

Unit 2: Foundations of US Government

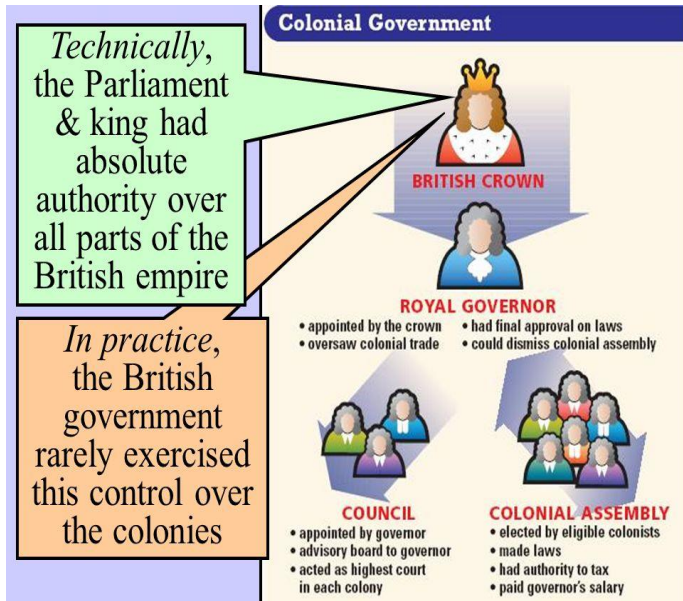
Essential Question:

How do the founding documents reflect continuity and change in our government?

Conceptual Lens:
Natural Rights
Limited Government

Main Ideas:

- Influence of the Enlightenment and colonial documents
- Foundations of self-government and democracy in the US,
- Tensions over power and authority,
- Context and reasons for revolution- Declaration of Independence
- Conflict and Compromises for effective government,
- Articles of Confederation versus the Constitution,
- Ideologies of Federalists and Anti-Federalists.



I can...

- Explain how salutary neglect led to independence in the colonies.
- Describe evidence of self-rule in the colonies.
- Interpret why certain events led the colonists to independence.
- Defend the Colonists' reasons for writing the Declaration of Independence
- I can explain how John Locke influenced the Declaration of Independence
- Describe how the Enlightenment thinkers influenced the US Constitution
- Describe the weakness of the Articles of Confederation
- Explain how Shays' Rebellion led to the fall of the Articles of Confederation
- Compare the Federalists' and Anti-Federalists' desires for the new Constitution.
- Predict how the Federalists and Anti-Federalists would feel about current events
- List and describe the compromises made at the Constitutional Convention
- Make connections between colonial events and the Constitution today
- Provide examples of popular sovereignty in colonial America.

Overview

Thursday 9/14 - Main Ideas and Vocabulary
Friday 9/15 - The Enlightenment
Monday 9/17 - The 13 Colonies – Gov't
Tuesday 9/19 - The 13 Colonies- Gov't
Wednesday 9/20 - Conflict with Authority
Monday 9/25 - Revolution
Tuesday 9/26 - Revolution
Wednesday 9/27- Articles of Confederation
Thursday 9/28- Shays' Rebellion
Wednesday 9/29- Constitutional Convention
Monday 10/2 - Review
Tuesday 10/3 - Unit 2 Test!

Preview Questions:

1. What is a revolution? List four historical examples of revolutions.
2. List three positive and three negative ways in which people resolve conflicts.
3. Natural rights are those that people are born with that governments shouldn't be allowed to take away. List 3 rights that you consider to be natural rights. Why there?
4. If you lived on a different continent, describe how you would feel about the way Americans act, their appearance, and what they value.
5. After declaring independence from England, what suggestions would you give the Founding Fathers when creating a new government?
6. Should Americans be expected to give up some of their rights in exchange for safety and protection?

Essential Standards

- CE C&G 1.1 - Explain how the tensions over power and authority led America's founding fathers to develop a constitutional democracy
- CE C&G 1.2 - Explain how the Enlightenment and other contributing theories impacted the writing of the Declaration of Independence, the US Constitution and the Bill of Rights to help promote liberty, justice and equality
- CE C&G 1.3 - Evaluate how debates on power and authority between Federalists and Anti-Federalists have helped shape government in the United States over time
- CE C&G 4.2 - Explain how the development of America's national identity derived from principles in the Declaration of Independence, US Constitution, and Bill of Rights.
- CE C&G 1.4 - Analyze the principles and ideals underlying American democracy in terms of how they promote freedom

Unit 2 Vocabulary

<u>Term</u>	<u>Description</u>
Plantations	
Indentured Servants	
Enlightenment	
Maryland Toleration Act	
Triangular Trade	
Magna Carta	
Parliament	
Virginia House of Burgesses	
Mayflower Compact	
John Peter Zenger	
First Great Awakening	
Salutary Neglect	
Mercantilism	
Self-Government	
Fundamental Orders of Connecticut	
English Bill of Rights	
Common Law	

<u>Term</u>	<u>Description</u>
French and Indian War	
Boston Massacre	
Stamp Act	
Boston Tea Party	
Intolerable Acts	
Quartering Act	
Townshend Act	
Thomas Paine's "Common Sense"	
American Revolution	
Declaration of Independence	
Articles of Confederation	
Shays' Rebellion	
Northwest Ordinance of 1787	
The Great Compromise	
Ratification of the Constitution	
Federalists	
Anti-Federalists	

Unit 2: Sneak Peek

Chapter 2, Section 2: The First Government Pgs. 34-37

1. In your own words: What is the main idea of this section?
2. What was approved by the Continental Congress in July of 1776?
3. Who was the main author of the Declaration of Independence?
4. What was the goal of the Declaration of Independence?
5. Explain Consent of the Governed:
6. What is the purpose of government?
7. What passage is considered to be one of the most famous in American writing?
8. What were the Articles of Confederation?
7. Define confederation.
8. What were the major aspects of the Articles of Confederation?
11. What were the major weaknesses of the Articles of Confederation?
11. What was the result of the weaknesses?

Chapter 2, Section 3: A New Constitution Pgs. 43-48

- Analyze the political cartoon on page 43.
- Symbols:
- Captions/Title:
- Author's Meaning:
1. In your own words: What is the main idea of this section?
 2. What were the guarantees awarded by the Magna Carta?
 3. What does the right to petition mean?
 4. What is federalism?
 5. What was the biggest disagreement the delegates had in writing the Constitution?
 5. How did they compromise?
 6. List the increased powers of the federal government.
 7. When was the Constitution signed?
 8. Define ratification.
 9. Who were the two groups that debated over ratification of the Constitution?
 10. What were the arguments the Federalists were making? What did they fear?
 11. What were the arguments the Anti-Federalists were making? What did they fear?
 12. How did the two groups compromise?

