

UNIT 2**The American Founding**

1763–1789

20-30-minute classes | 35-39 classes

UNIT PREVIEW**Structure**

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Why Teach the American Founding

The beginning is the most important part of any endeavor, for a small change at the beginning will result in a very different end. How much truer this is of the most expansive of human endeavors: founding and sustaining a free country. The United States of America has achieved the greatest degree of freedom and prosperity for the greatest proportion of any country's population in the history of humankind. How is it that the common American's pursuit of happiness has resulted in such exceptional outcomes over time? This phenomenon compels mindful young Americans to seek to understand how their nation has achieved such results. And America's youth could find no greater source of understanding than the history of their country's founding, starting with their forefathers' ideas, words, and deeds.

Enduring Ideas from this Unit

1. The United States is unprecedented in establishing its existence not on grounds of racial origin nor family privilege but on ideas asserted to be true of all people at all times: namely, on the equal human dignity of each person.
2. America was founded on the view that government should be controlled by the people themselves and limited to the purpose of protecting each person's natural rights and fostering the common good.
3. Regular, ordinary Americans of everyday means sacrificed their security and very lives to defend these truths about human beings and civic life against a tyranny of the most powerful nation of its day.
4. The United States Constitution's chief quality is that it allows the people to govern themselves with respect for the dignity of each person while both channeling and restraining the natural ambition of human beings to gain power and recognition.
5. The Constitution is a carefully wrought and considered document, and its original intent and structure should be honored both for the sake of our forebears, to whom we and the world owe our freedom and prosperity, and because the events of the last two hundred years have proven the Constitution's remarkable achievements time and time again.

What Teachers Should Consider

The United States of America is unprecedented in many ways in the course of human history, but most significantly in the opportunity all its citizens have to pursue unmatched conditions of freedom, security, and prosperity. The country owes its unprecedented success to an unprecedented founding, a beginning forged and canonized in the Declaration of Independence, the War of Independence, and the U.S. Constitution.

And yet, never have so many Americans known so little about this founding. As for love of country, one cannot love (or even consider loving) what one does not know.

The teaching of the American founding is perhaps the most necessary series of lessons a teacher can share with his or her students if those students intend to enjoy the benefits of living in America for the duration of their lives.

With this in mind, a teacher ought to take special care to learn the history and ideas of the American founding. Ambiguity in the teacher's own understanding, or assumptions derived from anywhere but careful scholarship and a deep reading of America's founding documents, will leave him or her unprepared to help students understand this history accurately.

The teacher might best open the unit with lessons aimed at understanding why the colonists declared independence in the first place. It was not to avoid paying taxes or about wanting to preserve slavery. (These are misconceptions at best, distortions at worst.) It was to choose—between liberty under self-government and servitude under tyranny. Class may proceed at a brisk pace through the years 1763–1776, touching on the many acts of the British and respective colonial responses to those acts. Spend time on the conflicts and battles; students should chart the gradual shift in public sentiment toward independence.

The Declaration of Independence itself deserves careful study. Such lessons may begin with stories of the writing of the Declaration. Teachers can foster extensive conversations about what it says, what it means, and why it says it. The majority of the conversation should dwell on the ideas found in the first, second, and final paragraphs of the Declaration. Understanding what is meant by those words is pivotal to understanding American history, what makes America an exceptional nation, and the responsibilities every American citizen has.

The American War of Independence should be taught so as to fill the moral imaginations of students with images of the heroic characters and actions of its American participants. Strategy, battles, and the general arc of the war should be taught in detail, punctuated with accounts of the key moments and figures who contributed to America's ultimate victory. The ideas for which the War of Independence was fought are matched in the American memory only by the stories of those who fought for them.

When teaching the aftermath of the War of Independence up to the Constitutional Convention, teachers should make clear that America's foray into governing itself entirely independent of Great Britain initially trended toward abject failure. The Articles of Confederation ordered public affairs in a reactionary rather than prudent manner. Students should understand that the Constitutional Convention, in many respects, saved the country from another sort of tyranny: majority tyranny.

Finally, the Constitutional Convention and the Constitution itself should be studied in tandem. Students should consider carefully why the Framers constructed the Constitution as they did while also being introduced to laws and government in general. Students should understand that nothing in the Constitution was haphazardly decided. Given the unprecedented long-term success of the Constitution, students should appreciate that any changes to the Constitution warrant careful and complete understanding of why the Framers crafted it the way they did, as explained in their own words.

How Teachers Can Learn More

TEXTS

Land of Hope, Wilfred McClay
We Still Hold These Truths, Matthew Spalding

ONLINE COURSES | [Online.Hillsdale.edu](https://online.hillsdale.edu)

The Great American Story

Lesson Planning Resources

TEACHER RESOURCES

Land of Hope Young Reader's Edition, Wilfred McClay
The Story of the Thirteen Colonies and the Great Republic, H.A. Guerber
The American Revolution and Constitution, Anne Goudvis and Stephanie Harvey
The Declaration of Independence, Elizabeth Raum
The United States Constitution, Liz Sonneborn

TRADE BOOKS

Heroes of the Revolution, David Adler
The Boston Tea Party, Russell Freedman
Let It Begin Here!, Dennis Brindell Fradin
A Picture Book of Benjamin Franklin, David Adler
A Picture Book of Paul Revere, David Adler
A Picture Book of Thomas Jefferson, David Adler
The Fourth of July Story, Alice Dalgliesh
The Liberty Bell, Mary Firestone
Let's Celebrate Independence Day, Barbara DeRubertis
George Washington, Ingri and Edgar Parin d'Aulaire
A Picture Book of George Washington, David Adler
Sam the Minuteman, Nathaniel Benchley
Our Flag, Carl Memling
The Flag We Love, Pam Munoz Ryan
Blue Sky White Stars, Sarvinder Naberhaus
Uncle Sam and Old Glory, Delano and Jean West
We the People, Peter Spier
If You Were There When They Signed the Constitution, Elizabeth Levy
A Picture Book of Alexander Hamilton, David Adler

PRIMARY SOURCES

Declaration of Independence
The United States Constitution
The Bill of Rights

**LESSON PLANS,
ACTIVITIES AND ASSIGNMENTS,
AND FORMATIVE QUIZZES**

Lesson 1 — Self-Government or Tyranny

1763–1776

9-10 classes

LESSON OBJECTIVE

Students learn how new British exertions of authority over the colonists led to the Declaration of Independence.

