional Convention in 1787.

<table>
<thead>
<tr>
<th>Supporting Information: Paragraph 3 – sentences 3-4 (students can provide where in the text they found the supporting information or explain how the information is true/false)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The significance of the Missouri Compromise was that it preserved the balance between free and slave states, which had played a role from the very start of designing the federal government at the Constitutional Convention in 1787.</td>
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</tbody>
</table>

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The plan was set forth. The giants — Calhoun, Webster, and Clay — had spoken. Still the Congress debated the contentious issues well into the summer. Each time Clay's Compromise was set forth for a vote, it did not receive a majority. Henry Clay himself had to leave in sickness, before the dispute could be resolved. In his place, Stephen Douglas worked tirelessly to end the fight. On July 9, President Zachary Taylor died of food poisoning. His successor, MILLARD FILLMORE, was much more interested in compromise. The environment for a deal was set. By September, Clay's Compromise became law.

California was admitted to the Union as the 16th free state. In exchange, the south was guaranteed that no federal restrictions on slavery would be placed on Utah or New Mexico. Texas lost its boundary claims in New Mexico, but the Congress compensated Texas with $10 million. Slavery was maintained in the nation's capital, but the slave trade was prohibited. Finally, and most controversially, a FUGITIVE SLAVE LAW was passed, requiring northerners to return runaway slaves to their owners under penalty of law.
Compromise of 1850

<table>
<thead>
<tr>
<th>North Gets</th>
<th>South Gets</th>
</tr>
</thead>
<tbody>
<tr>
<td>California admitted as a free state</td>
<td>No slavery restrictions in Utah or New Mexico territories</td>
</tr>
<tr>
<td>Slave trade prohibited in Washington D.C.</td>
<td>Slaveholding permitted in Washington D.C.</td>
</tr>
<tr>
<td>Texas loses boundary dispute with New Mexico</td>
<td>Texas gets $10 million</td>
</tr>
<tr>
<td></td>
<td>Fugitive Slave Law</td>
</tr>
</tbody>
</table>

Who won and who lost in the deal? Although each side received benefits, the north seemed to gain the most. The balance of the Senate was now with the free states, although California often voted with the south on many issues in the 1850s. The major victory for the south was the Fugitive Slave Law. In the end, the north refused to enforce it. Massachusetts even called for its nullification, stealing an argument from John C. Calhoun. Northerners claimed the law was unfair. The flagrant violation of the Fugitive Slave Law set the scene for the tempest that emerged later in the decade. But for now, Americans hoped against hope that the fragile peace would prevail.
Advantages and Disadvantages of the Compromise of 1850

<table>
<thead>
<tr>
<th>The Compromise of 1850</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advantages</td>
</tr>
</tbody>
</table>

Summary

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Advantages and Disadvantages of the Compromise of 1850 (Completed)

<table>
<thead>
<tr>
<th>The Compromise of 1850</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Advantages</strong></td>
<td><strong>Disadvantages</strong></td>
</tr>
<tr>
<td>● The balance of the Senate was now with the Free states.</td>
<td>● Slavery could be allowed in new Western Territories.</td>
</tr>
<tr>
<td>● California was admitted as a free state.</td>
<td>● Fugitive Slave Law allowed southerners to go into Northerner states and retrieve former slaves.</td>
</tr>
<tr>
<td>● Slave trade was prohibited in Washington D.C.</td>
<td>● The Compromise overturned the Missouri Compromise and left the overall issue of slavery unsettled.</td>
</tr>
</tbody>
</table>

**Summary**

The Compromise of 1850 ended the balance between free and slave states. Although the south would lose some of its political power in the Senate, they would be able to recuperate some of their lost slaves with the Fugitive Slave. The North gained political power after the compromise, however, they were not willing to completely alienate the south by abolishing slavery completely. While the Compromise of 1850 was ineffective and did not solve the issue of slavery, it postponed the Southern intentions to secede from the Union.
# Kansas-Nebraska Act Split-Page Notes

<table>
<thead>
<tr>
<th>Unknown Words/Phrases</th>
<th>Main Ideas/Important Information</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Comments/Questions</th>
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</table>

<table>
<thead>
<tr>
<th>Summary</th>
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</tbody>
</table>
### Kansas-Nebraska Act Split-Page Notes (Completed)

<table>
<thead>
<tr>
<th>Unknown Words/Phrases</th>
<th>Main Ideas/Important Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Popular Sovereignty</td>
<td>• Sectional tension between the North and the South over slavery once again led to Compromise - the Kansas Nebraska Act.</td>
</tr>
<tr>
<td>border ruffians</td>
<td>• The main issue from the Kansas Nebraska act was whether to allow slavery in the new territories.</td>
</tr>
<tr>
<td>jayhawkers</td>
<td>• The principles of Popular Sovereignty - allowing the people living in an area to decide on slavery - came about during the debate.</td>
</tr>
<tr>
<td>sectional loyalties</td>
<td>• Consequence of the Kansas-Nebraska Act was formation of new political parties.</td>
</tr>
<tr>
<td>usurpation</td>
<td>• The Kansas-Nebraska Act ultimately divided the nation and led it further down the path to civil war.</td>
</tr>
</tbody>
</table>

### Comments/Questions

- Who proposed the Kansas-Nebraska Act? What was the purpose of the Kansas-Nebraska Act?
- How did slavery affect democracy in the western states?

### Summary

The Kansas Nebraska Act increased the sectional tension between the North and the South. Once again, Northerners and Southerners were forced to debate the expansion of slavery into new territories. However, the debate over slavery in the new territories caused many political forces to revisit the Missouri Compromise because Kansas was above the established ‘slavery line’. With the emergence of the transcontinental railroad, westerns were brought into the debate as well. In addition, the Kansas Nebraska Act ushered in the idea of popular sovereignty (allowing citizens to decide what is legal in the area in which they live).
# Textual Analysis of the Failure of Compromise

<table>
<thead>
<tr>
<th>Important Ideas from Paragraphs 1-5</th>
<th>Important Ideas from Paragraphs 16-18</th>
<th>Important Ideas from Paragraphs 19-21</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
</tr>
<tr>
<td>Summary of Paragraphs 1-5</td>
<td>Summary of Paragraphs 16-18</td>
<td>Summary of Paragraphs 19-21</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Return to [Grade 7 Social Studies: How to Navigate This Document](#)
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<th>Important Ideas from Paragraphs 16-18</th>
<th>Important Ideas from Paragraphs 19-21</th>
</tr>
</thead>
</table>
| ● North and South were divided over slavery  
● Southerners felt like Northerners were interfering with the South’s constitutional right to own slaves by taking away their property  
● The Southern economy relied on slavery  
● Abolishing slavery were have severe consequences for the southern economy such as crippling farming and forcing plantations into bankruptcy | ● Kansas Nebraska Act overturned the Missouri Compromise  
● Repeal of the Missouri Compromise led to the formation of the Republican Party  
● Representatives were forced to vote on slavery compromises separately | ● Dred Scott decision further enraged both Northerners and Southerners  
● Many anti slavery opponents took matters into their own hands  
● Court declares that slaves are property  
● Citizens no longer trusted their representatives |

<table>
<thead>
<tr>
<th>Summary of Paragraphs 1-5</th>
<th>Summary of Paragraphs 16-18</th>
<th>Summary of Paragraphs 19-21</th>
</tr>
</thead>
<tbody>
<tr>
<td>The division between North and South over slavery had existed for more than 50 years. The failure of compromise to solve the slavery issue had finally led many southerners to express their feeling of secession. Most southerners felt that abolishing slavery would destroy the southern way of life and dismantle the southern economy.</td>
<td>From 1820-1850 most southerners and northerners accepted the slavery compromise in order to preserve the union. However, with the Kansas Nebraska Act, members of congress sought to undo the Missouri Compromise in favor of economic growth in the west. In addition, with the repeal of the Missouri Compromise, many Northerners were outraged so they left the Democratic party to start the republican party.</td>
<td>With the Dred Scott decision basically overturning all existing slavery compromises, antislavery northerners and abolitionists felt that war was inevitable. In addition, many southerners would lose confidence in Congress and anti slavery abolitionists decided to take matters into their own hands.</td>
</tr>
</tbody>
</table>

Summary
Prior to the outbreak of the Civil War the U.S. Congress passed numerous compromises over the issue of slavery. In the end, they all proved to be ineffective. Southerners valued slavery as a part of southern life and necessary to their economic stability. Northerners saw slavery as a moral wrong, but realized the economic and social impact that slavery had on the United States. The failure of compromise to solve the slavery issue finally led many southerners to express their feeling of secession and forced northerners’ representatives, antislavery opponents and abolitionists to push for complete abolition. Finally, neither side could agree on how to solve the issue.
**Topic Two:** Lincoln and Secession (7.1.1-5, 7.3.3-5, 7.4.1, 7.4.2, 7.5.3, 7.10.1, 7.10.2, 7.11.1-3)

**Connections to the unit claim:** Students explore the role of the election of Abraham Lincoln and other key events, ideas, and people, which led to the Civil War and analyze the immediate and long-term causes of the secession of the Southern states and the outbreak of the Civil War.

**Suggested Timeline:** 7 class periods

**Use this sample task:**
- [Lincoln and Secession](#)

**To explore these key questions:**
- How did the Dred Scott decision impact the Southern economy?
- How did the Dred Scott decision regulate the spread of slavery in the U.S.?
- How did Abraham Lincoln feel about the institution of slavery?
- How did Stephen Douglas believe the issue of slavery could be resolved?
- What did Stephen Douglas claim Lincoln wanted for African Americans?
- Why did many abolitionists oppose violence when attempting to abolish slavery?
- What political effect did the election of 1860 have on the South?
- Why did many southerners oppose Lincoln’s election?

**That students answer through this assessment:**
- Students analyze the [social and political impact of the Dred Scott Decision](#) and completed a graphic organizer.
- Students examine the [political impact of the Lincoln-Douglas Debates](#) and complete a graphic organizer.
- Students analyze the [causes and effects of John Brown’s Raid](#) and complete a graphic organizer.
- Students analyze [social and political impact of the Election of 1860](#) and complete a graphic organizer.
- Students complete a [textual analysis of Lincoln’s First Inaugural Address](#) and complete a graphic organizer.
Grade 7 Instructional Task: Lincoln and Secession
Unit Five: A Nation Divided, Topic Two: Lincoln and Secession

Description: Students analyze the role of the election of Abraham Lincoln and other key events, ideas, and people, which led to the Civil War.

Suggested Timeline: 7 class periods

Materials: The Dred Scott Decision; Analyzing the Dred Scott Decision (blank and completed); The Lincoln-Douglas Debates; Examining the Lincoln-Douglas Debates (blank and completed); Harpers Ferry; Analyzing the Raid at Harpers Ferry (blank and completed); Impact of 1860 Election; Analyzing the Election of 1860 (blank and completed); Lincoln's First Inaugural Address (excerpts); Analyzing Lincoln's First Inaugural Address graphic organizer (blank and completed)

Instructional Process:

1. Say, “In the next instructional task, your goal is to analyze the role of the election of Abraham Lincoln and other key events, ideas, and people, which led to the Civil War.”
2. Assign students a partner according to an established classroom routine.
3. Provide students with access to the following materials:
   a. The Dred Scott Decision
   b. Analyzing the Dred Scott Decision graphic organizer
4. Instruct students to complete a pre-reading vocabulary activity on the text The Dred Scott Decision.
5. Encourage students to underline/highlight any words or phrases that they do not know. Using context clues within the document ask students to determine the meaning of some unfamiliar words in the text such as:
   a. prohibit
   b. residence
   c. appealed
   d. exclude
   e. rendered
   f. seizure
   g. barring
   h. popular sovereignty
   i. congregated
6. Ask students to provide examples of words they underlined or highlighted in the text. If students do not provide many words, use the above list as examples for students. Ask students to write their own definition using context clues from the text.
7. Conduct a class discussion with students to help build contextual understanding of the words in the list above.
8. Next, instruct students to read The Dred Scott Decision again with their partner and complete Analyzing the Dred Scott Decision graphic organizer.
9. Encourage students to underline, highlight or write down the main ideas from the text while reading on Analyzing the Dred Scott Decision graphic organizer. Remind students to use text evidence for supporting details. Provide students with a reasonable amount of time to read the assigned text and complete Analyzing
the Dred Scott Decision graphic organizer (15-20 minutes).

10. Project a blank copy of the Analyzing the Dred Scott Decision graphic organizer in the classroom.

11. Engage students in a full class discussion on the social and political impact of the Dred Scott Decision on the United States. Possible questions include:
   a. What were the terms of the Supreme Court’s decision in the case of Dred Scott?
   b. How did the Dred Scott decision impact the Southern economy?
   c. How did the Dred Scott decision regulate the spread of slavery in the U.S.?
   d. Why were republicans outraged with the Supreme Court’s decision in the case of Dred Scott?
   e. In your opinion, was the Dred Scott decision constitutional?

12. Say, “We will continue to analyze the role of the election of Abraham Lincoln and other key events, ideas, and people, which led to the Civil War by exploring the Lincoln-Douglas debates.”

13. Assign students a partner according to an established classroom routine.

14. Provide students with access to the following materials:
   a. The Lincoln-Douglas Debates
   b. Examining the Lincoln-Douglas Debates graphic organizer

15. Instruct students to complete a pre-reading vocabulary activity on the text The Lincoln-Douglas Debates.

16. Encourage students to underline/highlight any words or phrases that they do not know. Using context clues within the document ask students to determine the meaning of some unfamiliar words in the text such as:
   a. pitted
   b. endure
   c. proceeded
   d. conspiracy
   e. fanatical
   f. incite
   g. contrasting
   h. inhospitable
   i. expansionistic
   j. conceive
   k. maneuvered
   l. antagonized

17. Ask students to provide examples of words they underlined or highlighted in the text. If students do not provide many words, use the above list as examples for students. Ask students to write their own definition using context clues from the text.

18. Conduct a class discussion with students to help build contextual understanding of the words in the list above.

19. Next, instruct students to read The Lincoln-Douglas Debates again with their partner and complete Examining the Lincoln-Douglas Debates graphic organizer.

20. Encourage students to underline, highlight or write down the main ideas from the text while reading on Examining the Lincoln-Douglas Debates graphic organizer. Remind students to use text evidence for supporting details. Provide students with a reasonable amount of time to read the assigned text and complete Examining the Lincoln-Douglas Debates graphic organizer (15-20 minutes)

21. Project a blank copy of the Examining the Lincoln-Douglas Debates graphic organizer in the classroom.

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22. Engage students in a full class discussion on the political impact of the Lincoln-Douglas Debates on the expansion of slavery and the presidential election of 1860 on the United States. Possible questions include:
   a. How did Abraham Lincoln feel about the institution of slavery?
   b. How did Stephen Douglas believe the issue of slavery could be resolved?
   c. What did Stephen Douglas claim Lincoln wanted for African Americans?
   d. What was the main topic of the seven debates between Abraham Lincoln and Stephen Douglas?
   e. In your opinion, should citizens have had the right to vote for slavery in the territory?