Chapter 3, Section 1: Pgs. 86-89

1. What is the main idea of this section?
2. What was the Mayflower Compact?
3. What is Popular Sovereignty and how does it link to the Constitution?
4. What document limited government?
5. List the goals of the Constitution and what they mean?

6. What is the relationship between Majority rule and Minority rights?

7. What is federalism?

8. From Econ 101: What is income tax and how many states have it?

Chapter 3, Section 2 pgs: 93-97

1. What is separation of powers?
2. List the branches of government and explain their roles.
3. What checks and balances and list one check each branch has.

Chapter 4, Section 1: Pgs. 110-117

1. What is the Bill of Rights and how is it significant?
2. List the rights guaranteed in the Bill of Rights:

3. What does petition mean?

4. What does it mean to self-incriminate?

5. What does due process guarantee?

6. What is eminent domain?

7. What kind of law does the sixth amendment include?

8. What kind of law does the seventh amendment include?

9. Which amendment involves the right to privacy?

10. When did the government start regulating gun ownership?

11. List the amendments that protect people accused of a crime.

12. Why are these amendments so important to a democratic society?

Unit 2: Foundations of US Government

Concept: *Natural Rights*

Our English Heritage

- England has a strong tradition of _____ of their king
 - The _____ (1215)
 - Limited the king, protected the rights of the nobles
 - Protected rights such as _____

The Enlightenment

- A movement in the _____
- Goal was to change society using _____ and _____.

Important Enlightenment Philosophers

John L _____ (1632 – 1704)



English philosopher.

Key concept:

- Developed the idea of _____
- In the State of Nature, people will _____

Wrote *The Second Treatise of Government* (1690). He argued that the purpose of government is to protect the natural rights of people, especially “_____, _____, and _____” (property).

Locke also wrote that government’s power comes from the “_____” – this phrase would be borrowed later by...



Baron de M _____ (1689 – 1755)

French philosopher.

Key concept:

Developed the idea of _____ of _____

Wrote that government’s power should be limited by splitting power among three branches

1. Legislative – _____ laws
2. Executive – _____ laws
3. Judicial – _____ laws

CE C&G 1.2 - Explain how the Enlightenment and other contributing theories impacted the writing of the Declaration of Independence, the US Constitution and the Bill of Rights to help promote liberty, justice and equality

I can...

- Describe how the Enlightenment thinkers influenced the US Constitution

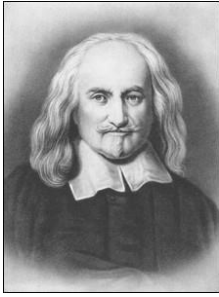
In a “state of nature” how do YOU think people would act?

Why is it necessary to have “consent of the governed?”

What does limiting the government’s power do for the citizens?

Social Contract

The idea that gov't is an agreement between the rulers and the governed (the people)



Thomas Hobbes (1577-1679)

English Philosopher

Key Concept:

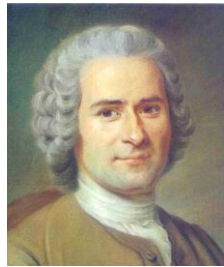
Wrote *The* _____.

Believed people were _____, could not be _____,

BUT People would be willing to give up some _____ in exchange for _____.

Therefore, the only good government would be where _____

(Hobbes said a _____ was best).



Jean-Jacques R_____ (1712 – 1778)

French Philosopher.

Key concept:

Wrote *The Social Contract* (1762). He developed the _____.

Believed people were good, could be trusted

Gov't must get permission from the people to govern ("Consent of the governed")

Our Constitution is a social contract, as reflected by its first three words:

"_____."

□

How the enlightenment impacted the early colonies...

I can...

- Explain how John Locke influenced the Declaration of Independence

- Describe how the Enlightenment thinkers influenced the US Constitution

Do you agree with Hobbes' idea that only one person should be in charge? Why or why not?

How is Rousseau's Social Contract different than John Locke's social contract?

The British Colonies

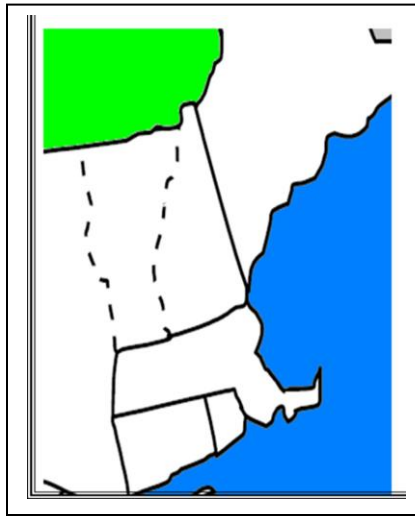
New England Colonies

Why it was founded:

Geography/Climate:

Economics:

Social Issues:



CE C&G 4.2 - Explain how the development of America's national identity derived from principles in the Declaration of Independence, US Constitution, and Bill of Rights.

CE C&G 1.4 - Analyze the principles and ideals underlying American democracy in terms of how they promote freedom

I can...

- Explain how salutary neglect led to independence in the colonies.
- Describe evidence of self-rule in the colonies.

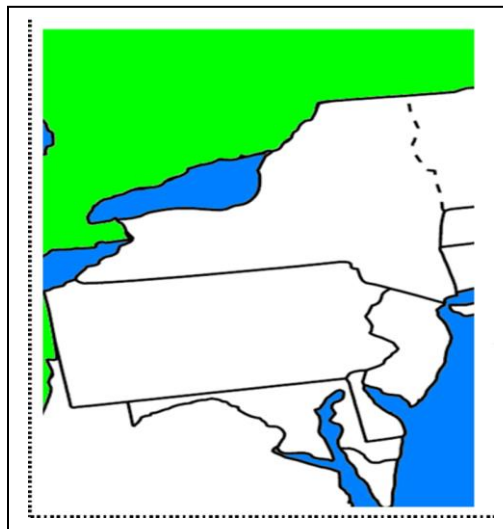
Middle Colonies

Why it was founded:

Geography/Climate:

Economics:

Social Issues:



Which region do you think has the best industrial opportunities?