TEACHER PREPARATION

Create a note outline based on the following:

Teacher Texts

<i>Land of Hope Young Reader's Edition</i>	Chapter 5
<i>The Story of the Thirteen Colonies and the Great Republic</i>	Pages 68–80
<i>The American Revolution and Constitution</i>	Pages 12–28, 34–50

Trade Books

Heroes of the Revolution
The Boston Tea Party
Let It Begin Here!
A Picture Book of Benjamin Franklin
A Picture Book of Paul Revere

Online.Hillsdale.edu

The Great American Story Lecture 3

CORE CONTENT IN THIS LESSON

Geography & Places

Thirteen Colonies	Independence Hall
Boston	Lexington and Concord
Philadelphia	The Old North Church

Persons

George III	Samuel Adams
George Washington	Benjamin Franklin
Crispus Attucks	Thomas Jefferson
Paul Revere	Patrick Henry

Terms and Topics

self-government	tyranny
representation	Proclamation of 1763
consent	tax

Sons of Liberty
 Boston Massacre
 Boston Tea Party
 Intolerable Acts
 Minutemen
 Redcoats
 Battles of Lexington & Concord

Siege of Fort Ticonderoga
 First Continental Congress
 Second Continental Congress
 Continental Army
 Battle of Bunker Hill
 Liberation of Boston

To Know by Heart

“Don’t Tread On Me”
 “Paul Revere’s Ride,” Henry Wadsworth Longfellow
 “One if by land, two if by sea.”
 “The shot heard round the world.”
 “No taxation without representation.”
 “Give me Liberty or Give me Death” — Patrick Henry

Dates

July 4, 1776 Declaration of Independence signed

Images

Historical figures and events
 Revolutionary era flags
 Paul Revere’s Engraving of Boston Harbor under occupation
 Paul Revere’s Engraving of the Boston Massacre
 Independence Hall (exterior and interior)
 Battle maps
 Uniforms and arms of the Minutemen, the Continental Army soldiers, and the Redcoats

STORIES FOR THE AMERICAN HEART

- Biographies and the roles of George Washington, Benjamin Franklin, Samuel Adams, and Thomas Jefferson up through 1776
- Boston Massacre
- Boston Tea Party
- Paul Revere’s Ride
- Minutemen at the Battles of Lexington and Concord
- Ethan Allen, Henry Knox, and the Green Mountain Boys capturing the guns from Fort Ticonderoga
- John Adams’s nomination of George Washington to command the Continental Army
- Battle of Bunker Hill
- Liberation of Boston
- John Adams’s nomination of Thomas Jefferson to draft the Declaration of Independence

QUESTIONS FOR THE AMERICAN MIND

- Why was it good that the colonists had been allowed so much freedom to govern themselves?
- Why did the British begin to limit what the colonists could do after the French and Indian War?
- What is self-government? How was the colonists' freedom to govern themselves limited by the British?
- What did the Proclamation Act of 1763 attempt to do? Why?
- What is a tax? What is it used for?
- What did the Sugar Act make the colonists do?
- What things did the Stamp Act tax?
- Why were the colonists upset about new taxes?
- What did the colonists have to do for British soldiers in the colonies?
- What were the two types of patriots? How did they resist the British differently?
- What happened in the Boston Massacre and why?
- What did John Adams do after the Boston Massacre?
- How did the Boston Massacre change the minds of many colonists?
- What happened at the Boston Tea Party and why?
- What were some of the things the British did in response to the Boston Tea Party through the Intolerable Acts?
- What was the First Continental Congress?
- What did the First Continental Congress do?
- How did Parliament and King George respond to colonists requests for agreement?
- Why did the Redcoats not surprise the Americans before Lexington and Concord?
- What happened at the Battle of Lexington and Concord?
- What happened at the Siege of Fort Ticonderoga?
- What happened at the Battle of Bunker Hill?
- What was George Washington like?
- What did Thomas Paine say in his pamphlet *Common Sense*? Did it change people's minds?
- What did the Second Continental Congress do?
- Questions from the U.S. Civics Test:
 - Question 77: Name one reason why the Americans declared independence from Britain.
 - Question 85: Benjamin Franklin is famous for many things. Name one.
 - Question 86: George Washington is famous for many things. Name one.

KEYS TO THE LESSON

For more than 150 years, the British colonists of North America rarely quarreled with their countrymen on the other side of the Atlantic. Then in 1763, the British began to claim new control over the colonists. What followed were thirteen years of increased tension and sometimes violent clashes leading to outright war in 1775 and, in 1776, the declaring of independence by the colonists and the formation of a new country separate from British power. This decade and a half gave birth to the nation each American citizen calls home. It is imperative that American students know the people, actions, and stories that led to the founding of their country. The chief aim of teaching these fourteen years, therefore, is to help students to understand the actions by both Great Britain and the colonists that compelled the Americans to such a separation and to found a new, unprecedented kind of country.

Teachers might best plan and teach Self-Government or Tyranny with emphasis on the following approaches:

- Have students consider a few problems the British in North America faced following the French and Indian War (in Europe, the Seven Years' War), namely, the risk of further conflict (and associated costs) with Native Americans as colonists moved westward, and the money they owed after the late war.
- Show how Great Britain's attempted solutions to these problems (prohibiting colonial expansion and the sudden enforcement of lax tax laws) marked the first shift in the relationship between Great Britain and the colonists and heralded the end of the period of "salutary neglect," during which American colonists had grown accustomed to governing themselves.
- Help students see the pattern that this initial shift would grow into: attempts by the British (Parliament and, to a certain extent, King George III) to exert more control, alternating with American resistance to what they argued were infringements on their rights as Englishmen.
- Teach about some of the things the British tried to do through different acts, outlining what they did, why the colonists were upset, and how the colonists reacted.
- Consider with students that self-government, or representative self-government, was at the heart of the issue. Emphasize that this was not merely a nice-sounding phrase. Make clear that this was the question: not merely whether the colonists would have representation in Parliament (it was impractical) nor whether they had to pay taxes, but whether or not people must be controlled by the will of others in government without their free consent. In brief, must people be told what to do by others without having any say?
- Explain how the Americans organized themselves to engage with and resist the British, a capacity born of decades of practice in self-government and a trait of American citizens for subsequent generations. In due course, the Boston Massacre impressed on public opinion the British position's semblance to tyranny.
- Highlight that it was the Boston Tea Party, however, that brought issues to a head, prompting the British to respond to various actions in Massachusetts with the Intolerable Acts. Help students to consider the ways that these acts were unjust to the colonists by considering what these would have meant for the students and their families.
- Spend time illustrating how specific Founding Fathers marshaled their talents and ideas, eventually leading to declaring independence and forming a new nation by summer 1776.
- Tell the stories of the open armed conflicts at Lexington and Concord, Fort Ticonderoga, and Bunker Hill. Students should learn how these battles bolstered the patriot cause and changed minds in these final two years of British rule. Included in this change is the role played by Thomas Paine's *Common Sense*.
- Finally, emphasize how the news in the spring of 1776—that the British had hired German mercenary soldiers to deploy against British-Americans, and were now selectively encouraging slave rebellions in the colonies, while the Continental Congress recommended that the colonies begin forming their own governments—were key factors in moving a majority of the state delegates at the Second Continental Congress to commission a committee to draft a potential declaration of independence.