23. Say, “We will continue to analyze the role of the election of Abraham Lincoln and other key events, ideas, and people, which led to the Civil War by exploring John Brown’s raid on Harper’s Ferry.”

24. Assign students a partner according to an established classroom routine.

25. Provide students with access to the following materials:
   a. Harpers Ferry
   b. Analyzing the John Brown’s Raid on Harpers Ferry graphic organizer

26. Instruct students to complete a pre-reading vocabulary activity on the text Harpers Ferry.

27. Encourage students to underline/highlight any words or phrases that they do not know. Using context clues within the document ask students to determine the meaning of some unfamiliar words in the text such as:
   a. legitimately
   b. guerrilla leader
   c. scheme
   d. averse/aversion
   e. arsenal
   f. insurrections
   g. detachments
   h. resolute countenance
   i. martyr
   j. treason

28. Ask students to provide examples of words they underlined or highlighted in the text. If students do not provide many words, use the above list as examples for students. Ask students to write their own definition using context clues from the text.

29. Conduct a class discussion with students to help build contextual understanding of the words in the list above.

30. Next, instruct students to read Harpers Ferry again with their partner and complete Analyzing the John Brown’s Raid on Harpers Ferry graphic organizer.

31. Encourage students to underline, highlight or write down the main ideas from the text while reading on Analyzing the John Brown’s Raid on Harpers Ferry graphic organizer. Remind students to use text evidence for supporting details. Provide students with a reasonable amount of time to read the assigned text and complete Analyzing the John Brown’s Raid on Harpers Ferry graphic organizer (15-20 minutes)

32. Project a blank copy of the Analyzing the John Brown’s Raid on Harpers Ferry graphic organizer in the classroom.

33. Engage students in a full class discussion on the social and political impact of John Brown’s Raid on Harpers Ferry. Possible questions include:
   a. What happened to John Brown after his raid on Harpers Ferry?
   b. Why did many abolitionists oppose violence when attempting to abolish slavery?
c. In your opinion, should John Brown have been executed for treason?

34. Say, “We will continue to analyze the role of the election of Abraham Lincoln and other key events, ideas, and people, which led to the Civil War by exploring the impact of the election of 1860.”

35. Assign students a partner according to an established classroom routine.

36. Provide students with access to the following materials:
   a. Impact of 1860 Election
   b. Analyzing the Election of 1860 graphic organizer

37. Instruct students to complete a pre-reading vocabulary activity on the text Impact of 1860 Election.

38. Encourage students to underline/highlight any words or phrases that they do not know. Using context clues within the document ask students to determine the meaning of some unfamiliar words in the text such as:
   a. brink
   b. pro tem of the Senate
   c. tallied
   d. appealed

39. Ask students to provide examples of words they underlined or highlighted in the text. If students do not provide many words, use the above list as examples for students. Ask students to write their own definition using context clues from the text.

40. Conduct a class discussion with students to help build contextual understanding of the words in the list above.

41. Next, instruct students to read Impact of 1860 Election again with their partner and complete Analyzing the Election of 1860 graphic organizer.

42. Encourage students to underline, highlight or write down the main ideas from the text while reading on Analyzing the Election of 1860 graphic organizer. Remind students to use text evidence for supporting details. Provide students with a reasonable amount of time to read the assigned text and complete Analyzing the Election of 1860 graphic organizer (15-20 minutes).

43. Project a blank copy of the Analyzing the Election of 1860 graphic organizer in the classroom.

44. Engage students in a full class discussion on the social and political impact of Abraham Lincoln’s election as president. Possible questions include:
   a. What political effect did the election of 1860 have on the South?
   b. Why did many southerners oppose Lincoln’s election?
   c. Why did Abraham Lincoln not win any southern states during the election of 1860?

45. Say, “We will continue to analyze the role of the election of Abraham Lincoln and other key events, ideas, and people, which led to the Civil War by exploring Lincoln’s first inaugural address.”

46. Assign students a partner according to an established classroom routine.

47. Provide students with access to the following materials:
   a. Lincoln’s First Inaugural Address (excerpts)
   b. Analyzing Lincoln’s First Inaugural Address graphic organizer

48. Instruct students to complete a pre-reading vocabulary activity on the text Lincoln’s First Inaugural Address (excerpts).

49. Encourage students to underline/highlight any words or phrases that they do not know. Using context clues within the document ask students to determine the meaning of some unfamiliar words in the text such as:
   a. brink
b. pro tem of the Senate

c. tallied

d. appealed

50. Ask students to provide examples of words they underlined or highlighted in the text. If students do not provide many words, use the above list as examples for students. Ask students to write their own definition using context clues from the text.

51. Conduct a class discussion with students to help build contextual understanding of the words in the list above.

52. Next, instruct students to read Lincoln's First Inaugural Address (excerpts) again with their partner and complete Analyzing Lincoln's First Inaugural Address graphic organizer.

53. Encourage students to underline, highlight or write down the main ideas from the text while reading on Analyzing Lincoln’s First Inaugural Address graphic organizer. Remind students to use text evidence for supporting details. Provide students with a reasonable amount of time to read the assigned text and complete Analyzing Lincoln’s First Inaugural Address graphic organizer (15-20 minutes).

54. Project a blank copy of the Analyzing Lincoln’s First Inaugural Address graphic organizer in the classroom.

55. Engage students in a full class discussion on the social and political impact of Abraham Lincoln’s election as president. Possible questions include:

   a. What political effect did the election of 1860 have on the South?
   b. Why did many southerners oppose Lincoln’s election?
   c. Why did Abraham Lincoln not win any southern states during the election of 1860?
Analyzing the Dred Scott Decision

TITLE OF EVENT and YEAR OF EVENT: 

Who was involved?

Describe the Dred Scott Case

Details of the Supreme Court Ruling

Economic Impact of Court's Decision -

Political Impact of Court's Decision -

Historical Significance of Court’s Decision:
Analyzing the Dred Scott Decision (Completed)

**TITLE OF EVENT and YEAR OF EVENT:**
Dred Scott Decision - 1857

**Who was involved?**
Dred Scott - a slave seeking his freedom  
Judge Taney - Chief Justice of the Supreme Court  
The State of Missouri

**Describe the Dred Scott Case**
Scott argued that while he had been the slave of an army surgeon, he had lived for four years in Illinois, a free state, and Wisconsin, a free territory, and that his residence on free soil had erased his slave status. He sued the United States for his freedom.

**Details of the Supreme Court Ruling**
- The Court ruled that Dred Scott had no right to sue in federal court  
- The Missouri Compromise was unconstitutional  
- Congress had no right to exclude slavery from the territories  
- The Court ruled that Stephen Douglas's doctrine of "popular sovereignty"—which stated that territorial governments had the power to prohibit slavery—was also unconstitutional.

**Economic Impact** - The Dred Scott Decision allowed southerners to continue with the expansion of slavery without any restrictions

**Political Impact** - Many Republicans—including an Illinois politician named Abraham Lincoln—regarded the decision as part of a slave power conspiracy to legalize slavery throughout the United States.

**Historical Significance** - Court intensified sectional strife, undercut possible compromise solutions to the divisive issue of the expansion of slavery.
Examining the Lincoln-Douglas Debates

<table>
<thead>
<tr>
<th>Question</th>
<th>Abraham Lincoln</th>
<th>Stephen Douglas</th>
</tr>
</thead>
<tbody>
<tr>
<td>What were the Lincoln-Douglas debates?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What did Lincoln attempt to make people believe about Stephen Douglas?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What did Douglas accuse Lincoln of during the debates?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Political View</td>
<td>Abraham Lincoln</td>
<td>Stephen Douglas</td>
</tr>
<tr>
<td>Slavery</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Expansion of Slavery</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What did Lincoln mean in his famous quote - “A house divided against itself cannot stand. I believe this Government cannot endure permanently half-slave and half-free.”</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Exhaining the Lincoln-Douglas Debates (Completed)

<table>
<thead>
<tr>
<th>What were the Lincoln-Douglas debates?</th>
<th>The Lincoln-Douglas debates were a series of debates in Illinois during the 1858 U.S. Senate election. The topics of the debate were slavery and its expansion in the west, and the idea of popular sovereignty.</th>
</tr>
</thead>
<tbody>
<tr>
<td>What did Lincoln attempt to make people believe about Stephen Douglas?</td>
<td>Lincoln attempted to convince people that Douglas favored an expansion of slavery into the United States. Lincoln proceeded to argue that Stephen Douglas's Kansas-Nebraska Act and the Supreme Court’s Dred Scott decision were part of a conspiracy to make slavery lawful &quot;in all the States, old as well as new--North as well as South.&quot;</td>
</tr>
<tr>
<td>What did Douglas accuse Lincoln of during the debates?</td>
<td>Douglas accused Lincoln of being a “Black Radical”, and argued that Lincoln’s “goal was to incite civil war, emancipate the slaves, and make blacks the social and political equals of whites.”</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Political View</th>
<th>Abraham Lincoln</th>
<th>Stephen Douglas</th>
</tr>
</thead>
<tbody>
<tr>
<td>Slavery</td>
<td>Lincoln did not want to attack slavery where it already existed. He was against the expansion of slavery into the western United States.</td>
<td>Douglas believed southerners had a right to keep the slaves they already owned.</td>
</tr>
<tr>
<td>Expansion of Slavery</td>
<td>Lincoln was against the expansion of slavery into the western United States.</td>
<td>Douglas proposed at Freeport that citizens in western states should be granted “popular sovereignty”, which would allow them to decide by vote if they wanted to be a free or slave state.</td>
</tr>
<tr>
<td>What did Lincoln mean in his famous quote - “A house divided against itself cannot stand.' I believe this Government cannot endure permanently half-slave and half-free.”</td>
<td>The house divided was an analogy of the United States and Lincoln believed that the United States could not continue to exist with the concept of Free and Slave states. He wanted against the country continuing to make compromises on the existence and expansion of slavery.</td>
<td></td>
</tr>
</tbody>
</table>
## Analyzing John Brown’s Raid on Harpers Ferry

<table>
<thead>
<tr>
<th>Who was John Brown?</th>
<th>When did John Brown attack Harpers Ferry?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Where is Harpers Ferry?</td>
<td>How did John Brown feel about slavery?</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Why were abolitionists opposed to using violence in their attempts to get rid of slavery?</td>
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<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
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</thead>
<tbody>
<tr>
<td>Why was John Brown willing to give up his life?</td>
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<tr>
<td>In your opinion, did John Brown commit treason against the United States? Do you feel he should have been executed?</td>
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</tbody>
</table>
**Analyzing John Brown’s Raid on Harpers Ferry (Completed)**

<table>
<thead>
<tr>
<th>Who was John Brown?</th>
<th>John Brown was an abolitionist from Kansas.</th>
<th>When did John Brown attack Harpers Ferry?</th>
<th>John Brown attacked Harpers Ferry in 1859.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Where is Harpers Ferry?</td>
<td>Harpers Ferry is located in the South/Virginia.</td>
<td>How did John Brown feel about slavery?</td>
<td>Brown wanted to abolish slavery in the United States.</td>
</tr>
<tr>
<td>Why were abolitionists opposed to using violence in their attempts to get rid of slavery?</td>
<td>Opponents of slavery hoped to use moral persuasion and other peaceful means to eliminate slavery. They did not want to attack members of society. They believed that using moral teachings they could get rid of slavery.</td>
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<tr>
<td>Describe Brown’s plan to attack Harpers Ferry.</td>
<td>In 1858-59 John Brown tried to start an uprising in the South. He wanted to attack the federal arsenal in Harpers Ferry, Virginia and seize weapons to give to slaves. Brown expected to kill or take hostage white southerners who stood in his way and create a national uprising using violence to free slaves.</td>
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<tr>
<td>What was the outcome of Brown’s Raid?</td>
<td>After Brown captured the federal arsenal, the government sent federal troops under Col. Robert E. Lee to put down the slave uprising. Brown expected slaves from the area to join his fight, but none showed up. He was left to defend the arsenal with his sons and the few men he brought with him.</td>
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<tr>
<td><strong>Why was John Brown willing to give up his life?</strong></td>
<td>John Brown was willing to die for his beliefs. In the text, Brown states “If it is deemed necessary that I should forfeit my life for the furtherance of the ends of justice and mingle my blood with the blood of millions in this slave country whose rights are disregarded by wicked, cruel, and unjust enactments, I say let it be done.” Brown felt strongly about the abolition of slavery. He felt his death would be a rallying call to other abolitionists to fight for the abolition of slavery.</td>
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<tr>
<td><strong>In your opinion, did John Brown commit treason against the United States? Do you feel he should have been executed?</strong></td>
<td>While I don’t believe John Brown should have been executed, he attacked the federal government of the United States. Because he attacked the government he was convicted of “treason, conspiracy, and murder”.</td>
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</tbody>
</table>
Analyzing the Election of 1860

TITLE OF EVENT: Candidates

What impact did the Election of 1860 have on the South?

Why didn’t Lincoln win any Southern states in the election?

Key Details of the Event:

Resolution/Outcome:

Why do you think Southerners left Lincoln’s name off the ballot in 1860?
TITLE OF EVENT: The Election of 1860

Candidates
There were four candidates: Lincoln; Bell; Douglas; and Breckenridge

What impact did the Election of 1860 have on the South?
A Republican win would end the South’s political dominance of the Union. Southerners had been

Why didn’t Lincoln win any Southern states in the election?
Lincoln did not win any votes in the south because his name did not appear on any of the ballots.

Key Details of the Event:
Southerners had also controlled most of government
Lincoln, who was not on the ballot in any southern state, carried all of the North
1860 election revealed the importance of the heavily populated northern states in achieving victory in the Electoral College.

Resolution/Outcome:
1st - Lincoln
2nd - Breckenridge
3rd - Bell
4th - Douglas

Why do you think Southerners left Lincoln’s name off the ballot in 1860?
Many southerners felt if Lincoln won he would destroy their way of life. Southerners believed Lincoln wanted to end slavery and would take away their property.
Lincoln's First Inaugural Address (excerpts)

Fellow-Citizens of the United States:

“In compliance with a custom as old as the Government itself, I appear before you to address you briefly and to take in your presence the oath prescribed by the Constitution of the United States to be taken by the President before he enters on the execution of this office.” I do not consider it necessary at present for me to discuss those matters of administration about which there is no special anxiety or excitement”. Apprehension seems to exist among the people of the Southern States that by the accession of a Republican Administration their property and their peace and personal security are to be endangered”.

“There has never been any reasonable cause for such apprehension. Indeed, the most ample evidence to the contrary has all the while existed and been open to their inspection. It is found in nearly all the published speeches... I do but quote from one of those speeches when I declare that-- “I have no purpose, directly or indirectly, to interfere with the institution of slavery in the States where it exists. I believe I have no lawful right to do so, and I have no inclination to do so”...