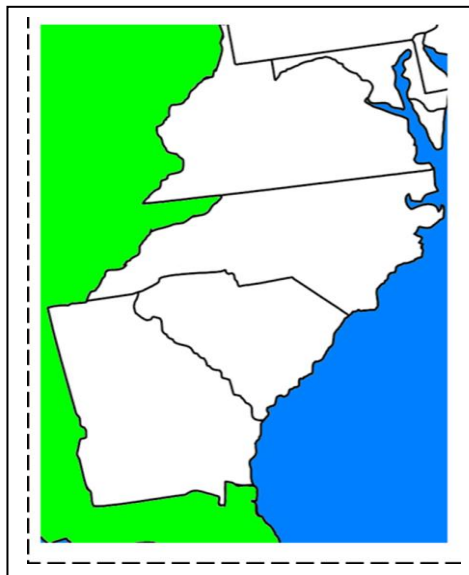
Southern Colonies

Why it was founded:

Geography/Climate:

Economics:

Social Issues:



Which region of colonies would you best contribute to? Why?

Events leading to the American Revolution

- **Colonization**
- **History of Religious Freedom**
- **History of Economic Freedom**
- **History of Self-Government**
- **Salutary neglect** (1600s up through 1763) Britain's _____ of laws regulating colonial commerce.
 - When the 13 colonies were founded England mostly let them make their own decisions
 - Colonies elected _____,
_____.
- **Mercantilism**- Theory that a country's _____ depends on its _____
 - Led England to force the colonies to _____ with them.

CE C&G 1.1 - Explain how the tensions over power and authority led America's founding fathers to develop a constitutional democracy

I can...

- Interpret why certain events led the colonists to independence.
- Provide examples of popular sovereignty in colonial America.

Why was it important for colonies to be able to self-govern?

How do you think salutary neglect and mercantilism made the colonists feel towards England as well as towards their own efforts in the colonies?

Causes of the American Revolution

- **French and Indian War** (1754 – 1763)
- The sides:
- Causes:
- Short term results: England won, all land east of the _____ given to Great Britain
- Long term results: Large war debt that Great Britain had to pay for, ending the period of _____.
- England directly taxes the colonies to repay the war debt

Proclamation of 1763



- **Proclamation of 1763** - England proclaimed that the colonists could not settle past the _____. England wanted to avoid conflict with American Indians
- Colonists ignored the Proclamation Line
- Increased _____ occurred after the French and Indian War.
- **Stamp Act** (1765) - The first direct tax on the colonies.
- A tax on _____. Led to the Stamp Act Congress, which decided the colonists would _____ British goods.
- **Quartering Act** (1765 and 1774) - Required colonists to quarter (house) British troops when asked.

I can...

- Interpret why certain events led the colonists to independence.
- Make connections between colonial events and the Constitution today

Why was it important for England to get involved in the French and Indian War?

Was it necessary for the English to give the colonies rules on where they could settle? Why or why not?

Which tax/act do you think had a bigger impact: The stamp or quartering act?

Conflict and Rebellion

- **“No taxation without representation”** - Phrase used by colonists to protest their lack of a direct voice in _____.
 - Colonists protested with a series of BOYCOTTS & Protests
 - PRIMARY CAUSE OF THE AMERICAN REVOLUTION:
 - They could not argue against taxes in Parliament with their own representation.
- **Boston Massacre (1770)** - _____ Americans are shot by British troops during an unruly protest
- **Boston Tea Party (1773)** – In response to the _____, colonists called the Sons of Liberty destroyed the tea of the East India Tea Company because it was being taxed by England and it was the only tea available to buy.
- **Coercive Acts** a.k.a. **“Intolerable Acts”** (1774) - British Parliament’s response to the Boston Tea Party. Closed Boston harbor, limited Massachusetts’ rights to _____. Denied free speech, trial by jury
Quartered troops in American homes
- **First Continental Congress (1774)** - Meeting of 12/13 colonies; petitioned King George to repeal _____.
Ties to the Crown
 - Most Americans still wanted to remain with England
 - Olive Branch Petition (July 1775) – Confirmed loyalty to the crown, but requested rights
 - Was rejected by the King
- **Start of the Revolutionary War- The Battle of Lexington and Concord (April, 1775)**
– Occurred at Lexington & Concord in Massachusetts, with the
“ _____ ”
 1st battle of the Amer. Rev.
- **Second Continental Congress (1775 – 1781)** - (1) Extended the “Olive Branch Petition” to King George (2) Drafted the _____ (3)
Served as our country’s first government

I can...

- Interpret why certain events led the colonists to independence.
- Defend the Colonists’ reasons for writing the Declaration of Independence

What act of rebellion do you think was most effective?

Do you think that the only solution to the conflict between the colonies and England was war? What could be another solution?

Independence

Common Sense & Declaration of Independence



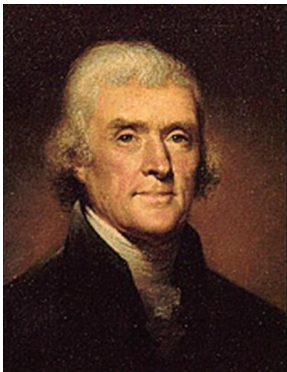
Document: **Common Sense** (January 10, 1776) – Thomas Paine summarized reasons why the 13 colonies should be _____ of Great Britain.



Author: **Thomas Paine** (1737-1809)

Paine's pamphlet was both popular and _____. It convinced previously undecided people to support independence.

The Second Continental Congress voted for independence on July ____, 1776, and put Thomas Jefferson in charge of announcing the decision in writing.



Document: **Declaration of Independence** (July ____, _____)



Announces our separation from England



adopted July 4th, 1776

- Blames King George III for the problems leading up to the Revolution

(Primary) Author: **Thomas Jefferson** (1743-1826)

Jefferson borrowed heavily from the English philosopher _____.

The Declaration of Independence includes three main parts:

1. A declaration that the U.S. is a sovereign nation.
2. A declaration of human _____
3. A long list of _____

Grievances included:

CE C&G 1.1 - Explain how the tensions over power and authority led America's founding fathers to develop a constitutional democracy
I can...

- Interpret why certain events led the colonists to independence.
- Defend the Colonists' reasons for writing the Declaration of Independence

Do you think that T. Paine's Common Sense would have been popular today? How would someone convince their peers to declare independence today?

Why was it important to include a list of human rights and a list of grievances?

Which grievance do you think was the worst offense?

Articles of Confederation (November 15, 1777)

- Written by the Second Continental Congress during a time of war, the **Articles of Confederation** served as our nation's first constitution.

→ What is a confederation?

→ Why did the (former) colonists desire this type of government?