STRENGTHENING UNDERSTANDING: POST-LESSON ACTIVITIES AND ASSIGNMENTS

Activity 1: Find pictures that represent five different scenes from this lesson. Print off enough images for each group of five students to have a set. Give each student in the group a different picture (all groups will have the same five pictures). Have the students arrange the pictures in the order that those events occurred. Once the students have figured out the correct order of events, have students line up in order and go over the order of events as a class. Conclude the activity by asking students how they knew what event the picture was portraying. Ask students how they remembered the order of events/what they did to figure out the correct order. If there are groups that did not figure out the correct order, ask those students questions in order to move them to the correct sequence.

Activity 2: Conduct a round robin reading of the poem “Paul Revere’s Ride.” Then discuss it with students and begin to have them learn parts of the poem by heart. Plan two days for each student to recite their parts aloud.

Assignment 1: Have students and parents complete a “Talk about History” assignment in which parents ask their child a series of questions about what they learned in history from a given lesson. Parents record the answers and the student returns to school (provided in appendix).

Assignment 2: Have students draw and color a scene of their choice from the years between the French and Indian War through the Battle of Bunker Hill. Have students present briefly in class what they drew, the story behind it, and why they depicted it the way they did.

FORMATIVE QUIZ 1

Provide students with numbered papers. Using the “Review Sheets” in the Appendix, make statements and ask students if they are True or False. Have them draw ☺ for “True” or ☹ for “False” next to each number. Review as a class and talk through what makes each answer correct.

Lesson 2 — The Declaration of Independence

1776

4-5 classes

LESSON OBJECTIVE

Students learn about the movement in favor of independence and about the drafting and signing of the Declaration of Independence. They also read the Declaration of Independence and have a conversation about its contents and ideas.

TEACHER PREPARATION

Create a note outline based on the following:

Teacher Texts

The Declaration of Independence

Land of Hope Young Reader's Edition

The Story of the Thirteen Colonies and the Great Republic

The American Revolution and Constitution

Chapter 5

Pages 81–82

Pages 155–160,

178–181

Trade Books

Heroes of the Revolution

A Picture Book of Thomas Jefferson

The Fourth of July Story

The Liberty Bell

Let's Celebrate Independence Day

Online.Hillsdale.edu

The Great American Story

Lecture 3

CORE CONTENT IN THIS LESSON

Geography & Places

Philadelphia

Independence Hall

Persons

Benjamin Franklin

John Adams

Thomas Jefferson

John Hancock

Terms and Topics

natural rights

equality

unalienable

liberty

pursuit of happiness

consent of the governed

Liberty Bell

Primary Sources

Declaration of Independence

To Know by Heart

“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.” — Declaration of Independence

“And for the support of this Declaration, with a firm reliance on the protection of divine Providence, we mutually pledge to each other our Lives, our Fortunes and our sacred Honor.” — Final sentence of the Declaration of Independence

Dates

July 4, 1776 Declaration of Independence signed

Images

Thomas Jefferson, Benjamin Franklin, and John Adams
 Independence Hall (exterior and interior)
 Photos or facsimiles of original Declaration of Independence
 National Archives Building and Rotunda
 Jefferson Memorial
 Statue of Thomas Jefferson (Hillsdale College campus)

STORIES FOR THE AMERICAN HEART

- The first public reading of the Declaration of Independence at the State House Yard, the tolling of the Liberty Bell, and the removal of the royal coat of arms

QUESTIONS FOR THE AMERICAN MIND

- What is the Declaration of Independence about?
- Who was the main writer of the Declaration of Independence?
- To whom is the Declaration of Independence speaking?
- What does it mean that “all men are created equal”?
- What is a natural right?
- According to the Declaration of Independence, from where do natural rights come?
- What does “unalienable” mean?
- Is liberty the same thing as doing whatever you want? Why or why not?
- Why do people form government? What is it supposed to do?
- What happens without rules and laws?
- Who controls the government?
- What can people do if the government starts or threatens to hurt them?
- What kinds of things did the Declaration of Independence accuse King George of doing to them?
- Why is it special that America was created based on the words of the Declaration of Independence?
- America is a country that believes in certain ideas. What are these ideas?

- On what day do we celebrate our country’s independence, its “birthday”?
- Questions from the U.S. Civics Test:
 - Question 8: Why is the Declaration of Independence important?
 - Question 9: What founding document said the American colonies were free from Britain?
 - Question 10: Name two important ideas from the Declaration of Independence and the U.S. Constitution.
 - Question 11: The words “Life, Liberty, and the pursuit of Happiness” are in what founding document?
 - Question 75: What group of people was taken and sold as slaves?
 - Question 77: Name one reason why the Americans declared independence from Britain.
 - Question 78: Who wrote the Declaration of Independence?
 - Question 79: When was the Declaration of Independence adopted?
 - Question 81: There were 13 original states. Name five.
 - Question 85: Benjamin Franklin is famous for many things. Name one.
 - Question 87: Thomas Jefferson is famous for many things. Name one.
 - Question 125: What is Independence Day?
 - Question 126: Name three national U.S. holidays.