“Resolved, That the maintenance inviolate of the rights of the States, and especially the right of each State to order and control its own domestic institutions according to its own judgment exclusively, is essential to that balance of power on which the perfection and endurance of our political fabric depend... I now reiterate these sentiments, and in doing so I only press upon the public attention the most conclusive evidence of which the case is susceptible that the property, peace, and security of no section are to be in any wise endangered by the now incoming Administration”...

“It is seventy-two years since the first inauguration of a President under our National Constitution. During that period fifteen different and greatly distinguished citizens have in succession administered the executive branch of the Government. They have conducted it through many perils, and generally with great success. Yet, with all this scope of precedent, I now enter upon the same task for the brief constitutional term of four years under great and peculiar difficulty. A disruption of the Federal Union, heretofore only menaced, is now formidably attempted”...

“It is safe to assert that no government proper ever had a provision in its organic law for its own termination. Continue to execute all the express provisions of our National Constitution, and the Union will endure forever, it being impossible to destroy it except by some action not provided for in the instrument itself”... “But if destruction of the Union by one or by a part only of the States be lawfully possible, the Union is less perfect than before the Constitution, having lost the vital element of perpetuity... It follows from these views that no State upon its own mere motion can lawfully get out of the Union; that resolves and ordinances to that effect are legally void, and that acts of violence within any State or States against the authority of the United States are insurrectionary or revolutionary, according to circumstances”...

“One section of our country believes slavery is right and ought to be extended, while the other believes it is wrong and ought not to be extended. This is the only substantial dispute”... “Physically speaking, we can not separate. We can not remove our respective sections from each other nor build an impassable wall between them. A husband and wife may be divorced and go out of the presence and beyond the reach of each other, but the different parts of our country can

85 https://www.civilwar.org/learn/primary-sources/lincolns-first-inaugural-address
... I am loath to close. We are not enemies, but friends. We must not be enemies. Though passion may have strained it must not break our bonds of affection. The mystic chords of memory, stretching from every battlefield and patriot grave to every living heart and hearthstone all over this broad land, will yet swell the chorus of the Union, when again touched, as surely they will be, by the better angels of our nature".
### Analyzing Lincoln’s First Inaugural Address

<table>
<thead>
<tr>
<th>Paragraph</th>
<th>Write one sentence summarizing each paragraph.</th>
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<tbody>
<tr>
<td>Paragraph 1</td>
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<td>Paragraph 2</td>
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<td>Paragraph 3</td>
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<td>Paragraph 4</td>
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<tr>
<td>Paragraph 5</td>
<td></td>
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<tr>
<td>Paragraph 6</td>
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</table>

What three themes does Lincoln present in his First Inaugural Address?
## Analyzing Lincoln’s First Inaugural Address (Completed)

<table>
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<th><strong>Paragraph</strong></th>
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</thead>
<tbody>
<tr>
<td><strong>Paragraph 1</strong></td>
<td>In the first paragraph Lincoln tries to ease the tension between North and South over a Republican president.</td>
</tr>
<tr>
<td><strong>Paragraph 2</strong></td>
<td>In the second paragraph Lincoln wants southerners to know that he does not plan to interfere with the institution of slavery.</td>
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<tr>
<td><strong>Paragraph 3</strong></td>
<td>In the third paragraph Lincoln mentions the concept of “separation of powers” and reminds the country that we have a federalist government to balance the power between the federal government and the state governments.</td>
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<tr>
<td><strong>Paragraph 4</strong></td>
<td>In the fourth paragraph Lincoln speaks about the tension in the country and how he plans to handle the crisis.</td>
</tr>
<tr>
<td><strong>Paragraph 5</strong></td>
<td>In the fifth paragraph Lincoln asserts the federal government’s power over state government and states that the south has not constitutional right to secede from the Union.</td>
</tr>
<tr>
<td><strong>Paragraph 6</strong></td>
<td>In the last paragraph, Lincoln talks about how it is impossible for the country to separate and then lays out reasons why the country is better together.</td>
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</table>

### What three themes does Lincoln present in his First Inaugural Address?

Lincoln main purpose for the speech it to let Southerners know three things.

1. Lincoln wanted southerners know that he had no intention of abolishing slavery or taking away southerners property.

2. Lincoln wanted southerners to know that they could not separate over slavery because the constitution did not allow it.

3. Lincoln wanted southerners to know that secession was unconstitutional and unlawful.
Topic Three: The Civil War (7.1.1-5, 7.3.3-5, 7.4.1, 7.4.2, 7.5.3, 7.10.1, 7.10.2, 7.11.1-3)

Connections to the unit claim: Students will analyze important turning points and major developments of The Civil War in order to determine how the conflict defined the nation and impacted American identity.

Suggested Timeline: 8 class periods

Use this sample task:
  ● [Events of the Civil War]

To explore these key questions:
  ● What events led to the start of The Civil War?
  ● What are the reasons southern states gave for secession?
  ● What was the purpose and impact of the Emancipation Proclamation?
  ● What battles were considered turning points in The Civil War?
  ● What people and events had the greatest impact on the course of The Civil War?
  ● How did the Union win the war?

That students answer through this assessment:
  ● Students will write a paragraph answering the question “What events led to the start of the Civil War?”
  ● Students will complete a handout analyzing the strengths and weaknesses of the North and the South at the start of the war.
  ● Students will write a paragraph answering the question “What was the purpose and impact of the Emancipation Proclamation?”
  ● Students will create a promotional guide for either the Vicksburg or Gettysburg National Military Park, explaining why that particular campaign deserves to be considered the true turning point of the Civil War.
Grade 7 Instructional Task: Events of the Civil War
Unit Five: A Nation Divided, Topic Three: The Civil War

Description: Students analyze important turning points and major developments during the Civil War.

Suggested Timeline: 8 class periods

Materials: Interactive Map: Secession; Declaration of the Immediate Causes Which Induce and Justify the Secession of South Carolina From the Federal Union; Strengths and Weaknesses: North vs. South; North vs. South: Analyzing the Strengths and Weaknesses in the Civil War (blank and completed); The Anaconda Plan; Analyzing the Anaconda Plan (blank and completed); The Emancipation Proclamation; The Battles of the Civil War Task; Turning Points: Gettysburg and Vicksburg Brochure Preparation Handout; National Park Service Civil War Series: Gettysburg; National Park Service Civil War Series: The Campaign for Vicksburg; Union Victory (interactive map)

Instructional Process:

1. Say: “Throughout this unit, we have been learning about divisions in social, economic, and political life between The North and The South. Through our last tasks, we learned how the compromise was used to prevent conflict, and how the events leading up to the election of Abraham Lincoln brought that conflict to a head. In this task we will continue to explore how conflict can define a nation by analyzing important turning points and major developments during The Civil War. In the first part of our task, we will explore documents related to Southern secession to answer the question - “What events started the Civil War?”

2. Project the following map for students: Interactive Map: Secession. If access to technology allows, instruct students to access the map on individual computers. Click through the progression using the forward arrows on the bottom left side of the map, and read each map’s caption.

3. After exploring the map, read Declaration of the Immediate Causes Which Induce and Justify the Secession of South Carolina From the Federal Union aloud to students. NOTE: If the teacher prefers to just read excerpts of South Carolina’s Declaration of Secession, those are outlined in paragraphs 11-17. Paragraphs 1-10 outline the creation of the Constitution and the rights of states.

4. After exploring the map and timeline of secession, as well as South Carolina’s Declaration of Secession, lead students in a brief whole-class discussion on the events that started the Civil War. Possible questions include:
   a. Which state seceded from the union first, and what reasons did they give for their secession?
   b. Which were the next states to secede?
   c. Which were the last four states to join the confederacy? What prompted them to secede?
   d. Why was the confederacy’s capital moved from Montgomery, Alabama to Richmond, Virginia?

5. Assign students a partner according to an established classroom routine.

6. Provide students with access to the following materials:
   a. Strengths and Weaknesses: North vs. South;

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86 This map was created by the University of Oregon, and can be located at: http://mappinghistory.uoregon.edu/english/US/US23-01.html
87 This source is made available by Digital History, and can be located at: http://www.digitalhistory.uh.edu/active_learning/explorations/south_secede/south_secede_southcarolina.cfm

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b. Analyzing the Strengths and Weaknesses in the Civil War graphic organizer

7. Instruct students to read Strengths and Weaknesses: North vs. South with their partner, and complete the Analyzing the Strengths and Weaknesses in the Civil War graphic organizer.

8. Encourage students to underline, highlight or write down noted strengths and weaknesses possessed by the North and South at the beginning of the civil war while reading, and remind students to use text evidence for supporting details while completing the Analyzing the Strengths and Weaknesses in the Civil War graphic organizer. Allows students sufficient time to complete this activity (15-20 minutes).

9. Project a blank copy of Analyzing the Strengths and Weaknesses in the Civil War graphic organizer in the classroom.

10. Engage students in a full class discussion on the strengths and weaknesses of the North and South at the beginning of the Civil War. Possible questions include:
   a. What were the strengths and weaknesses of The North?
   b. What were the strengths and weaknesses of The South?
   c. In what ways did the Union outweigh the Confederacy?
   d. While the North looked much better on paper, the author states “many factors that were undetermined at the outbreak of the war could have tilted the balance sheet toward a different outcome.” What are those factors, and how could they have tilted the favor to the South?

11. After the discussion, instruct students to write a paragraph answering the focus question for the first part of the task, “what events led to the start of the Civil War?” Encourage students to support their claim using information from the sources they’ve used in the task thus far. This paragraph can be taken for a grade.

12. Say: “Once states seceded and the confederacy formed, military strategy came into play. In this part of the task, we will explore how the Union settled on their war strategy, and how that impacted the battles that would be fought during the civil war.”

13. Assign students a partner according to an established classroom routine.

14. Provide students with access to the following materials:
   a. The Anaconda Plan
   b. Analyzing the Anaconda Plan Graphic Organizer

15. Instruct students to complete a pre-reading vocabulary activity on The Anaconda Plan text.

16. Encourage students to underline/highlight any words or phrases that they do not know. Using context clues within the document ask students to determine the meaning of some unfamiliar words in the text such as:
   a. blockade
   b. isolate
   c. complacent
   d. withered on the vine
   e. campaign

17. Ask students to provide examples of words they underlined or highlighted in the text. If students do not provide many words, use the above list as examples for students. Ask students to write their own definition using context clues from the text.

18. Conduct a class discussion with students to help build contextual understanding of the words in the list above.

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88 This article is provided by The Civil War Academy and can be found at https://www.civilwaracademy.com/anaconda-plan
19. Next, instruct students to read The Anaconda Plan again with their partner and complete Analyzing the Anaconda Plan Graphic Organizer.

20. Encourage students to underline, highlight or write down the main ideas from the text while reading The Anaconda Plan. Remind students to use text evidence for supporting details. Provide students with a reasonable amount of time to read the assigned text and complete Analyzing the Anaconda Plan Graphic Organizer (15-20 minutes).

21. Project a blank copy of the Analyzing the Anaconda Plan Graphic Organizer in the classroom.

22. Engage students in a full class discussion on the Anaconda Plan and its impact on Civil War battles. Possible questions include:
   a. What were the two main objectives of the Anaconda Plan?
   b. Why was the plan called “Anaconda?”
   c. The author describes the Anaconda Plan as “humanitarian” in the 2nd paragraph. In what ways would the Anaconda Plan have ended the Civil War with minimal casualties?
   d. Who were the opponents of the Anaconda Plan?
   e. What ultimately happened to the Anaconda Plan?

23. Say: “As we’ve learned so far, southern states seceded from the Union, mostly because of the belief that federal laws were impeding their state’s rights, mostly around their rights to own slaves. However, even a year into the Civil War, keeping the Union together and ending the rebellion was still the common objective of the North. The Emancipation Proclamation of 1862 made the ending of slavery more of a key feature in why the Civil War was being fought. In this part of the task, we will explore documents to answer the question - what was the purpose and the impact of the Emancipation Proclamation?

24. Read aloud the following text to students: The Emancipation Proclamation. Encourage students to follow along and underline important details about the purpose and the impact of the Emancipation Proclamation.

25. After reading, lead students in a whole class discussion on the purpose and impact of the Emancipation Proclamation. Possible questions include:
   a. What were Border States, and why were they problematic for the Union when it came to Emancipation?
   b. What were the different feelings in the North when it came to Emancipation?
   c. What does Lincoln say about freeing slaves in paragraph 2 of the Emancipation Proclamation?
   d. Why does Lincoln decide to issue a proclamation freeing slaves in states that are in rebellion?
   e. Why does he want to issue the proclamation until after the battle at Antietam?
   f. What was the impact of the Emancipation Proclamation on foreign support for the war?
   g. Did the Emancipation Proclamation actually free slaves? Why or why not?

26. After the discussion, have students write a paragraph answering the question, what was the purpose and the impact of the Emancipation Proclamation? Encourage students to make a claim supported by evidence from the text or what was learned in the discussion. This paragraph can be taken for a grade.

27. Say: “Since the Union abandoned initial plans to wage war through blockades and port control, many military battles were fought. During this part of the task, you will explore battles that proved to be turning points in the civil war, and create a promotional guide for either the Vicksburg or Gettysburg National Military Park, explaining why that particular campaign deserves to be considered the true turning point of the Civil War.”

89 This section of the task is modeled after work by the National Endowment for the Humanities EDSITEment materials which is licensed under a Creative Commons
28. Write the phrase *turning point* on the board and read or project the following definitions:\(^90\)
   a. a point at which a decisive change takes place; critical point; crisis
   b. a point at which something changes direction, especially a high or low point on a graph

29. Read aloud the **first two paragraphs** of the meaning of *turning point*.

30. Ask students: “What do these definitions have in common?”

31. Take notes for the class or annotate the definitions as students share their answers.

32. Direct students to explain the meaning of *turning point* in their own words orally or in writing and provide a visual.

33. Say: “The two turning point battles you will complete your projects on are the Battle of Vicksburg, and the Battle of Gettysburg, both of which happened in the summer of 1863. The battle of Gettysburg happened in July of 1863 with Confederate forces led by Gen. Robert E. Lee going on the offensive and attacking Union forces under Gen. George Meade at the small town of Gettysburg in Pennsylvania. The Confederacy was forced to retreat at Gettysburg, and it would be the last time the Confederacy undertook a major offensive action. At the same time the battle of Gettysburg was being fought, Union Gen. Ulysses S. Grant was concluding his siege on Vicksburg which happened July 4th, 1863. When the Confederate held port surrendered to Grant, it reopened the Mississippi river for northern commerce and split the Confederacy in half.”