- America was afraid of a strong central gov't (because of England)

<u>Powers of the government:</u>	<u>Weaknesses of the government:</u>

→ ☺ The **Northwest Ordinance of 1787** was a good thing that happened under the Articles of Confederation.

- This established a system for governing the Northwest Territory (north of the Ohio River to the Great Lakes and west of PA to the Mississippi River).
- It outlined how states would be created out of the territory.
- Present-day states of _____ were carved out of the territory.
- Guaranteed settlers civil rights, and banned _____ in the territory

→ ☹ **Shays' Rebellion** was a bad thing that happened under the Articles of Confederation. A depression hit farmers hard – there were few markets to sell goods, and most had little money to pay debts.

In Mass., the legislature passed a heavy tax on land. Land would be seized if owners were unable to pay. Outraged farmers in western Mass. petitioned the legislature for relief. When nothing was done, farmers rebelled. In July 1787, led by _____, farmers shut down debtor courts and stopped property auctions. Later the farmers set out to seize the _____ in Springfield, but were stopped by cannon fire and over 4,000 militiamen.

The rebellion scared many, and led to doubts about the government's ability to deal with civil unrest, and promote national unity. This led to calls for a _____

CE C&G 1.4 - Analyze the principles and ideals underlying American democracy in terms of how they promote freedom
CE C&G 1.1 - Explain how the tensions over power and authority led America's founding fathers to develop a constitutional democracy

I can...

- Defend the Colonists' reasons for writing the Declaration of Independence
- Describe the weakness of the Articles of Confederation
- Explain how Shays' Rebellion led to the fall of the Articles of Confederation

Why do you think it was important for the Articles of Confederation to not give a central government a lot of power?

What was the biggest issue that you think Shays' Rebellion showed?

The Constitutional Convention

- The Constitutional Convention

The Articles Crumble

- Articles = Weak
 - No _____
 - Couldn't _____ :
- Shays' Rebellion
 - A group of farmers angry over taxes tried to seize a federal arsenal (was defeated)
 - Showed the _____.
 - The gov't couldn't force any state to help stop the rebellion
 - Convinced Americans to want to make the Articles _____.

The Constitutional Convention

-

Met in Philadelphia beginning on May 25, 1787.

- There were 55 delegates – lawyers, merchants, college presidents, physicians, generals, governors, and planters.
- Oldest delegate: _____, at 81.
- Two delegates, _____ and _____, would go on to become presidents.

Original task:

What they did instead:

CE C&G 1.1 - Explain how the tensions over power and authority led America's founding fathers to develop a constitutional democracy

CE C&G 1.3 - Evaluate how debates on power and authority between Federalists and Anti-Federalists have helped shape government in the United States over time

I can...

- Compare the Federalists' and Anti-Federalists' desires for the new Constitution.
- Predict how the Federalists and Anti-Federalists would feel about current events

What were the main issues with the A.of C.?

What are possible solutions for the A.of.C?

Do you think a whole new government set up was necessary?

Important compromises during the convention:

- **Debate over Representation**
 - The more representatives you have in Congress the more powerful you are
 - V_____ Plan
 - Called for:
 - 3 branches of government
 - A bicameral legislature
 - Both houses have number of representatives based on _____
 - Supported by _____ states
 - N_____ J_____ Plan
 - Called for:
 - 3 branches of government
 - A unicameral legislature with each state getting 1 vote (_____ for each state)
 - Supported by _____ states
 - The Great Compromise
 - Created a _____ Congress
 - S_____ – _____ Representation
 - House of Representatives – Representation based on _____.
- **3/5 Compromise**
 - How would slaves now count in the House?
- **Commerce and Slave Trade Compromise**
- **Electoral College**

→ After the convention, a woman asked Benjamin Franklin: "Well Doctor, what have we got, a republic or a monarchy?" He responded,

"_____"

SIDE NOTE: "_____ " was a dirty word to many of our Founders!

I can...

List and describe the compromises made at the Constitutional Convention

What type of representation would you think was best for many states?

Do you think a two house Congress was effective?

Why do you think that the founding fathers were so concerned about their slaves and representation?

Which compromises highlight how we are a republic rather than a democracy?

Debate over the ratification of the new Constitution

Constitution had to be ratified by _____ of _____ states by special conventions called in each state.

There were two sides in the debate:

Federalists ...	Versus...	Anti-Federalists
_____ the Constitution, stressed the weaknesses of the Articles of Confederation		_____ the Constitution
Wanted a _____ national government ○ Would support modern policies today that give more power to the federal gov't		Feared a _____ national government would threaten state governments and the rights of individuals - Supported states' rights Would oppose modern policies today that give more power to the federal gov't
Included George _____, James _____, Alexander _____		Included Patrick _____, Richard Henry _____, George _____, John _____, Samuel _____
Wrote _____, a series of 85 essays defending the Constitution. Authors were: Madison, Hamilton, and John Jay. Appeared in NYC newspapers between October 1787 and August 1788. ○ Still used this today to better understand the Constitution		Thought a President would be too similar to a _____ Opposed the federal court system Concerned about the lack of a bill of rights- Refused to support the Constitution unless a Bill of Rights was added

- **Ratification**
 - Signed by the remaining delegates on _____,
 - Ratified by 9 of 13 states in June 21, 1788, but still lacked the critical support of VA and NY
 - All 13 states ratified the Constitution by May 29, 1790

- **Bill of Rights**
 - States reluctant to ratify were persuaded by the promise of amendments designed to protect citizens' _____
 - Congress proposed 12 amendments in September 1789; _____ were ratified on December 15, _____ - known as the Bill of Rights

Most _____ saw no need for a Bill of Rights, but many Americans did, including Thomas Jefferson ~ "A bill of rights is what the people are entitled to against every government on earth."

- **Debate Today**
 - Americans continue to debate the power of the federal government
 - Jefferson's purchase of the Louisiana purchase
 - Creation of a National Bank (McCulloch v. Maryland)
 - The Patriot Act

CE C&G 1.3 - Evaluate how debates on power and authority between Federalists and Anti-Federalists have helped shape government in the United States over time
I can...

- Compare the Federalists' and Anti-Federalists' desires for the new Constitution.
- Predict how the Federalists and Anti-Federalists would feel about current events

Which side do you agree with regarding how government should function? Federalists or Anti-Federalists?

Do you think the Bill of Rights was necessary to include? Why or Why not?

Colonial Advertisement

Create a one page flyer advertising the colony of your choice. Your goal is to make other Europeans want to come to your colony.