KEYS TO THE LESSON

The Declaration of Independence was not merely a renunciation of dependence on Great Britain. It was, in fact, generative. It created an entity—a nation—that stood on its own, had its own existence, and was independent of other nations. Even today, it offers guiding principles that continue to shape our arguments about the nature and limits of political authority. In brief, the Declaration of Independence created and still defines the United States of America.

Like an organizational mission statement, the Declaration is an indication of the Founders’ intention, a guiding star for our political life, and a benchmark for measuring our public institutions. Americans should consider all questions concerning the public sphere in light of the truths asserted in the Declaration. The Declaration of Independence should be both the beginning and end for students’ understanding of their country, their citizenship, and the benefits and responsibilities of being an American.

The lasting claim of the Declaration is that there are certain *truths* about *all men* having *unalienable* rights. Students should think about the Declaration of Independence as the foundation and even the heart of their country’s existence. While a more extensive study of the Declaration should occur in later grades, including consideration of the thinkers who influenced the Founders, the historical treatment of the American Revolution deserves some conversation on the ideas of the Declaration.

Teachers might best plan and teach the Declaration of Independence with emphasis on the following approaches:

- Help students to see that the Founders intended to speak to them, to posit truths for their consideration and ultimate judgment. “[A] decent respect to the opinions of mankind” means that the Declaration was not merely intended as an argument about

the unique situation of the colonists in 1776; the Founders submitted their claims to the judgment of all people in all times because they were asserting truths about all people in all times. This especially includes future Americans and, in this case, American students.

- Read aloud to students and talk about key phrases and words from the Declaration of Independence, especially the first and second paragraphs. Pause frequently to ask students questions about what the words mean.
- Help students to consider that the Founders are making assertions of the existence of objective truth by referencing “the Laws of Nature and of Nature’s God” and by describing the truths as “self-evident.” A “self-evident” truth is not merely a matter of perspective; it can be known and understood by anyone at any time.
- Ask students what the Declaration means by “all men are created equal.” For one thing, “men” means human being not males as opposed to females. Based on the totality of their writings available, the principal authors of the Declaration meant that men and women share equally in human dignity and in possession of natural rights or freedoms that are simply part of being human. A consistent application of equality would make slavery impossible—and the Second Continental Congress could scarcely have missed this point.
- Note that the mere articulation that all men are created equal was revolutionary. Compared to the degree and universality of equality we take for granted today, such a statement and contemporary limits on the principle in practice leave the Founders open to much potential criticism. For example, in general, women, men without land, and African Americans were not able to vote. But the mere fact that most men *were able* to vote was a significant departure from what was normal in the rest of the world. And even though civil equality was not universal, the statement about inherent and equal dignity of all people was unheard of at the time. Many Founders believed (and the centuries since have proven them correct) that this founding principle would allow for ever greater realizations of equality through history. In brief, were it not for the Founders’ assertion of human equality, albeit imperfectly put into practice, the kind of equality we are used to today likely would never have arisen, or certainly not from American shores.
- Ask students what the Declaration states to be the purpose of government. Students should understand the Declaration’s argument that government is created to secure the natural rights of each person.
- Ask students about the source of a government’s power. The Declaration explains that government power comes from the free consent of the people. Students should also consider the Declaration’s argument that people do not receive their rights from government, nor do they surrender their fundamental rights to it. Instead, the rights to “life, liberty, and the pursuit of happiness” are natural—they are inherent in being human—and government is delegated power by the sovereign people to secure their rights and pursue the common good. Rather than surrendering their rights to government, people create government to protect their rights. The Declaration describes these rights as “unalienable,” meaning that they cannot be relinquished or taken away, though they may be forfeited when a person violates the rights of another person, (e.g., the penalty for taking someone else’s life or liberty might be to lose your own life or liberty).
- Help students to understand what is meant by self-government: legitimate government exists to secure rights and derives its “just powers from the consent of the governed,” that is, from the citizen body. The fundamental purpose of government is clear and its powers are limited. As a result, and by design, the people have the liberty to govern themselves in most aspects of their daily lives.

- Read the list of grievances and ask students to connect some of the grievances to historical events they studied in the previous lesson. Then ask students to explain how those events violate the statements made in the first two paragraphs of the Declaration.
- Reserve conversations on the principled claims of the Declaration and the issue of slavery for Lesson 4 on the Constitution.

STRENGTHENING UNDERSTANDING: POST-LESSON ACTIVITIES AND ASSIGNMENTS

Activity 1: Place students in groups of four. Give each student in the group a phrase from the first sentence in the second paragraph of the Declaration of Independence (all groups will have the same four phrases). Have the students arrange the phrases in the correct order. Once the students have figured out the correct order of phrases, have students practice saying the entire second paragraph of the Declaration of Independence within their groups. After some time for practice, recite the entire first sentence of the second paragraph as a class. Conclude the event by asking students the meaning of the following key terms/topics: natural rights, equality, unalienable, liberty, and pursuit of happiness (provided in appendix).

Assignment 1: Have students and parents complete a “Talk about History” assignment in which parents ask their child a series of questions about what they learned in history from a given lesson. Parents record the answers and the student returns to school (provided in appendix).

Assignment 2: Have students draw and color a scene of their choice from the Second Continental Congress, the writing of the Declaration of Independence, or the reading of the Declaration and tolling of the Liberty Bell. Have students present briefly in class what they drew, the story behind it, and why they depicted it the way they did.

Lesson 3 — The War of Independence

1776–1783

9-10 classes

LESSON OBJECTIVE

Students learn about the major figures, common soldiers, strategy, and specific battles of the American War of Independence.