34. Divide the class into groups of 3-4, according to a pre-established classroom routine. Assign half of the groups Gettysburg, and the other half Vicksburg. Tell students they are to research their campaign to make a travel brochure for their park. This brochure should, in a visually attractive manner, answer the questions contained in the **Turning Points: Gettysburg and Vicksburg Brochure Preparation Handout** and explain why their campaign marked the turning point of the Civil War. This travel brochure can be created in various different ways, from computer software to construction paper and glue, depending on the resources available. At the minimum it should be one page tri-folded. In addition to answering the questions below and explaining why the campaign marked the turning point in the Civil War, students should place 4–6 images of their battlefield into their brochure. Remind students that the purpose of travel brochures is to make people want to visit that site for its historical significance. Therefore not only does their brochure have to be informative, but eye-catching as well.

35. Provide each group access to the following materials to research their turning point campaign and prepare for their brochure:
   a. Gettysburg Group:
      i. **Turning Points: Gettysburg and Vicksburg Brochure Preparation Handout**
         **NOTE:** If the link to access materials on the handout is broken, please instruct students to use the link below.
      ii. **National Park Service Civil War Series: Gettysburg**
         **NOTE:** The link above contains a series of articles and pictures students can read to research Gettysburg. The articles are found by scrolling to the bottom of the page.
   b. Vicksburg Group:
      i. **Turning Points: Gettysburg and Vicksburg Brochure Preparation Handout**

\(^90\) From http://www.dictionary.com/browse/turning-point?s=t
NOTE: The link to access materials on the handout is broken, please instruct students to use the link below.

ii. **National Park Service Civil War Series: The Campaign for Vicksburg**
NOTE: The link above contains a series of articles and pictures students can read to research Vicksburg.

36. Provide students with one class period to answer the questions on the handout and prepare their brochure. What is not finished can be assigned for homework.

37. Once students have completed this assessment, have a gallery walk of the brochures. Students will place their brochures around the room and be given approximately 15 minutes to walk around and look at their classmates' brochures. If time permits, you may wish to have students peer evaluate each other's brochures.

38. Conclude the activity, lead students in a whole class discussion on the turning point campaigns. Possible questions include:
   a. Which campaign, Gettysburg or Vicksburg, really was a turning point for the side of the Union?
   b. Is it really possible to argue that one battle or campaign was more significant than the other?
   c. What do you think was the psychological impact on the Confederacy of both of these Union victories happening at the same time?
   d. What do you think was the psychological impact on the Union of winning a major battle on the date of July 4th?

39. Say: “With the decisive victories at Gettysburg and Vicksburg, the Union was on its way to defeating the Confederacy.”

40. Project the **Union Victory (interactive map)**\(^91\) for students. Scroll through the map using the arrows on the bottom left of the map, showing students the locations of the battles and campaign marches that led to Confederate defeat. Read the captions of each battle and campaign explaining how the war ended.

41. Say: “Lincoln and the Union forces prevailed in the Civil War, keeping the union intact. It came at a cost though. Four years of warfare left many deaths on both sides, and now the country was faced new problems - what should be done with the failed confederates, what will life be like for freed men and women, and what does rebuilding look like in the South?”

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\(^91\) This map was created by the University of Oregon, and can be found at [http://mappinghistory.uoregon.edu/english/US/US24-02.html](http://mappinghistory.uoregon.edu/english/US/US24-02.html)
Within days of the fall of Fort Sumter, four more states joined the Confederacy: Virginia, North Carolina, Tennessee, and Arkansas. The battle lines were now drawn.

On paper, the Union outweighed the Confederacy in almost every way. Nearly 21 million people lived in 23 Northern states. The South claimed just 9 million people — including 3.5 million slaves — in 11 CONFEDERATE STATES. Despite the North’s greater population, however, the South had an army almost equal in size during the first year of the war.

The North had an enormous industrial advantage as well. At the beginning of the war, the Confederacy had only one-ninth the industrial capacity of the Union. But that statistic was misleading. In 1860, the North manufactured 97 percent of the country’s firearms, 96 percent of its railroad locomotives, 94 percent of its cloth, 93 percent of its pig iron, and over 90 percent of its boots and shoes. The North had twice the density of railroads per square mile. There was not even one rifleworks in the entire South.

All of the principal ingredients of GUNPOWDER were imported. Since the North controlled the navy, the seas were in the hands of the Union. A blockade could suffocate the South. Still, the Confederacy was not without resources and willpower.

The South could produce all the food it needed, though transporting it to soldiers and civilians was a major problem. The South also had a great nucleus of TRAINED OFFICERS. Seven of the eight military colleges in the country were in the South. The South also proved to be very resourceful. By the end of the war, it had established armories and foundries in several states. They built huge gunpowder mills and melted down thousands of church and plantation bells for bronze to build cannon.

The South’s greatest strength lay in the fact that it was fighting on the defensive in its own territory. Familiar with the landscape, Southerners could harass Northern invaders.

92 This work by The Independence Hall Association is licensed under a Creative Commons Attribution 4.0 International License. The original work is available at http://www.ushistory.org/us/33b.asp.

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The military and political objectives of the Union were much more difficult to accomplish. The Union had to invade, conquer, and occupy the South. It had to destroy the South’s capacity and will to resist — a formidable challenge in any war.

Southerners enjoyed the initial advantage of morale: The South was fighting to maintain its way of life, whereas the North was fighting to maintain a union. Slavery did not become a moral cause of the Union effort until Lincoln announced the **EMANCIPATION PROCLAMATION** in 1863.

When the war began, many key questions were still unanswered. What if the slave states of Maryland, Kentucky, Missouri, and Delaware had joined the Confederacy? What if Britain or France had come to the aid of the South? What if a few decisive early Confederate victories had turned Northern public opinion against the war?

Indeed, the North looked much better on paper. But many factors undetermined at the outbreak of war could have tilted the balance sheet toward a different outcome.

“We had the poorest commissary arrangements, and all I could get for my men was salt and hard crackers. I made the convalescents shoot squirrels, ground hogs, pheasants, and turkey with which to make soup for the men.” -from the memoirs of Archibald Atkinson Jr., a Confederate surgeon.
## North vs. South: Analyzing the Strengths and Weaknesses in the Civil War

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North vs. South: Analyzing the Strengths and Weaknesses in the Civil War (Completed)

<table>
<thead>
<tr>
<th>Northern Strengths</th>
<th>Southern Strengths</th>
</tr>
</thead>
<tbody>
<tr>
<td>● North had more than 21 million people.</td>
<td>● South had an army almost equal in size to the North.</td>
</tr>
<tr>
<td>● More industry and manufacturing</td>
<td>● South had more military officers and more military schools.</td>
</tr>
<tr>
<td>● North had twice the density of railroads per square mile.</td>
<td>● South's greatest strength lay in the fact that it was fighting on the defensive in its own territory.</td>
</tr>
<tr>
<td>● North controlled the navy, the seas were in the hands of the Union.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Northern Weaknesses</th>
<th>Southern Weaknesses</th>
</tr>
</thead>
<tbody>
<tr>
<td>● The Union had to invade, conquer, and occupy the South.</td>
<td>● South only had 9 million people, including 3.5 million slaves.</td>
</tr>
<tr>
<td>● The Union has had to destroy the South’s capacity and will to resist — a formidable challenge in any war.</td>
<td>● Confederacy had only one-ninth the industrial capacity of the Union.</td>
</tr>
<tr>
<td>● Less trained soldiers</td>
<td>● Southerners enjoyed the initial advantage of morale: The South was fighting to maintain its way of life.</td>
</tr>
</tbody>
</table>
Analyzing the Anaconda Plan

<table>
<thead>
<tr>
<th>Who proposed the Anaconda Plan?</th>
<th>What was the Anaconda Plan?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Why were other Union generals opposed to the Anaconda Plan?

<table>
<thead>
<tr>
<th>What were the two main objectives of the Anaconda Plan?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

What was the purpose of the blockade? Why did the North want to control the Mississippi River?

<table>
<thead>
<tr>
<th>In your opinion, was the Anaconda Plan an effective military strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>
Analyzing the Anaconda Plan (Completed)

<table>
<thead>
<tr>
<th>Who proposed the Anaconda Plan?</th>
<th>What was the Anaconda Plan?</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Winfield Scott</td>
<td>The Anaconda plan was the Union strategy to win the Civil War.</td>
</tr>
</tbody>
</table>

| Why were other Union generals opposed to the Anaconda Plan? | Many Union generals opposed the Anaconda Plan because it was a passive military strategy. Other Union generals wanted to invade the South and defeat them with the Union’s overwhelming military and industrial might. |

<table>
<thead>
<tr>
<th>What were the two main objectives of the Anaconda Plan?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. blockading southern ports</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What was the purpose of the blockade?</th>
<th>Why did the North want to control the Mississippi River?</th>
</tr>
</thead>
<tbody>
<tr>
<td>The south would have been slowly deprived of food and supplies by the Union blockade.</td>
<td>The North wanted to take control of the Mississippi River in order to cut the South into two parts.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>In your opinion, was the Anaconda Plan an effective military strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Anaconda plan was effective because it was a defensive plan that would minimize damage to the Northern Army. The plan also utilized the North’s naval strength in blockading sports. By preventing the South from getting military supplies and food, they could force the south to eventually surrender.</td>
</tr>
</tbody>
</table>
Americans tend to think of the Civil War as being fought to end slavery. Even one full year into the Civil War, the elimination of slavery was not a key objective of the North. Despite a vocal Abolitionist movement in the North, many people and many soldiers, in particular, opposed slavery, but did not favor emancipation. They expected slavery to die on its own over time. In the BORDER STATES — Union states that still permitted slavery — the situation was full of problems. When a Union officer in Kentucky freed local slaves after a major victory, Union soldiers threw down their arms and disbanded. Lincoln intervened and "unfreed" those slaves. He did this to prevent a military backlash.

The Emancipation Proclamation

By the President of the United States of America:

A Proclamation.

Whereas, on the twenty-second day of September, in the year of our Lord one thousand eight hundred and sixty-two, a proclamation was issued by the President of the United States, containing, among other things, the following, to wit:

"That on the first day of January, in the year of our Lord one thousand eight hundred and sixty-three, all persons held as slaves within any State or designated part of a State, the people whereof shall then be in rebellion against the United States, shall be then, thenceforward, and forever free; and the Executive Government of the United States, including the military and naval authority thereof, will recognize and maintain the freedom of such persons, and will
do no act or acts to repress such persons, or any of them, in any efforts they may make for their actual freedom.

"That the Executive will, on the first day of January aforesaid, by proclamation, designate the States and parts of States, if any, in which the people thereof, respectively, shall then be in rebellion against the United States; and the fact that any State, or the people thereof, shall on that day be, in good faith, represented in the Congress of the United States by members chosen thereto at elections wherein a majority of the qualified voters of such State shall have participated, shall, in the absence of strong countervailing testimony, be deemed conclusive evidence that such State, and the people thereof, are not then in rebellion against the United States."

Now, therefore I, Abraham Lincoln, President of the United States, by virtue of the power in me vested as Commander-in-Chief, of the Army and Navy of the United States in time of actual armed rebellion against the authority and government of the United States, and as a fit and necessary war measure for suppressing said rebellion, do, on this first day of January, in the year of our Lord one thousand eight hundred and sixty-three, and in accordance with my purpose so to do publicly proclaimed for the full period of one hundred days, from the day first above mentioned, order and designate as the States and parts of States wherein the people thereof respectively, are this day in rebellion against the United States, the following, to wit:

- Arkansas, Texas, Louisiana, (except the Parishes of St. Bernard, Plaquemines, Jefferson, St. John, St. Charles, St. James Ascension, Assumption, Terrebonne, Lafourche, St. Mary, St. Martin, and Orleans, including the City of New Orleans)
- Mississippi, Alabama, Florida, Georgia, South Carolina, North Carolina, and Virginia, (except the forty-eight counties designated as West Virginia, and also the counties of Berkley, Accomac, Northampton, Elizabeth City, York, Princess Ann, and Norfolk, including the cities of Norfolk and Portsmouth), and which excepted parts, are for the present, left precisely as if this proclamation were not issued.

And by virtue of the power, and for the purpose aforesaid, I do order and declare that all persons held as slaves within said designated States, and parts of States, are, and henceforward shall be free; and that the Executive government of the United States, including the military and naval authorities thereof, will recognize and maintain the freedom of said persons.

And I hereby enjoin upon the people so declared to be free to abstain from all violence, unless in necessary self-defence; and I recommend to them that, in all cases when allowed, they labor faithfully for reasonable wages.

And I further declare and make known, that such persons of suitable condition, will be received into the armed service of the United States to garrison forts, positions, stations, and other places, and to man vessels of all sorts in said service.

And upon this act, sincerely believed to be an act of justice, warranted by the Constitution, upon military necessity, I invoke the considerate judgment of mankind, and the gracious favor of Almighty God.
In witness whereof, I have hereunto set my hand and caused the seal of the United States to be affixed.

Done at the City of Washington, this first day of January, in the year of our Lord one thousand eight hundred and sixty three, and of the Independence of the United States of America the eighty-seventh.

By the President: ABRAHAM LINCOLN

WILLIAM H. SEWARD, Secretary of State.

By mid-1862 Lincoln had come to believe in the need to end slavery. Besides his disdain for the institution, he simply felt that the South could not come back into the Union after trying to destroy it. The opposition Democratic Party threatened to turn itself into an antiwar party. Lincoln's military commander, General George McClellan, was vehemently against emancipation. Many Republicans who backed policies that forbid black settlement in their states were against granting blacks additional rights. When Lincoln indicated he wanted to issue a proclamation of freedom to his cabinet in mid-1862, they convinced him he had to wait until the Union achieved a significant military success.

African Americans across the nation celebrated the Emancipation Proclamation. This image shows a Union soldier reading the Proclamation to a slave household.

Slaves in the border states that remained in the Union, shown in dark brown, were excluded from the Emancipation Proclamation, as were slaves in the Confederate areas already held by Union forces (shown in yellow).
That victory came in September at Antietam. No foreign country wants to ally with a potential losing power. By achieving victory, the Union demonstrated to the British that the South may lose. As a result, the British did not recognize the Confederate States of America, and Antietam became one of the war’s most important diplomatic battles, as well as one of the bloodiest. Five days after the battle, Lincoln decided to issue the Emancipation Proclamation, effective January 1, 1863. Unless the Confederate States returned to the Union by that day, he proclaimed their slaves "shall be then, thenceforward and forever free."

It is sometimes said that the Emancipation Proclamation freed no slaves. In a way, this is true. The proclamation would only apply to the Confederate States, as an act to seize enemy resources. By freeing slaves in the Confederacy, Lincoln was actually freeing people he did not directly control. The way he explained the Proclamation made it acceptable to much of the Union army. He emphasized emancipation as a way to shorten the war by taking Southern resources and hence reducing Confederate strength. Even McClellan supported the policy as a soldier. Lincoln made no such offer of freedom to the border states.