Include:

- name of the colony
- region in which it is located (New England, Middle or Southern) as well as neighboring colonies included in your region
- A slogan advertising the colony
- 3 catchy phrases that promote at least 3 positive attributes of your region
- illustrations/graphics

Colonial Self Government—

Define:

Mercantilism

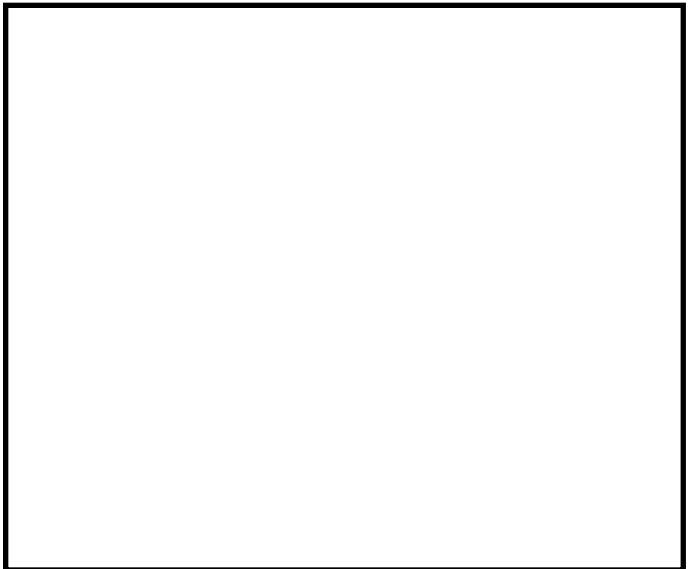
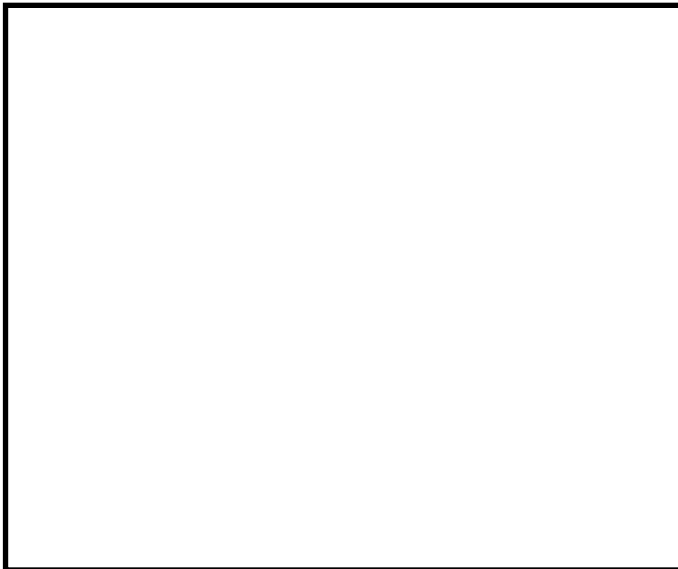
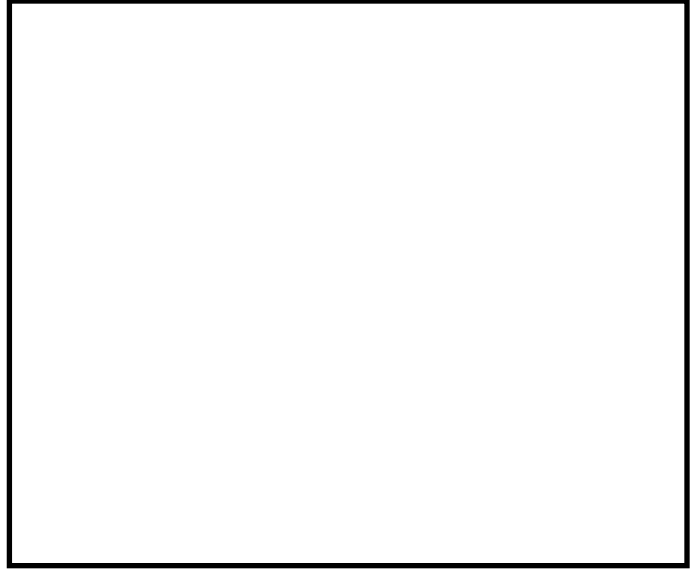
Navigation Acts

Salutary Neglect

<u>Magna Carta</u> Importance: Gov't Principle:	<u>Parliament</u> Importance: Gov't Principle:	<u>English Bill of Rights</u> Importance: Gov't Principle:
<u>Mayflower Compact</u> Importance: Gov't Principle:	<u>Virginia House of Burgesses</u> Importance: Gov't Principle:	<u>Town Meetings</u> Importance: Gov't Principle:
<u>Fundamental Orders of Connecticut</u> Importance: Gov't Principle:	<u>Maryland Toleration Act</u> Importance: Gov't Principle:	<u>John Peter Zenger Trial</u> Importance: Gov't Principle:

Connect the thoughts... Which of the above had the MOST influence on our CURRENT United States government? Give support with a reference to the text and a reference to a current event that reflects one of these self-government ideas.

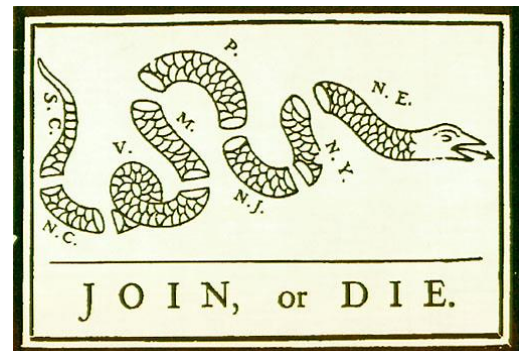
Colonial Government Comic— Using the 6 boxes, create a comic strip illustrating the pros and cons of the different forms of government being used in the colonies. Make sure you include at least 3 forms of government and they are portrayed factually, include dialogue or a story line, and use **COLOR!**



Causes of the American Revolution

Cause	When did this happen?	What happened?	Why did England do this?	How did this make the colonists feel?
The French and Indian War				
Proclamation of 1763				
Stamp Act				
Quartering Act				
Townshend Acts				
Boston Massacre				
Tea Act/ Boston Tea Party				
Coercive/Intolerable Acts				
Lexington and Concord				

Predict: What do these cartoons suggest the colonists will do to England in the future?



COLONIAL PAMPHLET

The year is 1775, you are fed up with the King of England and all of these new taxes and government control that you are being forced to accept. You decide to do something about this tyrant. You will attempt to rid America of any English control.