TEACHER PREPARATION

Create a note outline based on the following:

Teacher Texts

Land of Hope Young Reader's Edition

The Story of the Thirteen Colonies and the Great Republic

The American Revolution and Constitution

Chapter 6

Pages 83–102

Pages 4, 33, 53–104,

112–121, 133–136

Trade Books

Heroes of the Revolution

George Washington

A Picture Book of George Washington

Sam the Minuteman

Our Flag

The Flag We Love

Blue Sky White Stars

Uncle Sam and Old Glory

Online.Hillsdale.edu

The Great American Story

Lecture 4

CORE CONTENT IN THIS LESSON

Geography & Places

Delaware River

Valley Forge

Persons

George Washington

Phillis Wheatley

John Adams

Abigail Adams

Benedict Arnold

Alexander Hamilton

Marquis de Lafayette

Terms and Topics

Patriot/Revolutionary	Battle of Trenton
Tory/Loyalist	Betsy Ross Flag
Continental Army	Yankee Doodle
volley	Battle of Saratoga
Battle of New York	French Treaty of Alliance
mercenary	Battle of Yorktown
Hessians	Newburgh Conspiracy
Crossing of the Delaware	American Cincinnatus

To Know by Heart

“These are the times that try men’s souls.” — Thomas Paine, *The Crisis*
Yankee-Doodle, first stanza

Dates

1776–1783	War of Independence
July 4, 1776	Declaration of Independence signed
Christmas, 1776	Battle of Trenton

Images

Historical figures
Landscape pictures of geographic places featured in this lesson
Depictions of figures at various scenes and moments and in battle
“Washington Crossing the Delaware” painting
Betsy Ross Flag and other flags
Maps: overall strategies, specific battles
Relevant forts
Reenactment photos
Washington Monument
Statue of George Washington (Hillsdale College campus)

STORIES FOR THE AMERICAN HEART

- The fates of the signers of the Declaration of Independence
- David Bushnell’s submarine attack
- Washington’s Crossing of the Delaware
- The American farmers joining the Battle of Saratoga
- Washington encouraging his men at Valley Forge
- Stories of Margaret Corbin, Molly Pitcher, Abigail Adams, and Martha Washington during the war
- Washington on horseback at the Battle of Monmouth
- Washington’s dismissal of the Newburgh Conspiracy

QUESTIONS FOR THE AMERICAN MIND

- How did the British respond to the Declaration of Independence?
- What things were helpful to the Americans in the War of Independence?
- What things were helpful to the British in the War of Independence?
- How did the Americans think they could win the war?
- How did the British think they could win the war?
- How did soldiers fight each other?
- What does it mean to love one's country or to be patriotic?
- What things did George Washington do that helped the Americans?
- Why were the Americans in trouble in the winter of 1776?
- What happened at the crossing of the Delaware River and the Battle of Trenton?
- What happened at the Battle of Saratoga?
- Which country was so impressed by the Americans at the Battle of Saratoga that they decided to help the Americans fight against the British?
- Why were the Americans in trouble in the winter of 1777–78 when they were encamped at Valley Forge?
- How did George Washington inspire his soldiers at Valley Forge?
- Who was Baron von Steuben and how did he help the Continental Army?
- What happened at the Battle of Yorktown?
- Why did the Americans win the War of Independence?
- Why did soldiers want to overthrow the American government?
- How did George Washington convince the soldiers not to overthrow the American government?
- What did the British agree to do in the Treaty of Paris?
- Questions from the U.S. Civics Test:
 - Question 76: What war did the Americans fight to win independence from Britain?
 - Question 80: The American Revolution had many important events. Name one.
 - Question 86: George Washington is famous for many things. Name one.
 - Question 89: Alexander Hamilton is famous for many things. Name one.
 - Question 121: Why does the flag have 13 stripes?
 - Question 122: Why does the flag have 50 stars?
 - Question 124: The Nation's first motto was "E Pluribus Unum." What does that mean?

KEYS TO THE LESSON

The American Revolution was truly a "David and Goliath" clash: a fledging strand of remote colonies loosely cooperating as one through a continental, mostly citizen army, fought and won independence from the greatest military power in the world. Students should appreciate this about the war of their forefathers. They should also know key stories of the heroic actions of the leaders and the many common folk in that struggle, understand the strategies employed in general and in specific battles, and consider the key moments and factors that led the Americans to victory.

Teachers might best plan and teach the War of Independence with emphasis on the following approaches:

- Ask students to identify and compare the various advantages and disadvantages of each side at the outset of the war and how these shifted over the years.
- Introduce students to the contemporary style of warfare by using images, maps, and artifacts. This approach will provide a foundation for their subsequent study of battles, help them to understand what happens in battle, and allow them to appreciate the bravery of soldiers fighting on both sides. Be mindful of being too graphic given the age level.
- Help students to empathize with the common Continental Army soldier and perceive the risk facing all the colonists, especially the leaders. Conditions were truly awful at many points in the war. The prospect of imminent defeat and the dire consequences for all involved weighed heavily upon the colonists throughout the war. The leaders—the men we now consider the American Founders—would most certainly have been killed if they were captured or the war was lost. In spite of the risks, they risked everything and sacrificed much for the cause of freedom and self-government. Students should appreciate the great debt we owe them.
- In telling the stories, explain in general each side's strategy and the battle plans employed in some important battles.
- Focus on the drama of each battle through story. Students should understand how the battles came to be, the key stories and moments from the battles themselves, and the significance of their various outcomes on subsequent events. Employ battle maps as appropriate.
- As with any conflict, draw attention to the key contributions of both leaders and common soldiers in the war. George Washington should be especially considered, not so much in his battle tactics as in his overall strategy for the war and his stirring leadership of his soldiers.

STRENGTHENING UNDERSTANDING: POST-LESSON ACTIVITIES AND ASSIGNMENTS

Activity 1: Find pictures that represent five different scenes from this lesson. Print off enough images for each group of five students to have a set. Give each student in the group a different picture (all groups will have the same five pictures). Have the students arrange the pictures in the order that those events occurred. Once the students have figured out the correct order of events, have students line up in order and go over the order of events as a class. Conclude the activity by asking students how they knew what event the picture was portraying. Ask students how they remembered the order of events/what they did to figure out the correct order. If there are groups that did not figure out the correct order, ask those students questions in order to move them to the correct sequence.

Activity 2: Provide students with copies of a map that can also be projected on the board. Review with students the events of the war and where certain battles take place. As a class, mark on the map on the board and have students do the same on their own maps. Make indications about who won each battle and review with students how the battle went and what its significance was.

Activity 3: Have students draw or color a picture of the original United States flag. Ask them what the colors, stars, and stripes each represent.

Assignment 1: Have students and parents complete a “Talk about History” assignment in which parents ask their child a series of questions about what they learned in history from a given lesson. Parents record the answers and the student returns to school (provided in appendix).

Assignment 2: Have students draw and color a scene of their choice from the War of Independence. Have students present briefly in class what they drew, the story behind it, and why they depicted it the way they did.

FORMATIVE QUIZ 2

Provide students with numbered papers. Using the “Review Sheets” in the Appendix, make statements and ask students if they are True or False. Have them draw 😊 for “True” or ☹️ for “False” next to each number. Review as a class and talk through what makes each answer correct.