The Emancipation Proclamation created a climate where the doom of slavery was seen as one of the major objectives of the war. Overseas, the North now seemed to have the greatest moral cause. Even if a foreign government wanted to intervene on behalf of the South, its population might object. The Proclamation itself freed very few slaves, but it was the death knell for slavery in the United States. Eventually, the Emancipation Proclamation led to the proposal and ratification of the Thirteenth Amendment to the Constitution, which formally abolished slavery throughout the land.
Unit Five Assessment

Description: Students write an extended response to the following question: How did the conflict of the civil war define the nation? Have students use historical evidence and their knowledge of social studies to develop and support their position. As students prepare to write their essay, have them consider:

- Sectionalism
- Early compromises over slavery and their ineffectiveness
- The abolition movement
- Lincoln’s election and the events of secession
- The events of the Civil War and the defeat of the Confederacy

Suggested Timeline: 1 class period

Student Directions: Using your understanding of US History and the sources from this unit, write an essay which develops and supports a claim about how the Civil War defined the nation. Use evidence gathered throughout the unit and your knowledge of social studies to develop and support your explanation.

Resources:
- Social Studies Extended Response Checklist

Teacher Notes: In completing this task, students meet the expectations for social studies GLEs: 7.1.1-5; 7.3.3-5; 7.4.1-2; 7.5.3; 7.8.8; 7.10.1-2; 7.11.1-3. They also meet the expectations for ELA/Literacy Standards: WHST.6-8.1a-e, WHST.6-8.4, WHST.6-8.5, WHST.6-8.6, WHST.6-8.9, WHST.6-8.10

Use the LEAP assessment social studies extended response rubric to grade this assessment. Note: Customize the Content portion of the rubric for this assessment. Use the Claims portion of the rubric as written.
Unit Six Overview

Description: Students analyze problems that existed at the end of the Civil War and the attempts made to address those problems through the rebuilding of the United States.

Suggested Timeline: 3 - 4 weeks

<table>
<thead>
<tr>
<th>Grade 7 Content</th>
<th>Grade 7 Claims</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reconstruction</td>
<td>What is the legacy of conflict resolution on a nation’s identity?</td>
</tr>
</tbody>
</table>

Topics (GLEs):
1. Reconstruction (7.1.1-5; 7.4.3; 7.5.1-3; 7.6.1-4; 7.8.7; 7.10.1-2)
2. Life for African Americans during Reconstruction (7.1.1-5; 7.4.3; 7.10.1-2)
3. The Last Years of Reconstruction (7.1.1-5; 7.4.3; 7.10.1-2)

Unit Assessment: Students write an extended response in which they answer the question: What is the legacy of Reconstruction on the nation’s identity?
Unit Six Instruction

**Topic One:** Reconstruction (7.1.1-5, 7.4.3, 7.5.1-3, 7.6.1, 7.6.4, 7.8.7, 7.10.1, 7.10.2)

**Connections to the unit claim:** Students will explore the most pressing problems the United States faced post Civil War, the different political plans to address those problems, and analyze the actions that were taken and their impact on all factions of society, in order to determine the way conflict resolution during reconstruction impacted the legacy and identify of the United States.

**Suggested Timeline:** 5 class periods

**Use this sample task:**
- [Reconstruction](#)

**To explore these key questions:**
- What problems existed at the end of the Civil War that needed to be resolved?
- Which events should be considered turning points during Reconstruction?
- What were the different approaches to Reconstruction and what methods were most successful?
- What were the immediate and long term effects of Reconstruction on the growth of the United States?
- What were the social, political, and economic problems the United States faced at the end of the Civil War?
- Why was the promise of Reconstruction unfulfilled?

**That students answer through this assessment:**
- Students analyze the Proclamation of Amnesty and Reconstruction by completing the [Amnesty and Reconstruction graphic organizer](#).
- Students will analyze the Wade Davis Bill and complete [Wade Davis Bill split-page notes](#).
- Students will analyze Presidential Reconstruction through completing the [Reconstruction anticipation guide](#).
- Students will complete a [GIST writing handout](#) on Radical Reconstruction.
- Students will write an essay in which they compare and contrast the different approaches to Reconstruction and what methods were most successful, then explain whether the promise of Reconstruction was fulfilled or unfulfilled.
Grade 7 Instructional Task: Reconstruction

Unit Six: Reconstruction, Topic One: Reconstruction

Description: Students will investigate both the Congress’ and President’s plans for reconstruction to determine different motivations for Reconstruction plans.

Suggested Timeline: 5 class periods

Materials: The Proclamation of Amnesty and Reconstruction; Amnesty and Reconstruction graphic organizer (blank and completed); Transcript of the Wade-Davis Bill (1864); Wade Davis Bill Split-page notes (blank and completed); Presidential Reconstruction; Reconstruction anticipation guide (blank and completed); Radical Reconstruction; Radical Reconstruction - GIST writing (blank and completed)

Instructional Process:

1. Say: “After the Civil War ended, America entered a time period of rebuilding known as reconstruction. As we will learn, there were various plans for reconstruction with different levels of support for newly freed slaves and varying degrees of severity for treatment of Confederates. Our goal with this task is to determine if the promise of Reconstruction was fulfilled or unfulfilled.”

2. Divide students into small groups according to an established classroom routine.

3. Provide students with access to the following materials:
   a. The Proclamation of Amnesty and Reconstruction
   b. blank copy of the Amnesty and Reconstruction graphic organizer

4. Allow students an opportunity to complete a pre-reading activity in which they identify unfamiliar words in the text. For example, allow students 8-10 minutes to skim through the text.

5. While skimming ask students to underline/highlight any words or phrases that they do not know. Using context clues within the document ask students to determine the meaning of some unfamiliar words in the text such as:
   a. amnesty
   b. pardon
   c. exposition
   d. proclamation
   e. reinaugurate

6. Engage students in a whole class discussion to build contextual understanding of the words in the text.

7. Once students have completed the pre-reading activity, instruct students to re-read and annotate the text.

8. During the second read, encourage students to underline, highlight or write down some of Lincoln’s main ideas in the margin. In addition, have students paraphrase in their own words the main points from the text. For example, some of the main ideas students should gather include (1) requiring only 10 percent of the population to take the oath of allegiance to the Union; (2) Lincoln’s desire for reuniting the Union as soon as possible; (3) how Lincoln welcomed southerners back into the Union easily and without much of an ordeal and (4) how Lincoln pardoned all southerners who took part in the rebellion against the Union.

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94 This task is based on LDOE Grade 7 Task: Was the Promise of Reconstruction Fulfilled?
9. After students have completed their reading activity, provide students with a copy of the Amnesty and Reconstruction graphic organizer.

10. Provide students with a reasonable amount of time to work in their small groups to answer the questions in the graphic organizer.

11. Once students have completed the graphic organizer, allow small groups a reasonable amount of time (3-4 minutes) to discuss their answers so they can build understanding of Lincoln’s plan for Reconstruction. In addition, small groups can join together to build depth and further understanding of Lincoln’s plan.

12. Finally, engage students in a whole class discussion to check for student understanding of the main ideas of Lincoln’s proclamation.

13. After checking student answers, conduct a class discussion to build student understanding of Lincoln’s plan for Reconstruction. Possible guiding questions:
   a. Why was it important for the South to rejoin the Union?
   b. Was Lincoln’s plan for Reconstruction too lenient for southerners?
   c. What did Lincoln’s Reconstruction plan offer former confederate sympathizers? Who were the key figures involved in Reconstruction?
   d. What were the causes and effects of Lincoln’s Reconstruction plan?
   e. Who benefitted more from Lincoln’s plan, the North or the South?

14. Divide students into small groups according to an established classroom routine.

15. Provide each group with access to Source B: Transcript of the Wade-Davis Bill (1864) and instruct them to label the following sections: 1, 2, 4, 7-8, 10, 12-14.

16. Instruct students to read and work together to summarize the main ideas of the labeled sections of the text.

17. Ask students to reread the text to locate supporting evidence about the impact and importance of the Wade Davis Bill.

18. Instruct students complete the Wade Davis Bill split-page notes using the instructions below:
   a. In the right-hand column, write down important ideas and details from the text, such as (a) how Congress intended to handle Reconstruction (b) the steps southerners had to take in order to rejoin the Union, and (c) how former confederate leaders could rejoin the union and what punishment they would face.
   b. In the left-hand column, write your own thoughts and responses, questions, concerns, confusions, personal reactions and any reflections on what the information means.
   c. After reading the document, review your notes and write a summary of the information at the bottom of the sheet.

19. Ask students to discuss the text in small groups using the following discussion questions to gain an understanding of the causes and effects of the Wade Davis Bill.
   a. Who is the author of this document and when was it produced?
   b. What conditions must be met for Southern states to be readmitted to the Union? Does this document indicate any provisions to support or assist former slaves?
   c. According to the document, what is the role of the executive branch? The legislative branch?
   d. What percentage of white male voters was required to take the oath before they could start the process of restoring a new state government?
   e. What requirements did Congress impose upon the re-established state constitutions?
20. Provide students with a copy of Source C: Presidential Reconstruction. **NOTE:** the teacher should preface this article by explaining that President Lincoln was assassinated in April of 1865— at the end of the Civil War and during the beginning phases of Reconstruction—by a prominent actor named John Wilkes Booth. Booth killed Lincoln in an attempt to avenge the South. Lincoln’s vice president, Andrew Johnson, would become the president and the text students are about to read refers to Johnson’s ideas of Reconstruction.

21. Have students read and examine Source C: Presidential Reconstruction. Instruct students to gather important information and main ideas from the text. Have students underline, highlight or write down some of the main ideas from the source in the margins of the text.

22. Instruct students to complete the Reconstruction anticipation guide. A sample organizer is included below.

23. Ask students to decide whether they still think the statement is true or false. Instruct students to write evidence from the document to support their responses.

24. Engage students in a whole-class discussion to check for student understanding of the source. Possible discussion questions:
   a. What was the main purpose of Presidential Reconstruction? What was the purpose of Lincoln selecting Andrew Johnson as Vice-President?
   b. How did Andrew Johnson’s plan for reconstruction differ from that of Abraham Lincoln?
   c. How did Andrew Johnson view newly freed slaves? Why were southerners against the Freedman’s Bureau?
   d. Why was Johnson’s Reconstruction plan considered too lenient? How did Johnson choose to handle former confederates?

25. Provide students with access to Source D: Radical Reconstruction.

26. Ask students to read and examine Source D: Radical Reconstruction independently.

27. Provide each group with a GIST writing handout and ask them to use the graphic organizer to analyze the source. Ask students to identify unfamiliar words, including the meaning of radical, and gather important information about Radical Reconstruction. Direct students to pay close attention to the different laws passed during this time and what each one did:
   a. Freedmen's Bureau
   b. Reconstruction Act of March 1867
   c. 14th Amendment
   d. 15th Amendment
   e. Tenure of Office Act

28. Have students work through the following steps to complete their GIST writing handout.
   a. After reading each set of paragraphs, have students write down the important ideas from each set of paragraphs.
   b. Once students have created a list of the main ideas from each set, have them write 1-2 sentences that summarizes each section.
   c. Finally, have students condense all the information into a combined summary that describes the causes and effects of the “Radical Reconstruction.”

29. After students have completed the first reading, divide the class into pairs according to an established classroom routine.
30. Ask pairs to reread the source and summarize how the Radical Reconstruction plan differed from other reconstruction plans.

31. Engage students in a whole-class discussion of how Radical Republicans viewed reconstruction. Possible guiding questions:
   a. Who were the Radical Republicans? Who did Radical Republicans feel should control Reconstruction?
   b. What was the relationship like between President Andrew Johnson and the Radical Republicans?
   c. Compare and contrast Lincoln’s Reconstruction plan with that of the Radical Republicans.
   d. Why did Radical Republicans feel Military Reconstruction was necessary?
   e. How could southern states bring an end to Military Reconstruction?
   f. What rights were guaranteed with the 13th, 14th, & 15th amendments?
   g. Why was the Radical Reconstruction plan considered radical?

32. Pose the following question to students: How did slavery divide the country? Then, instruct students to reread Source D to locate evidence to support their response.

33. Engage students in a whole-class discussion of the question. Focus the discussion to ensure that students include on both the economic and political repercussions of slavery in the north and south.

34. For the summative performance task, ask students to write a response to the compelling question using evidence from the sources they explored throughout the four formative performance tasks.

35. Pose the following to students: “Using the sources and your knowledge of U.S. history, write an essay in which you compare and contrast the different approaches to Reconstruction and what methods were most successful? Then explain whether the promise of Reconstruction was fulfilled or unfulfilled.”

36. For student exemplar responses to the summative student essay, see LDOE Grade 7 Task: Was the Promise of Reconstruction Fulfilled?
## Amnesty and Reconstruction Graphic Organizer

<table>
<thead>
<tr>
<th>Questions</th>
<th>Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who is the author of the text? When was the document written? Is the source credible?</td>
<td></td>
</tr>
<tr>
<td>According to the document, who does the author believe should control Reconstruction in the South?</td>
<td></td>
</tr>
<tr>
<td>According to the document, how can someone who “participated in the existing rebellion” receive a presidential pardon? Be specific in your answer.</td>
<td></td>
</tr>
<tr>
<td>What percentage of people from the states in rebellion must take an oath of allegiance to the United States in order to be readmitted?</td>
<td></td>
</tr>
<tr>
<td>How does the author propose southern states should handle former slaves?</td>
<td></td>
</tr>
<tr>
<td>Question</td>
<td>Answer</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------</td>
<td>--------</td>
</tr>
<tr>
<td>Under the proposed plan of Reconstruction, who does not qualify for a pardon?</td>
<td></td>
</tr>
<tr>
<td>What conditions must be met by the southern states in order to be readmitted into the Union?</td>
<td></td>
</tr>
</tbody>
</table>
Amnesty and Reconstruction Graphic Organizer (Completed)

<table>
<thead>
<tr>
<th>Questions</th>
<th>Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who is the author of the text? When was the document written? Is the source credible?</td>
<td>Abraham Lincoln wrote the document, The Proclamation of Amnesty and Reconstruction, in 1866. The source can be considered credible because it was written by the President of the United States and submitted to the United States congress. In addition, it is a primary source document written during the time of Reconstruction.</td>
</tr>
<tr>
<td>According to the document, who does the author believe should control Reconstruction in the South?</td>
<td>In the document, Lincoln believes it is his responsibility to set the course of Reconstruction. “I, ABRAHAM LINCOLN, President of the United States, do proclaim, declare, and make known to all persons who have, directly or by implication, participated in the existing rebellion, except as hereinafter excepted, that a full pardon is hereby granted to them and each of them”</td>
</tr>
<tr>
<td>According to the document, how can someone who “participated in the existing rebellion” receive a presidential pardon? Be specific in your answer.</td>
<td>In order for someone who participated in the rebellion to receive a pardon, they must take an oath of allegiance to the United States.</td>
</tr>
<tr>
<td>What percentage of people from the states in rebellion must take an oath of allegiance to the United States in order to be readmitted?</td>
<td>10 percent of the population – “And I do further proclaim, declare, and make known that whenever, in any of the States of Arkansas, Texas, Louisiana, Mississippi, Tennessee, Alabama, Georgia, Florida, South Carolina, and North Carolina, a number of persons, not less than one tenth in number of the votes cast in such state at the presidential election of the year of our Lord one thousand eight hundred and sixty...”</td>
</tr>
<tr>
<td>How does the author propose southern states should handle former slaves?</td>
<td>In the document Lincoln states that “declaring forfeitures and confiscation of property and liberation of slaves” is part of the plan for Reconstruction in the south.</td>
</tr>
</tbody>
</table>
| **Under the proposed plan of Reconstruction, who does not qualify for a pardon?** | According to the document, former military officers and former state representatives who forfeited their office cannot be pardoned under the new plan.