Using a sheet of blank paper, you will create a pamphlet that is designed to sway public opinion away from the loyalists that support England, and to the patriots that support the colonies. This document is your attempt to influence the outcome of the war by drawing public support and sympathy.

In your pamphlet you must include:

1. The Year
2. The reasons that you are upset with the British Government. (At least 3 Reasons-Be specific)
3. Reasons why we should try for Independence. (Again, 3 Reasons- Be Specific)
4. At least 3 pictures depicting life in Colonial America during this time period.

Make it look colorful and eye catching, neatness counts!

Lastly, Remember you are trying to gain support, be convincing!!!!!!

Thomas Paine's Common Sense

1. "I challenge the warmest advocate for reconciliation to show a single advantage that this continent can reap by being connected with Great Britain. I repeat the challenge; not a single advantage is derived. . .
2. Though I would carefully avoid giving unnecessary offence, yet I am inclined to believe, that all those who espouse the doctrine of reconciliation, may be included within the following descriptions.
3. Interested men, who are not to be trusted, weak men who CANNOT see, prejudiced men who will not see, and a certain set of moderate men who think better of the European world than it deserves; and this last class, by an ill-judged deliberation, will be the cause of more calamities to this Continent than all the other three.

PARAGRAPHS 2-3: According to Paine, what kinds of people "espouse the doctrine of reconciliation" with England? What does Paine's language tell you about how he feels about these people?

4. It is the good fortune of many to live distant from the scene of present sorrow; the evil is not sufficiently brought to their doors to make them feel the precariousness with which all American property is possessed. But let our imaginations transport us a few moments to Boston; that seat of wretchedness will teach us wisdom, and instruct us forever to renounce a power in whom we can have no trust. The inhabitants of that unfortunate city, who but a few months ago were in ease and affluence, have now no other alternative than to stay and starve, or turn out to beg. Endangered by the fire of their friends if they continue within the city and plundered by the soldiery if they leave it, in their present situation they are prisoners without the hope of redemption, and in a general attack for their relief they would be exposed to the fury of both armies.

PARAGRAPH 4: How does Paine describe life in Boston, and why does he think the situation there shows that England should not govern the colonies?

5. Men of passive tempers look somewhat lightly over the offences of Great Britain, and, still hoping for the best, are apt to call out, "Come, come, we shall be friends again for all this." But examine the passions and feelings of mankind: bring the doctrine of reconciliation to the touchstone of nature, and then tell me whether you can hereafter love, honour, and faithfully serve the power that hath carried fire and sword into your land? If you cannot do all these, then you are only deceiving yourselves, and by your delay bringing ruin upon posterity. Your future connection with Britain, whom you can neither love nor honour, will be forced and unnatural, and being formed only on the plan of present convenience, will in a little time fall into a relapse more wretched than the first. But if you say, you can still pass the violations over, then I ask, hath your house been burnt? Hath your property been destroyed before your face? Are your wife and children destitute of a bed to lie on, or bread to live on? Have you lost a parent or a child by their hands, and yourself the ruined and wretched survivor? If you have not, then are you not a judge of those who have. But if you have, and can still shake hands with the murderers, then are you unworthy the name of husband, father, friend or lover, and whatever may be your rank or title in life, you have the heart of a coward, and the spirit of a sycophant. . .

PARAGRAPH 5: How does Paine describe those who would reconcile with Great Britain? What does his description of them tell you about his attitude toward them?

What questions does Paine have for those who would reconcile with England? Why does Paine think reconciliation is impossible?

6. O ye that love mankind! Ye that dare oppose, not only the tyranny, but the tyrant, stand forth! Every spot of the old world is overrun with oppression. Freedom hath been hunted round the globe. Asia, and Africa, have long expelled her. —Europe regards her like a stranger, and England hath given her warning to depart. O! Receive the fugitive, and prepare in time an asylum for mankind."

PARAGRAPH 6: Who, in this paragraph is the "fugitive," who must receive or take in that "fugitive," and why must that fugitive be received?

How does Paine link the fate of America with the fate of the world? What role does Paine assign to America?

Colonial Timeline Project

Goal: Create an annotated timeline of the events leading from the Magna Carta to the signing of the Declaration of Independence and determine the significance of these events.

Instructions:

- Find the **date** or **year** for each of the following events.
- Organize the events in chronological order.
- Create an *illustrated* timeline for the events. You must illustrate at least **7** of the events.
- For **ALL 17** events include a description of the event and an explanation of why it's important
- You may do this on paper (MUST BE NEAT and COLORFUL!) or online!! Ask me how!
- Include the website that you found the information from WITH the information you found

Events: (These are NOT in order) Research these online from various sources.

- **Magna Carta is signed**
- **Founding of Jamestown**
- **Second Continental Congress meets**
- **Signing of the Declaration of Independence**
- **Intolerable Acts (Coercive Acts)**
- **First Continental Congress**
- **Battle of Lexington & Concord (“Shot Heard ‘Round the World”)**
- **Boston Massacre**
- **Founding of the House of Burgesses**
- **Boston Tea Party**
- **French & Indian War ends**
- **Proclamation of 1763**
- **Mayflower Compact**
- **Townshend Acts**
- **Fundamental Orders of Connecticut**
- **Creation of the Stamp Act**
- **Publishing of Thomas Paine’s *Common Sense***

Grading Rubric

- 5%Timeline has a title and your name
- 15% Has all 7 illustrations
- 20% Overall appearance, neatness, and creativity
- 30% Includes all events with appropriate date
- 30% Has descriptions for all events

The Articles of Confederation

The Articles of Confederation, was the first governing document, or constitution, of the United States of America. The *Articles* set the rules for operations of the "United States" confederation. The confederation was capable of making war, negotiating diplomatic agreements, and resolving issues regarding the western territories; it could print money and borrow inside and outside the US. There was no official president, only men who served as presidents of Congress. They served one year terms and there were ten in all.

The Articles supported the Congressional direction of the Continental Army, and allowed the 13 states to present a unified front when dealing with the European powers. But as a tool to build a centralized war-making government, they were largely a failure. Under the articles Congress could make decisions, but had no power to enforce them. There was a requirement for unanimous approval before any modifications could be made to the Articles.

Congress was denied the power of taxation: it could only request money from the states. The states did not generally comply with the requests in full, leaving the confederation chronically short of funds. The states and the national congress had both incurred debts during the war, and how to pay the debts became a major issue. Some states paid off their debts; however, the centralizers favored federal assumption of states' debts.