Lesson 4 — The United States Constitution

1783–1789

9-10 classes

LESSON OBJECTIVE

Students learn about the drafting of the Constitution, the debates within the Constitutional Convention and its ratification by the states, the political thought undergirding the Constitution, and the basic structure and powers of the federal government.

TEACHER PREPARATION

Create a note outline based on the following:

Teacher Texts

Land of Hope Young Reader's Edition

Chapters 7 and 8

The Story of the Thirteen Colonies and the Great Republic

Pages 103–108

The United States Constitution

The American Revolution and Constitution

Pages 105–108,
145–149, 161–167, 183

Trade Books

We the People

If You Were There When They Signed the Constitution

A Picture Book of Alexander Hamilton

Online.Hillsdale.edu

The Great American Story

Lectures 4 and 5

CORE CONTENT IN THIS LESSON

Geography & Places

Philadelphia

Independence Hall

Persons

James Madison

George Washington

Alexander Hamilton

Publius

Terms and Topics

government

Shays' Rebellion

Constitutional Convention

Father of the Constitution

Constitution

The Federalist

consent of the governed

self-government

faction

majority tyranny

representation
 federalism
 limited government
 separation of powers
 legislative power
 Congress
 President
 executive powers
 Commander-in-Chief

veto power
 judicial powers
 Supreme Court
 Bill of Rights
 freedom of religion
 freedom of speech
 right to assembly
 right to keep and bear arms

Primary Sources

The United States Constitution
 The Bill of Rights

To Know by Heart

Preamble to the U.S. Constitution
 “A republic, if you can keep it.” — Benjamin Franklin
 “If men were angels, no government would be necessary.” — *Federalist* 10

Dates

September 17, 1787 Constitutional Convention concludes (Constitution Day)

Images

Paintings of historical figures and events
 Depictions of scenes from the Constitutional Convention
 Photographs of Independence hall (exterior and interior)
 Photos or facsimiles of the original Articles of Confederation, Constitution, *Federalist*, and Bill of Rights
The Signing of the American Constitution painting, Samuel Knecht
 Statue of James Madison (Hillsdale College campus)
 National Archives Building and the Rotunda for the Charters of Freedom
 Paintings by Barry Faulkner in the Rotunda for the Charters of Freedom

STORIES FOR THE AMERICAN HEART

- Benjamin Franklin’s story about the sun on George Washington’s chair being a sunrise for the country
- Benjamin Franklin’s reply to a woman’s question about what the Constitutional Convention had created: “A republic, if you can keep it,” and what this means

QUESTIONS FOR THE AMERICAN MIND

- What roles do rules and laws play in daily life? What are some examples?
- What is government and what is its purpose?
- Why were the Articles of Confederation not able to protect the rights of Americans?
- What was Shays’ Rebellion and why did it worry the founders?

- What is a constitution and what does it do?
- Who was the main thinker behind the Constitution, known as the “Father of the Constitution”?
- How are the Declaration of Independence and the Constitution connected?
- What was *The Federalist* and what did it try to do?
- Did the founders think the way people are changes over time or that it doesn’t change? (talking about people in general, not necessarily in each person’s own life)
- How did the founders think people tended to be: good, bad, smart, mistaken, a mixture of all of the above?
- Why were the founders worried about people who have power over others?
- Why did the founders believe it was so important to make sure people agreed to rules and laws that government made?
- Why were the founders so worried about people becoming angry with each other and dividing into groups or factions?
- What were the founders so worried that a big group of people would do to a smaller group of people if they disagreed (majority tyranny)?
- Why did the founders believe that having a big country with many different views would help make sure that one group would not makes laws to hurt another group?
- What were some things that the delegates at the Constitutional Convention disagreed about?
- What are ways for groups to make decisions? Which way did the Founders choose?
- How is America’s democratic republic distinct from the form of government in other nations?
- Why did the founders think it was important to make sure that power in the government, or control over others, was divided among different groups instead of all held by one person or group?
- What is federalism and how does it divide power?
- What is the separation of powers and how does it divide power?
- What does the legislative power allow Congress to do?
- What does the executive power allow the President to do?
- What does the judicial power allow the Supreme Court to do?
- How are members of Congress, the President, and the Supreme Court each chosen?
- How does a bill become a law?
- Why does the Constitution make it so hard for it to be changed?
- Did everyone think the Constitution was a good idea? Why not?
- What does the Bill of Rights do and why?
- What is freedom of religion and why is it important?
- What is freedom of speech and why is it important?
- What is the right to assembly and why is it important?
- What is the right to bear arms and why is it important?
- What is due process and why is it important?
- What does each elected or appointed person swear to do for the Constitution?
- Who controls the Constitution?
- How can you be a responsible citizen?
- Questions from the U.S. Civics Test:
 - Question 1: What is the form of government of the United States?
 - Question 2: What is the supreme law of the land?
 - Question 3: Name one thing the U.S. Constitution does.

- Question 4: The U.S. Constitution starts with the words “We the People.” What does “We the People” mean?
- Question 6: What does the Bill of Rights protect?
- Question 10: Name two important ideas from the Declaration of Independence and the U.S. Constitution.
- Question 13: What is the rule of law?
- Question 14: Many documents influenced the U.S. Constitution. Name one.
- Question 82: What founding document was written in 1787?
- Question 83: The Federalist Papers supported the passage of the U.S. Constitution. Name one of the writers.
- Question 84: Why were the Federalist Papers important?
- Question 86: George Washington is famous for many things. Name one.
- Question 88: James Madison is famous for many things. Name one.
- Question 89: Alexander Hamilton is famous for many things. Name one.

KEYS TO THE LESSON

“[I]t seems to have been reserved to the people of this country, by their conduct and example, to decide the important question, whether societies of men are really capable or not of establishing good government from reflection and choice, or whether they are forever destined to depend for their political constitutions on accident and force.” Thus wrote Alexander Hamilton in the opening paragraph of *Federalist 1* in support of the newly proposed United States Constitution. Indeed, it is the Constitution that gives institutional form to the principles of the Declaration of Independence. It is, as Abraham Lincoln would later express it, the “frame of silver” meant to adorn and, most importantly, to protect the “apple of gold” that is the Declaration of Independence and the truths it asserts. The Constitution is the vehicle for the American experiment in self-government.