“The persons excepted from the benefits of the foregoing provisions are all who are, or shall have been, civil or diplomatic officers or agents of the so-called Confederate government; all who have left judicial stations under the United States to aid the rebellion; all who are, or shall have been, military or naval officers of said so-called Confederate government above the rank of colonel in the army or of lieutenant in the navy;” |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What conditions must be met by the southern states in order to be readmitted into the Union?</strong></td>
<td>10 percent of the population must take an oath to the United States and citizens must agree to the liberation of former slaves.</td>
</tr>
</tbody>
</table>
# Wade Davis Bill Split-Page Notes

<table>
<thead>
<tr>
<th>Unknown Words/Phrases</th>
<th>Main Ideas/Important Information</th>
</tr>
</thead>
<tbody>
<tr>
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## Comments/Questions

### Summary

Return to [Grade 7 Social Studies: How to Navigate This Document](#)
### Wade Davis Bill - Split-Page Notes (Completed)

<table>
<thead>
<tr>
<th>Unknown Words/Phrases</th>
<th>Main Ideas/Important Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>enacted</td>
<td>“the President shall, by and with the advice and consent of the Senate, appoint for each a provisional governor”</td>
</tr>
<tr>
<td>provisional</td>
<td>“if the persons taking that oath shall amount to a majority of the persons enrolled in the state, he shall, by proclamation, invite the loyal people of the state to elect delegates to a convention charged to declare the will of the people of the state relative to the reestablishment of a state government subject to, and in conformity with, the constitution of the United States.”</td>
</tr>
<tr>
<td>usurpation</td>
<td>Second. Involuntary servitude is forever prohibited, and the freedom of all persons is guaranteed in said state.</td>
</tr>
<tr>
<td>ministerial</td>
<td>And be it further enacted, that all persons held to involuntary servitude or labor in the states aforesaid are hereby emancipated and discharged therefrom, and they and their posterity shall be forever free.</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Comments/Questions</th>
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<tbody>
<tr>
<td>Why did Congress claim responsibility for Reconstruction? How did the Southern states rejoin the union? Why were only white males allowed to vote under the new Reconstruction plans?</td>
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<table>
<thead>
<tr>
<th>Summary</th>
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</thead>
<tbody>
<tr>
<td>During Reconstruction many Republicans believed Congress, not the President, should control when and how southern states could rejoin the Union. In the Wade Davis Bill, Congress wanted a majority of the population to take an oath of allegiance to the Union instead of only 10% as proposed by Lincoln. Also, the bill was harsher toward former confederates who had committed treason against the United States. The main argument expressed in the Wade Davis bill was that Congress would have the authority to control Reconstruction and not the President.</td>
</tr>
</tbody>
</table>
Presidential Reconstruction

In 1864, Republican Abraham Lincoln chose Andrew Johnson, a Democratic senator from Tennessee, as his Vice Presidential candidate. Lincoln was looking for Southern support. He hoped that by selecting Johnson he would appeal to Southerners who never wanted to leave the Union.

Johnson, like Lincoln, had grown up in poverty. He did not learn to write until he was 20 years old. He came to political power as a backer of the small farmer. In speeches, he railed against "SLAVEOCRACY" and a bloated "Southern aristocracy" that had little use for the white working man.

The views of the Vice President rarely matter too much, unless something happens to the President. Following Lincoln's assassination, Johnson's views now mattered a great deal. Would he follow Lincoln's moderate approach to reconciliation? Would he support limited black suffrage as Lincoln did? Would he follow the Radical Republicans and be harsh and punitive toward the South?

Johnson believed the Southern states should decide the course that was best for them. He also felt that African-Americans were unable to manage their own lives. He certainly did not think that African-Americans deserved to vote. At one point in 1866 he told a group of blacks visiting the White House that they should emigrate to another country.

He also gave amnesty and pardon. He returned all property, except, of course, their slaves, to former Confederates who pledged loyalty to the Union and agreed to support the 13th Amendment. Confederate officials and owners of large taxable estates were required to apply individually for a Presidential pardon. Many former Confederate leaders were soon returned to power. And some even sought to regain their Congressional seniority.

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95 This work by The Independence Hall Association is licensed under a Creative Commons Attribution 4.0 International License. The original work is available at http://www.ushistory.org/us/35a.asp.

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Johnson's vision of Reconstruction had proved remarkably lenient. Very few Confederate leaders were persecuted. By 1866, 7,000 Presidential pardons had been granted. Brutal beatings of African-Americans were frequent. Still-powerful whites sought to subjugate freed slaves via harsh laws that came to be known as the BLACK CODES. Some states required written evidence of employment for the coming year or else the freed slaves would be required to work on plantations.

In South Carolina, African-Americans had to pay a special tax if they were not farmers or servants. They were not even allowed to hunt or fish in some areas. Blacks were unable to own guns — and even had their dogs taxed. African-Americans were barred from orphanages, parks, schools and other public facilities. The FREEDMAN'S BUREAU, a federal agency created to help the transition from slavery to emancipation, was thwarted in its attempts to provide for the welfare of the newly emancipated. All of these rules resulted in the majority of freed slaves remaining dependent on the plantation for work.

Andrew Johnson's policies were initially supported by most Northerners, even Republicans. But, there was no consensus as to what rights African-Americans received along with Emancipation. Yet a group of Radical Republicans wanted the rights promised in the Declaration of Independence extended to include all free men, including those who were formerly slaves. A political power struggle was in the offing.
### Reconstruction Anticipation Guide

**Directions:** After reading Presidential Reconstruction, decide whether you think the statement is true or false. Write information from the document that supports your response.

<table>
<thead>
<tr>
<th></th>
<th>True</th>
<th>False</th>
</tr>
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<tbody>
<tr>
<td><strong>1.</strong> Under Andrew Johnson’s Reconstruction plan, he believed the Southern states should decide the course that was best for them. He also felt that African-Americans were unable to manage their own lives.</td>
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<td></td>
</tr>
<tr>
<td><strong>Supporting Information:</strong></td>
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<tr>
<td><strong>2.</strong> The Freedmen's Bureau, a federal agency created to help the transition from slavery to emancipation, was widely accepted in the South for its attempts to provide for the welfare of the newly emancipated.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Supporting Information:</strong></td>
<td></td>
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<tr>
<td><strong>3.</strong> Lincoln hoped that by selecting Andrew Johnson as Vice President, he would appeal to Southerners who never wanted to leave the Union.</td>
<td></td>
<td></td>
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<tr>
<td><strong>Supporting Information:</strong></td>
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</table>
4. During Reconstruction powerful whites sought to subjugate freed slaves via harsh laws that came to be known as the Black Codes. Some states required written evidence of employment for the coming year or else the freed slaves would be required to work on plantations.

**Supporting Information:**

5. Under Presidential Reconstruction, Johnson's vision of Reconstruction had proved remarkably harsh. Most former Confederate leaders were persecuted and stripped of all their property.

**Supporting Information:**
Directions: After reading Presidential Reconstruction, decide whether you think the statement is true or false. Write information from the document that supports your response.

<table>
<thead>
<tr>
<th></th>
<th>True</th>
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<tbody>
<tr>
<td>1. Under Andrew Johnson’s Reconstruction plan, he believed the Southern states should decide the course that was best for them. He also felt that African-Americans were unable to manage their own lives.</td>
<td>X</td>
<td></td>
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<tr>
<td>Supporting Information: Paragraph 4 – sentences 1-3 (students can provide where in the text they found the supporting information or explain how the information is true/false)</td>
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<tr>
<td>2. The Freedmen’s Bureau, a federal agency created to help the transition from slavery to emancipation, was widely accepted in the South for its attempts to provide for the welfare of the newly emancipated.</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Supporting Information: Paragraph 7 – sentences 3 &amp; 4 (students can provide where in the text they found the supporting information or explain how the information is true/false)</td>
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<tr>
<td>3. Lincoln hoped that by selecting Andrew Johnson as Vice President, he would appeal to Southerners who never wanted to leave the Union.</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Supporting Information: Paragraph 1 – sentence 2 (students can provide where in the text they found the supporting information or explain how the information is true/false)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. During Reconstruction powerful whites sought to subjugate freed slaves via harsh laws that came to be known as the Black Codes. Some states required written</td>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>

Return to [Grade 7 Social Studies: How to Navigate This Document](#)
| Evidence of employment for the coming year or else the freed slaves would be required to work on plantations. |

**Supporting Information:** Paragraph 6 – sentences 3 & 4 (students can provide where in the text they found the supporting information or explain how the information is true/false)

| 5. Under Presidential Reconstruction, Johnson's vision of Reconstruction had proved remarkably harsh. Most former Confederate leaders were persecuted and stripped of all their property. |

**Supporting Information:** Paragraph 6 – sentences 1 & 2 (students can provide where in the text they found the supporting information or explain how the information is true/false)
<table>
<thead>
<tr>
<th>Main Ideas from Paragraphs 1-3</th>
<th>Main Ideas from Paragraphs 4-6</th>
<th>Main Ideas from Paragraphs 7-9</th>
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</table>
Radical Reconstruction - GIST Writing (Completed)

<table>
<thead>
<tr>
<th>Main Ideas from Paragraphs 1-3</th>
<th>Main Ideas from Paragraphs 4-6</th>
<th>Main Ideas from Paragraphs 7-9</th>
</tr>
</thead>
</table>
| ● Congress would have the right to deny Southern legislators seats in the U.S. Senate or House of Representatives, under the clause of the Constitution  
● Radical Republicans enjoyed “Wide public support gradually developed for those members of Congress who believed that blacks should be given full citizenship.”  
● “in the aftermath of the war, Southern state legislatures passed black codes, which aimed to reimpose bondage on the freedmen. The codes differed from state to state, but some provisions were common.” | ● In the Reconstruction Act of March 1867, Congress, ignoring the governments that had been established in the Southern states, divided the South into five districts and placed them under military rule. Escape from permanent military government was open to those states that established civil governments, took an oath of allegiance, ratified the 14th Amendment and adopted black suffrage.  
● Radical Republicans in Congress were infuriated by President Johnson’s vetoes | ● The most serious legal charge his enemies could level against him was that despite the Tenure of Office Act (which required Senate approval for the removal of any officeholder the Senate had previously confirmed.  
● Under the Military Reconstruction Act, Congress, by June 1868, had readmitted Arkansas, North Carolina, South Carolina, Louisiana, Georgia, Alabama and Florida, to the Union.  
● Many Southern whites, their political and social dominance threatened, turned to illegal means to prevent blacks from gaining equality. Violence against blacks became more and more frequent. |

<table>
<thead>
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<th>Summary of Paragraphs 4-6</th>
<th>Summary of Paragraphs 7-9</th>
</tr>
</thead>
<tbody>
<tr>
<td>In order to save their way of life many southern states passed new laws that attempted to return blacks to slavery. However, Congress extended its authority over the South and controlled how and when southern states could rejoin the Union and not the President.</td>
<td>Many Republicans in Congress did not like Johnson’s Reconstruction policies. When Congress took full control of Reconstruction they divided the states into military districts. In order for the Southern States to end Military Reconstruction, they would be required to ratify the 14th Amendment.</td>
<td>Congress constantly battled with President Johnson over his Reconstruction policies because they believed he was not protecting the rights of newly freed blacks. Also, Congress sought to limit Johnson’s power through new legislation, however, he did not believe Congress had that authority. Congress also went as far as impeaching President Johnson.</td>
</tr>
</tbody>
</table>
The fight over who should control Reconstruction pitted the President against Congress. Many of the Radical Republicans in Congress did not trust President Johnson because they believed he wanted to return the south to its way of life before the Civil War. Congress wanted to make sure former confederate and newly elected state governments did not harm the civil rights of freedman. Southern states enacted many new black codes in order to return the south to its old ways; however, Republicans in Congress wanted to block former confederates from being elected.
**Topic Two:** Life for African Americans During Reconstruction (7.1.1-7.1.5, 7.4.3, 7.10.1, 7.10.2)

**Connections to the unit claim:** Students explore a variety of sources to learn about the outcomes of Reconstruction policies on the lives of African Americans. Students engage in this learning to form a deeper understanding of the extent to which the unresolved conflicts of the Civil War were addressed, and the impact that had on the nation’s identity.

**Suggested Timeline:** 5 class periods

**Use this sample task:**

- [The African American Experience in the New South](#)

**To explore these key questions:**

- Were sharecroppers truly free?
- What rights did the 13th, 14th, and 15th Amendments guarantee American Citizens?
- What were the outcomes of the Black Codes?
- What was life like for freed men and women after the Civil War?
- What was the importance of education for freed men and women after the Civil War?
- Were African Americans free during Reconstruction?

**That students answer through this assessment:**

- Students will write a paragraph answering the question “were sharecroppers truly free?”
- Students will complete responses for guiding questions aligned to documents in writing.
- Students will complete a discussion on the task’s focus question of “Were African Americans free during Reconstruction?”
- Students will complete an essay answering the question “were African Americans free during Reconstruction?”
Grade 7 Instructional Task: The African American Experience in the New South
Unit Six: Reconstruction, Topic Two: Life for African Americans During Reconstruction

Description: Students will engage with videos, primary texts, and secondary texts to investigate what life was like for African-Americans during in the years following the Civil War. Through reading, writing, and discussion, they will answer the compelling question of whether or not African Americans were truly free during the time period of Reconstruction.