Nevertheless, the Continental Congress did take two actions with lasting impact. The Land Ordinance of 1785 established the general land survey and ownership provisions used throughout later American expansion. The Northwest Ordinance of 1787 noted the agreement of the original states to give up western land claims and cleared the way for the entry of new states.

Once the war was won, the Continental Army was largely disbanded. A very small national force was maintained to man frontier forts and protect against Indian attacks. Meanwhile, each of the states had an army (or militia), and 11 of them had navies. The wartime promises of bounties and land grants to be paid for service were not being met. In 1783, Washington defused the Newburgh conspiracy, but riots by unpaid Pennsylvania veterans forced the Congress to leave Philadelphia temporarily.

1. What were the Articles of Confederation?
2. What powers did the Confederation have?
3. Under the Articles, Congress could make laws but lacked what?
4. How did Congress get money for the war?
5. The Congress, under the Articles, made two decisions that were lasting. What were they?
6. What did the Land Ordinance of 1785 do?
7. What did the Northwest Ordinance of 1787 do?
8. Why did the Articles lack a strong leader?
9. Were the Articles of Confederation successful or not? Justify your answer.

Weaknesses

Strengths

Downfall



Constitutional Convention: Compromises

WHAT:	WHO:
WHEN:	WHY:
WHERE:	HOW:





The Great Compromise

The Electoral College

ISSUE:

VIRGINIA PLAN:





NEW JERSEY PLAN:

SOLUTION (CONNECTICUT PLAN):

ISSUE:

SOLUTION:




3/5ths Compromise

The Bill of Rights

ISSUE:

SOLUTION:



ISSUE:

SOLUTION:

Slave Trade and Commerce Compromise

ISSUE:

SOLUTION:

Federalists v. Anti-Federalists Argumentation Task

Name _____

The Federalists and Anti-Federalists were the first two political parties in the United States. Their founding ideologies were important in the framing and creation of today's government. Their arguments spanned years through writings in newspapers, essays, speeches and political protests. You will take some time to analyze each political party and assess how their arguments are still relevant in today's political climate.

Essential Question: How do the contrasting viewpoints of the Federalists and Anti-Federalists relate to modern day issues?

Use the following sources to analyze this question:

- #1 Read background information on the Federalists and Anti-Federalists
- #2 Read the quotes from the Federalists Papers & Anti Federalist Papers
- #3 Read the article "What is the Patriot Act" found through the Department of Justice Website
- #4 Analyze the Political cartoon; "Renewal of the Patriot Act" by John Darkow published in the Columbia Daily Tribune, Jan 14th 2006.
- #5 Analyze the Political Cartoon; "Patriot Act 1776-2006" by Bart, November 20, 2006
- #6 Review the Bill of Rights (Pages 107-108 in Civics Today Textbook)

****All sources can be found on the Canvas website under "Fed v Anti-Fed Sources"*****

After researching the above information...

Write an editorial that addresses your opinion of the Patriot Act using the arguments of the Federalists or Anti-Federalists. Your 3 paragraph (1 paragraph = 5-7 sentences) editorial should include the following:

1. How the Federalists would respond to the Patriot Act.
2. How the Anti-Federalists would respond to the Patriot Act.
3. Which one you agree with and explain why.
4. Create a political cartoon on your editorial regarding your stance on the Patriot Act.

Important Vocabulary Terms that could be included in your editorial:

- | | | |
|-------------------|-----------------------------|----------------|
| • Federalist | • Articles of Confederation | • Patriot Act |
| • Anti-Federalist | • Federalism | • Faction |
| • Bill of Rights | • State's Rights | • Revision |
| • US Constitution | • Federalist Papers | • Ratification |

***This project takes roughly 90 minutes to complete. Students will have to work diligently to complete the task in the time allotted.**

Final Copy Due: Monday, September

	<p>Federalists and Anti-Federalists Research Page – Directions: While analyzing the different sources, answer each question and add any additional notes that will help you with writing your editorial.</p>
<p>#1 – Background Sheet on Federalists and Anti-Federalists</p>	<p>1. What type of government did the Federalists want? _____</p> <p>2. What serves as a “primary source for interpretation of the Constitution?” _____</p> <p>3. What was the “main goal?” _____</p> <p>4. What three things did the Federalists believe the national government should do? _____ _____</p> <p>5. What were some of the Anti-Federalists concerns about the new Constitution? _____</p> <p>6. What was the “most pressing point” for the Anti-Federalists? _____</p> <p>Additional notes from this source: _____ _____</p>
<p>#2 – Federalist and Anti-Federalist Quotes</p>	<p>7. Fed Quote 1 – Why would the Bill of Rights be “dangerous?” _____</p> <p>7. Fed Quote 2 – Why is it important to have a government and not be obsessed with having the “most exact standard of perfection?” _____</p> <p>8. Fed Quote 3 - What principle is John Jay describing? _____</p> <p>9. Anti-Fed Quote 1 – What section of the Constitution is used in this quote? _____</p> <p>10. Anti-Fed Quote 2 – What do they want added to the Constitution? _____</p> <p>Additional notes from this source: _____ _____ _____</p>
<p>#3 - “What is the Patriot Act” Information Sheet</p>	<p>11. Why was the Patriot Act created? _____</p> <p>12. Summarize the four ways the act “improves our counter-terrorism efforts”</p> <ul style="list-style-type: none"> • _____ • _____ • _____ • _____ <p>13. Opinion: Do you have any concerns about this act? Why or why not? _____</p> <p>Additional notes from this source: _____ _____ _____</p>
<p>#4 - “Renewal of the Patriot Act” Political Cartoon</p>	<p>14. What is the message of this cartoon? _____</p> <p>15. Do you think this artist agrees with the Patriot Act? Why or Why not? _____</p> <p>Additional notes from this source: _____ _____</p>
<p>#5 - “Patriot Act 1776-2006” Political Cartoon</p>	<p>16. What is the message of this cartoon? _____</p> <p>17. Do you think this artist agrees with the Patriot Act? Why or Why not? _____</p> <p>Additional notes from this source: _____ _____ _____</p>
<p>#6 – Bill of Rights</p>	<p>18. List the amendments that are related to the Patriot Act and explain how they are related.</p> <ul style="list-style-type: none"> • _____ • _____ • _____