Study of the Constitution and of the history of its creation shows students *how* and *that* human beings are able to govern themselves in freedom, securing the equal protection of rights and the dignity of each person through reflection, deliberation, and choice. This is a significant thing for students to grasp, even if in rudimentary form at the youngest grades, for if a constitution cannot achieve these ends, then force and violence are the only alternatives left to mankind.

Students should understand the main ideas and the very basic parts of the Constitution and the government it established, and know the stories from the Constitutional Convention and the ratification debates.

Teachers might best plan and teach the Constitution with emphasis on the following approaches. While the length of this advice is larger than advice for other lessons, it is owing to the ease with which so many features of the Constitution can be taught incorrectly, with important consequences. Therefore, this advice includes many corrections to common misconceptions that can be quickly addressed in class.

- Outline some problems America faced after the Revolution, such as cancelling debts, different currencies, trade barriers between states, not being able to kick the British out of the west, and Shays’ Rebellion.

- Lead students through the process of the Constitutional Convention. Help them see that the Convention was arranged to ensure that all the states were able to speak and be represented. Through stories of the various debates and compromises, explain the difficulty of establishing a government that would satisfy all parties.
- Describe the environment and people of the Constitutional Convention and of the ratification debates.
- Read and talk about certain key phrases from the Constitution with particular attention to the Preamble and the basic structure of government that the Constitution establishes.
- Clarify that the Constitution establishes a republic, not a democracy. In a pure democracy the people make all legislative decisions by direct majority vote; in a republic, the people elect certain individuals to represent their interests in deliberating and voting. The deliberations and voting record of representatives should usually reflect but should also be more refined than that of the entire people voting directly. Sometimes this distinction is described in terms of direct democracy vs. representative democracy. The key point is to highlight our ability to govern ourselves by choosing our neighbors to represent us.
- Explain the importance of the principles of separation of powers and federalism, and why these ideas are central to the Constitution's safeguards against the corrupting tendency of power. In brief, they divide power so that everyone can hold each other accountable.
- Emphasize that the Framers of the Constitution were chiefly concerned with allowing the will of the majority to rule—thereby guaranteeing the consent of the governed—while still preserving the rights of the minority and thereby securing justice.
- Describe the American Founders' understanding of human nature. They understood human nature to be fixed and unchanging, good but also flawed and tending toward corrupting power. In response to human nature, government must guard against the opposite dangers of lawlessness and tyranny, accounting for the realities of human nature and rejecting the possibility of utopia. In brief, the Constitution is constructed on a deep and accurate understanding of fixed human nature born of the Founders' knowledge of history, their own experience, and their prudence.
- Ask about where government power comes from and what it's used for. Review how the Declaration of Independence claims that government power comes from the free consent of the people. Help students to see how the Constitution tries to make sure the people are in control to protect their rights.
- Teach the very basic makeup and powers of each branch of government and explain why the Founders made them so. Students should understand what each branch is and what its main jobs are.
- If students are capable of handling the brutalities of slavery, the following considerations may be helpful in teaching about slavery during the founding decades:
 - Slavery was one of the few matters of disagreement among the colonial revolutionaries in their otherwise generally united challenge to England. Those who opposed slavery as well as those who favored it agreed about the growing threat of British tyranny.
 - Many of the American Founders, especially those from northern colonies, strongly opposed slavery but nevertheless accepted a temporary compromise on the issue, believing that an independent and united country would provide the best prospect for actually abolishing slavery. Without unity between northern and southern colonies, either the colonists would have lost the war, in which case slavery would simply be continued by

Great Britain, or the southern colonies would have formed their own separate country, in which case the North would have no power over the South to abolish slavery. The key for the American Founders, especially those who opposed slavery, would be to continue efforts against slavery as a united country—united around the principles of the Declaration of Independence.

- The idea that a country can be founded on a principle—rather than merely on claims of territory, tribe, or military power—is uniquely American. America’s founding principle that “all men are created equal and that they are endowed by their Creator with certain unalienable rights” was unprecedented. Almost all recognized that the statement of the principles, despite a compromise that allowed for the pre-existing institution’s continuing existence, undermined the legitimacy of slavery.
- Though the Constitution did not abolish slavery, it did place more limits on slavery on a national scale than had previously existed. Indeed, adopting the Constitution was one of the first significant moves to restrict slavery anywhere in the world at that time. Moreover, as Frederick Douglass and Abraham Lincoln would later acknowledge, the Constitution placed slavery on the path to extinction.
- While it is rare that students in these grades are able to follow the logic of the Three-Fifths Clause, teachers should at least understand it well enough to dispel the commonplace belief that it made slaves only three-fifth human. The clause was not about the humanity of slaves; it was strictly about how much representation slave-owning states would receive in Congress and the Electoral College. The great hypocrisy of the slaveholders was that while they refused to call a slave a human being, they insisted that each slave be counted as a whole person for purposes of representation. In fact, it was the anti-slavery Founders who did not want slaves counted at all in the Constitution for the purposes of representation. The fact that slaves were only counted as three-fifths for the purposes of representation was a disappointment for southern states, as they had demanded they be counted as a whole person. It was a partial victory for northern opponents to slavery, as it would give the slaveholding states less influence in lawmaking than they wished. Additionally, students should understand that in the mind of those opposed to slavery, this compromise was the only politically viable route if they were to secure southern support for the Constitution, without which the country would become disunited, with the South able to perpetuate slavery indefinitely as their own country without northern abolitionists.
- The international slave trade was unlimited in the states until the passage of the Constitution, which allowed for it to be outlawed in 1808 (which it was) and for Congress to discourage it by imposing tariffs on the slave trade in the meantime.
- Consider with students the significance of the Constitution not using the word “slave” and instead using “person.” Refusing to use the word “slave” avoided giving legal legitimacy to slavery. Even Article IV, Section 2, Clause 3 emphasizes that slavery was legal based on certain state, not federal, laws. The use of the word “person” forced even slaveholders to recognize the humanity of the slave: that he or she was in fact a human person, not property. There would be no federally-recognized “property in man.”
- Consider with students the sectional nature of views on slavery during the founding. The majority of northerners and northern founders (e.g., John Adams, Benjamin Franklin, Benjamin Rush, Gouverneur Morris, and John Jay) spoke and wrote extensively on the immorality of slavery and its need to be abolished. Some northern founders, such as John

Jay, Alexander Hamilton, and Benjamin Franklin, founded or served in abolitionist societies.