Suggested Timeline: 5 class periods

Materials: Sharecropping; Reflections on Sharecropping (Video); Reconstruction Structured Academic Controversy Task

Instructional Process:

1. Say: “As we saw in the previous task, there were competing ideas on how best to reunify the nation during Reconstruction. Actions taken during Reconstruction greatly impacted the lives of African Americans in the South, as they gained varying degrees of freedom. Your goal for this task is to investigate the outcomes of Reconstruction on African Americans to determine what life was like for a black person in America after the Civil War. We will answer the question - Were African Americans truly free during Reconstruction?”
2. Write the word sharecropper on the board and read or project the following definition:
   a. a tenant farmer who pays as rent a share of the crop
   b. NOTE: in the above definition, define tenant for students as a person who rents land
3. Read aloud the first two paragraphs of the meaning of sharecropper.
4. Ask students: “What do these definitions have in common?”
5. Take notes for the class or annotate the definitions as students share their answers.
6. Direct students to explain the meaning of sharecropper in their own words orally or in writing and provide a visual.
7. Say: “In the first part of this task, we will watch videos and read texts in order to answer the question, “were sharecroppers free?”
8. Provide students with access to the following text: Sharecropping Have students read the text individually or in partners. Encourage students to underline evidence from the text supporting whether or not sharecroppers were truly free.
9. After reading, project and watch the following 2 minute video: Reflections on Sharecropping (Video). NOTE: the teacher may also chose to show the following videos to provide more perspectives on sharecropping: Sharecropping as Slavery and The Complications of Sharecropping.
10. After reading the text and watching the video(s), lead students in a whole class discussion on sharecropping, and whether or not sharecroppers were truly free. Possible questions include:
   a. What is the significance of “forty acres and a mule?”
   b. Why is owning land “the key to economic independence and autonomy” as the author states?

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96 Free registration on the site is required to access the full lesson plan. Access the full lesson plan, and ability to print resources, by clicking on “Download Lesson Plan” under the image at the top of the page.
97 From http://www.dictionary.com/browse/sharecropper?s=t
98 This text was produced by History.com and can be found at http://www.history.com/topics/black-history/sharecropping/print
c. What did President Andrew Johnson’s 1865 order of all land under federal control to be returned to its previous owner mean for recently freed African Americans?

d. Why did most freedman prefer being a sharecropper as opposed to being a wage worker on a white owner’s land?

e. Why did most sharecroppers go into debt and/or extreme poverty?

f. Were sharecroppers truly free?

11. After the discussion, instruct students to write a paragraph answering the question “were sharecroppers truly free?” Encourage students to support their claim by using evidence from the text or videos, and knowledge gained through discussion. This paragraph can be taken for a grade.

12. Say: “We will continue our investigation into the outcomes of Reconstruction and the impacts on African American life by engaging with more sources to prepare for an assigned role debate on the question of whether or not African American’s were free during Reconstruction.”

13. Follow steps 1-6 in the Reconstruction Structured Academic Controversy Task with the following adjustments:

a. Step 2 adjustments

i. Explain to students that they will be assigned a role to take during the discussion - African Americans were or were not free during Reconstruction.

ii. Divide students into pairs using an established classroom routine. Assign half of the pairs to be on Team A (arguing that African Americans were free during reconstruction) and the other half to be on Team B (arguing that African Americans were not free during reconstruction).

iii. After teams are assigned, instruct each pair to read through each document (contained on pages 4-8 of the lesson plan) and answer the guiding questions aligned to each document on the worksheet (pages 9 and 10 of the lesson plan). This can be done independently in pairs, or together as a class.

iv. After the reading and answering of guiding questions is completed, allow each pair time to brainstorm four main points/pieces of evidence that support their side using the note taking template on page 12 of the lesson plan.

b. Step 3 adjustments

i. Combine one Team A pair with one Team B pair (creating a group of 4 with 2 on each side of the argument). NOTE: this arrangement means that there will be multiple small group discussions happening at once with the purpose of allowing more students to talk in a shorter time period. However, the teacher can also choose to do one whole group discussion with all students on each team presenting their side together if the teacher prefers and time allows.

c. Step 6 adjustments

i. After each team in each group of 4 has a chance to present their argument, and after the group of 4 abandons their assigned position and comes to consensus, lead students in a whole class discussion on whether or not African Americans were free during reconstruction. Encourage students to use evidence from documents to support their claims, and tell students that they will be answering this same question in writing as part of the culminating assessment for this task.

99 Free registration on the site is required to access the full lesson plan. Access the full lesson plan, and ability to print resources, by clicking on “Download Lesson Plan” under the image at the top of the page.
14. Say “Throughout this task, we have used various sources to learn about the outcomes of Reconstruction - such as sharecropping, the 13th, 14th, and 15th Amendments to the Constitution, the Freedmen’s Bureau, and Black Codes - and their impact on the lives of African Americans. Your goal for this task was to determine if African Americans were free during Reconstruction. To culminate this task, you will answer the question in essay form: ‘Were African Americans free during Reconstruction?’ Construct an argument using specific claims and relevant evidence from historical sources. This essay can be taken for a grade.”
**Topic Three:** The Last Days of Reconstruction (7.1.1-5, 7.4.3, 7.10.1, 7.10.2)

**Connections to the unit claim:** Students will explore documents to investigate the events that lead to the end of Reconstruction, and analyze the long term outcomes of Reconstruction and the impact that this failed form of conflict resolution had on the national identity.

**Suggested Timeline:** 5 class periods

**Use this sample task:**
- The Outcomes of Reconstruction

**To explore these key questions:**
- How did Reconstruction end?
- What were some of the failures of Reconstruction?
- What are the long term outcomes of segregation policies that were instituted after Reconstruction?
- What were the long term impacts of the ruling in Plessy v Ferguson?
- What are the long term outcomes of the failures of Reconstruction?

**That students answer through this assessment:**
- Students will complete a graphic organizer analyzing the outcomes and impacts of the presidential election of 1876.
- Students will write answers to guiding questions about segregation policies.
- Students will write a paragraph answering the question, “What were the long term impacts of the Plessy v Ferguson case?”
- Students will culminate the task by answering the question in essay form, “what are the long term outcomes of the failures of Reconstruction?”
Grade 7 Instructional Task: The Outcomes of Reconstruction
Unit Six: Reconstruction, Topic Three: The Last Days of Reconstruction

Description: Students will explore sources relating to the election of Rutherford B. Hayes, segregation, and the precedent setting case of Plessy v. Ferguson in order to analyze the events that led to the end of Reconstruction. The goal of this task is to answer the question “What are the long term outcomes of the failure of Reconstruction?”

Suggested Timeline: 5 class periods

Materials: Rebuilding the Old Order; Hayes-Tilden Election 1876; Analyzing the Election of 1876 (blank and completed); Segregation; Segregation Guiding Questions (blank and completed); Plessy v. Ferguson; U.S. Supreme Court, Plessy v Ferguson majority and dissenting opinions (excerpts)

Instructional Process:

1. Say: “We learned in the previous task that the true freedom of African Americans was debatable during the time of Reconstruction, and at best, institutions such as sharecropping and others limited the freedom African Americans thought they may have after emancipation. We are going to continue investigating the outcomes of Reconstruction through today’s task.”

2. Divide students into partner groups using an established classroom routine. Provide students with the text Rebuilding the Old Order. Instruct students to read the text in pairs, and encourage them to underline evidence of how Reconstruction failed, and how Reconstruction succeeded.

3. After students have finished reading the text, engage students in a whole class discussion around the success and failures of reconstruction. Possible questions include:
   a. What were some initial successes of Reconstruction for freed men and women?
   b. What was the potential perspective of wealthy whites during reconstruction?
   c. What was the potential perspective of poor white farmers during reconstruction?
   d. What were some disadvantages African-Americans faced in the new South?
   e. Who were the Carpetbaggers and Scalawags?
   f. What were the aims of the white supremacy groups that formed during Reconstruction?
   g. What caused the “miraculous window of hope,” as the author describes it, to close for freed men and women?

4. Say: “our goal for this task is to further explore the events that led to the end of Reconstruction, and what the outcomes of those events were. At the end of the task, you will make a claim to answer the question “What are the long term outcomes of the failures of Reconstruction?”

5. Provide students with access to the following:
   a. Hayes-Tilden Election 1876 by Richard Wormser
   b. Analyzing the Election of 1876

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100 This text is written by Richard Wormser and is available through PBS. It can be found here: https://www.pbs.org/wnet/jimcrow/stories_events_election.html
6. Divide students into partner groups using an established classroom routine. Direct students to read Hayes-Tilden *Election 1876* and complete Analyzing the Election of 1876. **NOTE:** The teacher may want to review democratic and republican views on Reconstruction from the task in topic 1 of this unit so students can better understand democratic and republican actions during the 1876 election.

7. After students complete the reading and graphic organizer, lead students in a whole class discussion on the events of the 1876 election and its impact on Reconstruction. Possible questions include:
   
   a. What were the Democrat’s claims during the disputed election?
   b. What were the Republican’s claims during the disputed election?
   c. How did the election get decided?
   d. What deal did Hayes make with the Southern Democrats? Why did he make this deal?
   e. What did democratic control in the South mean for the policies of reconstruction, and therefore, African Americans?

8. Say: “With the end of Reconstruction came the reversal of the gains that blacks had made during that time period. We are now going to investigate social structures after Reconstruction.”

9. Write the word *segregation* on the board and read or project the following definitions:
   
   a. setting apart or separation of people or things from others or from the main body or group
   b. The institutional separation of an ethnic, racial, religious, or other minority group from the dominant majority

10. Read aloud the first two paragraphs of the meaning of *segregation*.

11. Ask students: “What do these definitions have in common?”

12. Take notes for the class or annotate the definitions as students share their answers.

13. Direct students to explain the meaning of *segregation* in their own words orally or in writing and provide a visual.

14. Say: “We are going to explore segregation further by doing a jigsaw activity.”

15. Divide the class into groups of 4 using an established classroom routine. Each person in the group will be responsible for becoming the “expert” on their assigned paragraph in the text.

16. Provide all students with access to *Segregation* by Steven F. Lawson. Assign the following paragraphs
   
   a. Student 1: Paragraph one - segregation before the Civil War
   b. Group 2: Paragraph two - segregation during Reconstruction
   c. Group 3: Paragraphs three and four - Jim Crow segregation
   d. Group 4: Paragraph five - Northern Segregation
   e. Provide students with a copy of the *Segregation Guiding Questions*
   
   **NOTE:** this text is much longer than the paragraphs students are reading, the other paragraphs are not being read since they discuss segregation in the years after the time period this course covers.

17. Instruct students to read their assigned paragraph(s) and answer the corresponding guiding questions. After reading, direct students to discuss the main idea of their assigned paragraph with their entire group. Provide students with a reasonable amount of time to discuss and complete the template (10-15 minutes).

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101 [http://www.dictionary.com/browse/segregation?s=t](http://www.dictionary.com/browse/segregation?s=t)

102 This piece by Steven F. Lawson is made available through the National Humanities Center and can be found here: [http://nationalhumanitiescenter.org/tserve/freedom/1865-1917/essays/segregation.htm](http://nationalhumanitiescenter.org/tserve/freedom/1865-1917/essays/segregation.htm)
18. Once groups have finished discussing the article and answering guiding questions, lead students in a whole class discussion on segregation. Possible questions include:
   a. Did segregation only occur in the South?
   b. How might have the rights blacks received during Reconstruction fueled deeper segregation after Reconstruction?
   c. Were there long term outcomes of segregation? Do we have forms of segregation today?

19. After the discussion, read aloud the 6th paragraph (on Plessy v. Ferguson) to students from the same Segregation text. Explain to students that this precedent setting court case meant that segregation, or “separate but equal” was sanctioned by the Supreme Court.

20. After introducing students to the case of Plessy v. Ferguson, show students this Plessy v. Ferguson103 2 minute video to further build background.

21. After the video, lead students in a whole class discussion on the precedent setting case of Plessy v. Ferguson
   a. Who was Homer Plessy?
   b. What were the basic facts of this case?
   c. How did the Supreme Court rule?
   d. What did the ruling in Plessy v. Ferguson mean for legal segregation?

22. Say: “After every supreme court ruling, there is a majority opinion and a dissenting opinion written to explain why the justices ruled in the way that they did. We are going to read those opinions from the Plessy v. Ferguson case, to determine the reasons behind the decision, and the long term outcomes of the ruling.”

23. Provide students with access to U.S. Supreme Court, Plessy v Ferguson majority and dissenting opinions (excerpts)104. Read Justice Brown’s majority opinion aloud, encouraging students to follow along. NOTE: The teacher may choose to stop at the end of each paragraph to summarize the main idea to promote student understanding. After reading, lead students in a class discussion on the reasons behind Justice Brown’s opinion. Possible questions include:
   a. Justice Brown states that laws of segregation do not violate the 14th Amendment. What reasoning does he give?
   b. Does Justice Brown think that social inequalities (racism, segregation, etc.) should be dealt with through laws? How do you know? Do you agree or disagree with Justice Brown’s stance that it is not the job of the law to address social inequities?
   c. Think back to our article Segregation. The author Steven F. Lawson states that the case of Plessy v. Ferguson was based in a belief of white supremacy. Do you see any evidence from Justice Brown’s opinion that supports that claim?

24. After discussion Justice Brown’s majority opinion, read aloud Justice Harlan’s dissenting opinion, encouraging students to follow along. NOTE: The teacher may choose to stop at the end of each paragraph to summarize the main idea to promote student understanding. After reading, lead students in a class discussion on the reasons behind Justice Harlan’s dissent. Possible questions include:

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103 The video is produced by The History Channel, and features Yohuru Williams. It can be found at http://www.history.com/topics/black-history/plessy-v-ferguson

104 This source is made available by the National Humanities Center and can be found at http://nationalhumanitiescenter.org/pds/maai2/politics/text3/plessy.pdf
a. What does Justice Harlan mean when he says “We boast of the freedom enjoyed by our people above all other peoples. But it is difficult to reconcile that boast with a state of the law which puts the brand of servitude and degradation upon a large class of our fellow citizens.”

b. Justice Harlan believed that segregation laws do not provide equal protection under the law, and therefore, are unconstitutional. What are some reasons he gives to support this belief?

c. What do you think are some long-term outcomes of this ruling in Plessy v Ferguson?

d. How does this ruling relates to the failures of Reconstruction?

25. Instruct students to write a paragraph answering the question “what were the long term impacts of the Plessy v Ferguson case?” Encourage students to support their claim with evidence from the documents used to learn about the case. This paragraph can be taken for a grade.

26. Say: “Throughout this task, we have explored the factors that led to the end of reconstruction through the election of President Hayes, and the legalization of segregation after Reconstruction through the precedent setting case of Plessy v Ferguson. Your goal for this task was to determine the long term outcomes of the failures of Reconstruction. To culminate this task, you will answer the question in essay form: ‘What are the long term outcomes of the failures of Reconstruction?’ Construct an argument using specific claims and relevant evidence from historical sources. This essay can be taken for a grade.”
Rebuilding the Old Order

Many Southerners, whether white or black, rich or poor, barely recognized the world in which they now lived. Wealthy whites, long-accustomed to plush plantation life and the perks of political power, now found themselves barred from voting and holding office. Their estates were in shambles. African-Americans were loathe to return to work for them. Poor white farmers now found blacks competing with them for jobs and land.