Civics and Economics Rubric: Argumentation Task Rubric

Scoring Elements	Advanced	Meets Standard	Approaches Standard	Emerging
Focus; Overall	Addresses all aspects of the prompt and maintains a strong focus on the question. 10	Addresses appropriate elements of the prompt and maintains a clear focus on the question. 7	Addresses prompt but focus becomes uneven or unclear 4	Attempts to address prompt but lacks focus on the task. 0
Background Information & Research	Completes all research and fully completes the guided notes section. 20	Completes all research but doesn't complete the guided notes section. 15	Research and guided notes section is spotty. 10	Research and guided notes section is incomplete. 0
Paragraph 1 Content Understanding	Integrates relevant and accurate content with a thorough explanation that demonstrates in-depth understanding. 20	Accurately presents content relevant to the prompt with sufficient explanations to demonstrate understanding. 15	Briefly notes content relevant to the prompt, showing a basic understanding of content. 8	Attempts to include content but understanding is weak and content is misused. 0
Paragraph 2 Content Understanding	Integrates relevant and accurate content with a thorough explanation that demonstrates in-depth understanding. 20	Accurately presents content relevant to the prompt with sufficient explanations to demonstrate understanding. 15	Briefly notes content relevant to the prompt, showing a basic understanding of content. 8	Attempts to include content but understanding is weak and content is misused. 0
Paragraph 3 Persuasive Argument, Opinion, & Reasoning	Establishes and maintains a credible and convincing claim & uses clear reasoning. 20	Establishes a credible claim and provides a generally convincing position & uses some reasoning. 15	Establishes a claim and a position with weak reasoning. 8	Attempts to establish a claim. Position is unclear and no reason is given. 0
Organization, Spelling, & Grammar	Proper use of editorial writing with an excellent title, a <u>political cartoon that shares your argument</u> , an organizational structure that wows the reader, and has no spelling or grammatical errors. 10	Maintains the structure of editorial writing, is coherent, has good sentence structure, and has an appropriate title and a political cartoon that is on topic. Few spelling or grammatical errors found. 7	Uses an appropriate editorial structure but lacks coherence & sentence structure, has an unclear title and/or has a political cartoon that is unclear, messy, or is off topic. Many spelling or grammatical errors found. 4	Attempts to organize ideas but lacks structure, title, and/or an appropriate political cartoon. Many spelling or grammatical errors found. 0

Final Student Grade: _____/100

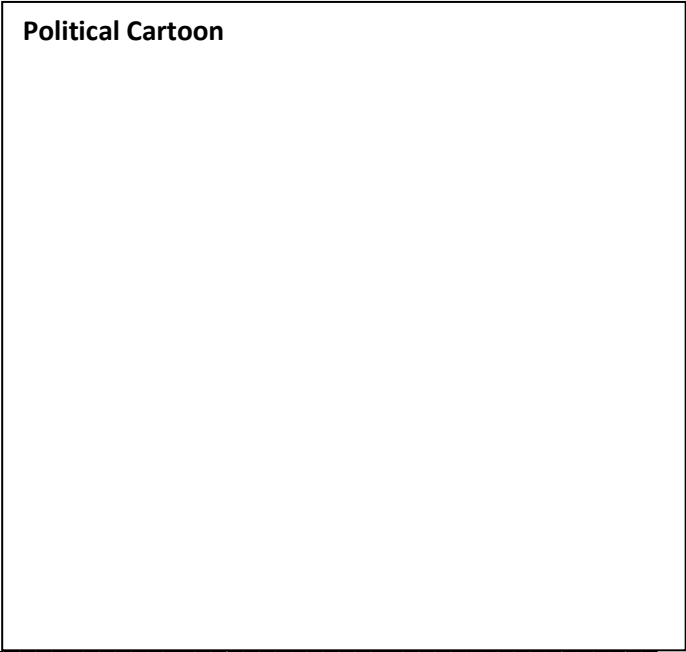
Final Editorial Date: _____

Political Cartoon

Charlotte Observer

Title of Article: _____

Paragraph 1 – The Federalist’s Response



Paragraph 2 - The Anti-Federalist’s Response

Paragraph 3 – Editor’s opinion

Causes of the American Revolution

1. What is a revolution?
2. How did the French and Indian War lead to a revolution?
3. What laws did the British Parliament pass in order to help pay off the debt from the French and Indian War?

4. What does the phrase, "No Taxation Without Representation" mean?

5. Propaganda is: information, ideas, or rumors deliberately spread widely to help or harm a person, group, movement, institution, nation, etc.

How is the Boston Massacre an example of propaganda?

Constitutional Convention: Compromises

1. The Great Compromise brought together what aspects of the Virginia and New Jersey Plans?

-Virginia Plan:

-New Jersey Plan:

2. What did the 3/5ths Compromise settle?
3. Why did the Founding Fathers create the Electoral College?

4. Which group supported the Bill of Rights?

Skill Practice: Political Cartoon



1. What do you see?
2. What is the current event?
3. What is the author's belief about the current event?
4. How do you know?

Unit 2 Study Guide

This is only a guide to the test. Questions may appear that are not covered in this review. Students are responsible for all material covered in class.



The 13 Colonies

1. What are some of the resources the colonies offered to England?
2. What were the two main reasons for colonization?
3. What role did the colonies play in the British policy of mercantilism?
4. Why did the colonists enjoy the period of salutary neglect?

Self Rule in the Colonies

1. Which big idea did each of the following contribute to our system of government?

Foundation	Contribution to American Democracy
Magna Carta	
Virginia House of Burgesses	
New England Town Hall Meeting	
John Peter Zenger Case	
Fundamental Orders of CT	
MD Toleration Act	

2. Why is the Mayflower Compact said to be an example of self rule in the colonies?

3. What is a social contract? Which of these foundations of government are an example of a social contract?

3. Which foundation of government is the most important in your opinion? Why?

The Declaration of Independence

1. Who influenced the Declaration of Independence?
2. Who wrote the Declaration of Independence?
3. What natural rights are listed in the Declaration of Independence?
4. What does the author say the people must do if the government abuses their rights?

The Articles of Confederation

1. What was the ultimate problem with the Articles of Confederation?
2. Name three weaknesses of the document.
3. The Northwest Ordinance was actually considered a strength. What did this do?
4. How did Shays' Rebellion illustrate the problems of the country under the Articles?

Ratifying the Constitution

1. What character traits describe the Federalists?
2. What character traits describe the Anti-Federalists?
3. Which party do you agree with? Why?
4. What does ratify mean?
5. What did the Federalists do to help them win?

Unit 2: Foundations of US Government

Doodle Review: Using this space, create a colorful Mind Map that includes all of the main ideas (in **BOLD!**) that we studied. You may use drawings, symbols, words, or/and patterns that will help you visualize how these main ideas are connected!

This is to help YOU and you may use it on your test!