For the freed slave, Reconstruction offered a miraculous window of hope. Those born into slavery could now vote and own land. In parts of the South, blacks could ride with whites on trains and eat with them in restaurants. Schools, orphanages, and public relief projects aimed at improving the lives of blacks were emerging all over the South. Perhaps most stunning of all, African-Americans were holding political office. Blacks were becoming sheriffs and judges. They were elected to school boards and city councils. Sixteen blacks sat in Congress from 1867-77. HIRAM REVELS of Mississippi became the first African-American Senator in 1870. In December 1872 P.B.S. PINCHBACK of Louisiana became the first African-American Governor. All in all, about 600 blacks served as legislators on the local level. But as the saying goes, the more things change, the more they remain the same.

Economically, African-Americans were disadvantaged. Most had skills best suited to the plantation. By the early 1870s sharecropping became the dominant way for the poor to earn a living. Wealthy whites allowed poor whites and blacks to work land in exchange for a share of the harvest. The landlord would sometimes provide food, seed, tools, and shelter. SHARECROPPERS often found themselves in debt, for they had to borrow on bad terms and had to pay excessively for basic supplies. When the harvest came, if the debt exceeded harvest revenues, the sharecropper remained bound to the owner. In many ways, this system resembled slavery.

Many whites resented and rejected the changes taking place all about them. Taxes were high. The economy was stagnant. Corruption ran rampant. Carpetbaggers and scalawags made matters worse. CARPETBAGGERS were Northerners who saw the shattered South as a chance to get rich quickly by seizing political office now barred from the old order. After the war these

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105 This work by The Independence Hall Association is licensed under a Creative Commons Attribution 4.0 International License. The original work is available at http://www.ushistory.org/us/35d.asp.
Yankees hastily packed old-fashioned traveling bags, called carpetbags, and rushed south. "SCALAWAGS" were southern whites, who allied themselves with the Carpetbaggers, and also took advantage of the political openings.

Out of a marriage of hatred and fear, the KU KLUX KLAN, the KNIGHTS OF THE WHITE CAMELIA, and the WHITE BROTHERHOOD were born. They are all supremacy groups who aimed at controlling African-Americans through violence and intimidation. Massacres, lynching, rape, pillaging and terror were common. In essence, these groups were paramilitary forces serving all those who wanted white supremacy. And it was not only ex-Confederate soldiers and poor whites. Ministers, merchants, military officers and other professionals donned hoods, burned crosses, and murdered those who interfered with their vision.

Emancipated blacks began finding the new world looking much like the old world. Pressure to return to plantations increased. Poll taxes, violence at the ballot box, and literacy tests kept African-Americans from voting — sidestepping the 15th Amendment.

Slavery was over. The struggle for equality had just begun.
Analyzing the Election of 1876

**TITLE OF EVENT:**

Democratic Candidate

Republican Candidate

Democratic View of Reconstruction

Republican View of Reconstruction

**TIMELINE OF DISPUTED ELECTION**

- Tilden wins the popular vote, but does not have a majority in the Electoral College
  
  Details:

- Congress appoints an Electoral Commission to settle the Electoral College controversy
  
  Details:

- Hayes makes a deal with Southern Democrats
  
  Details:
Analyzing the Election of 1876 (Completed)

**TITLE OF EVENT:**
The Election of 1876

**Democratic Candidate**
Samuel J. Tilden

**Republican Candidate**
Rutherford B. Hayes

**Democratic View of Reconstruction**
Southern Democrats did not support the rights of blacks, and wanted to end Reconstruction.

**Republican View of Reconstruction**
To varying extents, Republicans believed that blacks should have representation in government and equal rights.

**TIMELINE OF DISPUTED ELECTION**

- **Tilden wins the popular vote, but does not have a majority in the Electoral College**

- **Congress appoints an Electoral Commission to settle the Electoral College**

- **Hayes makes a deal with Southern Democrats**

  - **Details:**
    - Oregon, Louisiana, Florida, and South Carolina Electoral College votes had not been counted
    - Republicans accused Democrats of intimidating black voters in these three southern states, calling these votes into question. Both sides accuse the other of election fraud

  - **Details:**
    - The commission is composed of 7 Democrats and 8 Republicans. They vote along party lines to accept all of Hayes’ electoral votes and reject democrat claims.
    - The night before President Grant, term expired, the Senate announced Hayes had been elected president.

  - **Details:**
    - Southern Democrats agreed to support Hayes’ claim as president if he agreed to end Reconstruction. A deal was made.
    - Southern Democrats regained control in the South and could reverse the gains blacks had made during Reconstruction.
### Segregation Guiding Questions

<table>
<thead>
<tr>
<th>Paragraph one</th>
<th>Why did the system of segregation start?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Why did segregation occur before the Civil War? What was it like?</td>
</tr>
<tr>
<td>Paragraph two</td>
<td>What did segregation look like during Reconstruction?</td>
</tr>
<tr>
<td>Paragraphs three and four</td>
<td>What is “Jim Crow?”</td>
</tr>
<tr>
<td></td>
<td>What did the Supreme Court’s 1883 ruling, overturning the 1875 Civil Rights Act, spur some states to do?</td>
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<tr>
<td>Paragraph five</td>
<td>What is the difference between <em>de jure</em> and <em>de facto</em> segregation?</td>
</tr>
<tr>
<td></td>
<td>How was segregation in neighborhoods in the North enforced?</td>
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</table>
**Segregation Guiding Questions (Completed)**

<table>
<thead>
<tr>
<th>Paragraph one</th>
<th>Why did the system of segregation start?</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>- it was derived from the efforts of white Americans to keep African Americans in a subordinate status by denying them equal access to public facilities and ensuring that blacks lived apart from whites.</td>
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<table>
<thead>
<tr>
<th>Where did segregation occur before the Civil War? What was it like?</th>
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</thead>
<tbody>
<tr>
<td>Since most African Americans lived on plantations, segregation occurred for free blacks in the North and in some southern cities. Schools and churches were segregated, and most public places such as hotels, restaurants, and theaters were segregated too. Blacks were only allowed in as servants.</td>
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</table>

<table>
<thead>
<tr>
<th>Paragraph two</th>
<th>What did segregation look like during Reconstruction?</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Segregation eased somewhat during Reconstruction. Reconstruction policies challenged white supremacy, because blacks gained citizenship, the right to vote, and equal protection under the law. While many public facilities remained segregated, blacks obtained access to streetcars and railroads on an integrated basis.</td>
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<tr>
<th>Paragraphs three and four</th>
<th>What is “Jim Crow?”</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>- racial segregation that happened after Reconstruction. It is named Jim Crow after a character in a minstrel play (played by a white actor performed in black face).</td>
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</table>

<table>
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<tr>
<th>Paragraphs three and four</th>
<th>What did the Supreme Court’s 1883 ruling, overturning the 1875 Civil Rights Act, spur some states to do?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>- many states passed segregation laws that refused equal access to African Americans on transportation and public accommodations, making it the law for blacks to sit in the back of the bus, different train cars, and in the balcony at theaters.</td>
</tr>
</tbody>
</table>

<table>
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<tr>
<th>Paragraph five</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>- <em>de jure</em> segregation means a law has been passed making segregation legal, like it was in many southern states starting in the 1880s. <em>De facto</em> segregation means while segregation isn’t legal, it still happens as if it were legal due to preference, housing policies, and economic disparities.</td>
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</table>

<table>
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<tr>
<th>Paragraph five</th>
<th>How was segregation in neighborhoods in the North enforced?</th>
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<tbody>
<tr>
<td></td>
<td>- Realtors and landlords steered blacks away from white neighborhoods and municipal ordinances and judicially enforced racial covenants signed by homeowners kept blacks out of white areas.</td>
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</tbody>
</table>
Unit Six Assessment

Description: Students write an extended response in which they answer the question: What is the legacy of Reconstruction on the nation’s identity? Have students use historical evidence and their knowledge of social studies to develop and support their position. As students prepare to write their essay, have them consider:

- The different approaches to reconstruction (Radical reconstruction, Wade-Davis Bill, etc.)
- The 13th, 14th, and 15th Amendments
- Sharecropping, Black Codes, and Jim Crow segregation
- Hayes-Tilden Election and the end of Reconstruction
- Plessy v. Ferguson

Suggested Timeline: 1 class period

Student Directions: Using your understanding of US History and the sources from this unit, write an essay which develops and supports a claim about the legacy of Reconstruction on the nation’s identity. Use evidence gathered throughout the unit and your knowledge of social studies to develop and support your explanation.

Resources:
- Social Studies Extended Response Checklist

Teacher Notes: In completing this task, students meet the expectations for social studies GLEs 7.1.1-5; 7.4.3; 7.5.1-3; 7.6.1-4; 7.8.7; 7.10.1-2. They also meet the expectations for ELA/Literacy Standards: WHST.6-8.2a-f, WHST.6-8.4, WHST.6-8.5, WHST.6-8.6, WHST.6-8.9, WHST.6-8.10.

Use the LEAP assessment social studies extended response rubric to grade this assessment. Note: Customize the Content portion of the rubric for this assessment. Use the Claims portion of the rubric as written.
Grade 7 Learning Tools

The following tools are used in multiple units throughout grade 7.

1. Conversation stems
2. LEAP assessment social studies extended response rubric
   a. Content
   b. Claims
3. Discussion tracker
<table>
<thead>
<tr>
<th>Grades 6-8 Conversation Stems&lt;sup&gt;106&lt;/sup&gt;</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Purpose: Clearly express your ideas.</strong></td>
</tr>
<tr>
<td><strong>Listener Prompt</strong></td>
</tr>
</tbody>
</table>
| ● What do you think about ____? | ● Overall what I’m trying to say is ____.
| ● How did you answer __ [the question] __? | ● My whole point in one sentence is ____.
| ● What is the most important idea you are communicating? | |
| ● What is your main point? | |

| **Purpose: Make sure you are listening carefully and clearly understand the ideas presented.** |
| **Listener Prompt** | **Speaker Response** |
| ● Let me see if I heard you correctly. Did you say ____? | ● Yes/no. I said ____.
| ● I heard you say ____. Is that correct? | |
| ● Put another way, are you saying ____? | |
| ● Tell me more about ____ or Say more about _____. | ● Sure. I said __ [restate what was said and add further explanation or examples] __.
| ● I’m confused when you say _____. Say more about that. | ● An example is ____ because __ [explain why] __.
| ● Give me an example. | |
| ● Who can rephrase what X said? | ● ____ said ____.

| **Purpose: Dig deeper and provide evidence to support your claims.** |
| **Listener Prompt** | **Speaker Response** |
| ● What in the text makes you think so? | ● According to the text ____. This means ____.
| ● How do you know? Why do you think that? | ● If you look at ____, it says ____. This means ____.
| ● Explain how you came to your idea. | ● I think ____ because ____.

| **Purpose: Establish new ways of thinking by elaborating on or challenging the thinking of others.** |
| **Listener Prompt** | **Speaker Response** |
| ● Who can add to what X said? | ● Adding to what X said, ____.  
| | ● I agree, and I want to add ____.
| ● Who agrees/disagrees with X?  
| ● Who wants to challenge what X said? Why? | ● What X said supports what I am saying because ____.
| | ● I agree/disagree with X because ____.
| | ● I see it similarly/differently because ____.
| | ● I agree/disagree with X’s view that ____ because in the text, ____.
| | ● I agree that ____ but we also have to consider ____.
| | ● On one hand I agree with X that ____. But on the other hand, I insist that ____.
| ● How does that idea compare with X’s idea? | ● X’s point ____ is important/flawed because ____.
| ● What do you think about X’s idea? | |
| ● Whose thinking has changed as a result of this conversation? How and why has it changed? | ● Before I thought ____, but now I think ____ because ____.
| | ● My new thinking is ____ because ____.

---

| Now that you’ve heard ___ [summarize the conversation so far] ___, what are you thinking? What are you still wondering about? | I still think ___, but now I wonder ___. |
LEAP Assessment Social Studies Extended Response Rubric

The response should be scored holistically on its adherence to two dimensions: Content and Claims. Each response should be given the score that corresponds to the set of bulleted descriptors that best describes the response.

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
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</table>
| 4     | The student’s response:  
  - Reflects **thorough** knowledge of [CONTENT] by incorporating ample, focused factual information from prior knowledge and the sources;  
  - Contains accurate understandings with no errors significant enough to detract from the overall content of the response;  
  - Fully addresses all parts of the prompt. |
| 3     | The student’s response:  
  - Reflects **general** knowledge of [CONTENT] by incorporating adequate factual information from prior knowledge and the sources;  
  - Contains mostly accurate understandings with minimal errors that do not substantially detract from the overall content of the response;  
  - Addresses all parts of the prompt. |
| 2     | The student’s response:  
  - Reflects **limited** knowledge of [CONTENT] by incorporating some factual information from prior knowledge and the sources;  
  - Contains some accurate understandings with a few errors that detract from the overall content of the response;  
  - Addresses part of the prompt. |
| 1     | The student’s response:  
  - Reflects **minimal** knowledge of [CONTENT] by incorporating little or no factual information from prior knowledge and the sources;  
  - Contains few accurate understandings with several errors that detract from the overall content of the response;  
  - Minimally addresses part of the prompt. |
<p>| 0     | The student’s response is blank, incorrect, or does not address the prompt. |</p>
<table>
<thead>
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<th>Score</th>
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</table>
| 4     | The student’s response:  
  ● Develops a **valid** claim that effectively expresses a solid understanding of the topic;  
  ● Thoroughly supports the claim with well-chosen evidence from the sources;  
  ● Provides a logically organized, cohesive, and in-depth explanation of the connections, patterns, and trends among ideas, people, events, and/or contexts within or across time and place. |
| 3     | The student’s response:  
  ● Develops a **relevant** claim that expresses a general understanding of the topic;  
  ● Supports the claim with sufficient evidence from the sources;  
  ● Provides an organized explanation of the connections, patterns, and trends among ideas, people, events, and/or contexts within or across time and place. |
| 2     | The student’s response:  
  ● Presents an **inadequate** claim which expresses a limited understanding of the topic.  
  ● Includes insufficient support for the claim but does use some evidence from the sources;  
  ● Provides a weak explanation of the connections, patterns, and trends among ideas, people, events, and/or contexts within or across time and place. |
| 1     | The student’s response:  
  ● Does not develop a claim but provides evidence that relates to the topic; **OR** develops a substantially flawed claim with little or no evidence from the sources;  
  ● Provides a vague, unclear, or illogical explanation of the connections among ideas, people, events, and/or contexts within or across time and place. |
| 0     | The student’s response is blank, incorrect, or does not address the prompt. |
Discussion Tracker

[TYPE OF CONVERSATION]: [QUESTION(S)] Fill in student names prior to the seminar. Capture your notes about each student’s participation and knowledge.

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Draws on preparation and other information to support ideas in discussion and demonstrate understanding</th>
<th>Uses conversation stems</th>
<th>Continues conversation by posing and responding to questions, connecting ideas, and reviewing and explaining ideas</th>
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