- Consider also that even among the southern founders who supported slavery or held slaves, several leading founders expressed regret and fear of divine retribution for slavery in America, such as Thomas Jefferson, James Madison, and George Washington. Some freed their slaves as well, such as George Washington, who by the end of his life freed the slaves in his family estate. And many, like Thomas Jefferson, nevertheless maintained that slaves were men in full possession of the natural rights of all men. Making these observations does not diminish the inhumaneness of slavery or dismiss the wrong of racism by certain colonists or other individual Americans living in other generations.
- Note the belief of many Founders, based on the evidence at the time, that slavery was naturally on the way to extinction. Public opinion had steadily grown against it; the principles of the Declaration of Independence and Revolution would continue to be a force toward realizing equality; and the Constitution had further restricted slavery, permitted further restrictions by holding the union together, and kept slavery on its path to extinction.
- Familiarize students with the Bill of Rights, especially the 1st and 2nd Amendments.
- Finally, tell students about the first elections, meetings of the Electoral College, and George Washington's inauguration in 1789.
- Conclude the unit with some conversations along the following lines:
 - Many have understood the principle of equality as the enduring object or goal of American political life, with each generation seeking further to expand the conditions of political equality. This was the view of many Founders, as well as of Abraham Lincoln, abolitionists like Frederick Douglass, and civil rights leaders like Martin Luther King Jr., who called the Declaration a "promissory note to which every American was to fall heir" in his 1963 "I Have a Dream" speech.
 - The Declaration's principle of equality—and the persistence and bravery of Americans of all origins to sacrifice and even die insisting that the nation should live up to the principle—has led to unprecedented achievements of human equality and the protection of equal rights.

STRENGTHENING UNDERSTANDING: POST-LESSON ACTIVITIES AND ASSIGNMENTS

Activity 1: Place students in groups of five. Provide each student with a sentence/phrase from either the Declaration of Independence or the U.S. Constitution. Have students determine which sentences/phrases come from the Declaration of Independence and which ones come from the Constitution. Review with students the key terms and topics mentioned in the sentences/phrases such as the following: equality, consent of the governed, self-government, etc. Ask plenty of questions about how the two documents are connected to each other.

Activity 2: Hold a brief mock election to parts of the government. Then pretend to try to pass a law. The key is not to spend a lot of time on the mechanics of the government, but rather to show students how no one person or group of people get to make all of the decisions, how they have to work together on things they agree about most, and how the voters still control what they do.

Assignment 1: Have students and parents complete a “Talk about History” assignment in which parents ask their child a series of questions about what they learned in history from a given lesson. Parents record the answers and the student returns to school (provided in appendix).

Assignment 2: Have students draw and color a picture of their choice that illustrates an example of one of the rights guaranteed in the Bill of Rights in practice. Have students present briefly in class what they drew, the story behind it, and why they depicted it the way they did.

APPENDIX A

Talk about History

Review Sheets

Tests

Writing Assignment

TALK ABOUT HISTORY

Student Name: _____

Due: _____

Story/Lesson from History: _____

1. Who/what did you learn about in history class today?

Student Answer: _____

2. Who were the most important characters in the story?

Student Answer: _____

3. Tell me more about one of those characters.

Student Answer: _____

4. Tell me about the most exciting/interesting part of the story today.

Student Answer: _____

Parent Signature: _____

Date: _____

TALK ABOUT HISTORY

Student Name: _____

Due: _____

Story/Lesson from History: _____

1. Who/what did you learn about in history class today?

Student Answer: _____

2. Who were the most important characters in the story?

Student Answer: _____

3. Tell me more about one of those characters.

Student Answer: _____

4. Tell me about the most exciting/interesting part of the story today.

Student Answer: _____

Parent Signature: _____

Date: _____

History Assessment and Review in Grades K–2

REVIEWING AND STUDYING

One-page Review Sheets are included in the following materials. Teachers are encouraged to review items on these sheets with students in the days leading up to an assessment. Between reviewing at the beginning of each class period and this review based on the Review Sheets, students should not need to do any additional studying or review. Review Sheets may be sent home, however, if parents wish to review with their students at home.

ASSESSMENT

The method for assessing students on history in grades K-2 depends on the grade level and student ability.

For students who cannot yet read and write:

Option 1: Choose several items from the Review Sheet to ask each student orally. This may be done in private with the same questions while students complete another activity, or it may be administered aloud with the entire class, varying questions for each student.

Option 2: Create a test with images for matching or identifying terms and topics. Read aloud a description or explanation of a Person, Term, Topic, or Story to the whole class and have each student circle or place a number/letter next to the corresponding image on their test. For the Questions, read aloud a statement that would answer the question and ask students if it is True or False. Have them draw ☺ for “True” or ☹ for “False” next to each statement.

For students who can read and write:

Teachers may administer the tests included in the following materials. It is recommended, especially early in a school year, to have each student complete the test individually, but with the class proceeding together from question to question, each being read aloud by the teacher.

Review Sheet — Unit 2, Test 1

Lesson 1 | Self-Government or Tyranny
Lesson 2 | The Declaration of Independence

Test on _____

DATES: *When did _____ occur?*

July 4, 1776 Declaration of Independence signed

PERSONS: *Tell me who _____ was and what he/she did.*

George III	Patrick Henry	Benjamin Franklin	Thomas Jefferson
George Washington	Paul Revere	Thomas Paine	

TERMS AND TOPICS: *Tell me what _____ is/are/was/were and why we learned about it.*

self-government	Boston Tea Party	Continental Army	equality
representation	Intolerable Acts	<i>Common Sense</i>	pursuit of happiness
militia	Lexington &	Bunker Hill	Patriot
Sons of Liberty	Concord	natural rights	Tory

STORIES FOR THE AMERICAN HEART: *Tell me the story of...*

- George Washington's childhood
- The Boston Massacre
- The Boston Tea Party
- The Minutemen at the Battles of Lexington and Concord

QUESTIONS FOR THE AMERICAN MIND: *Tell me...*

- Why the British began to limit what the colonists could do after the French and Indian War.
- What the Proclamation Act of 1763 attempted to do and why.
- What a tax is and what it is used for.
- Why the colonists were upset about new taxes.
- What John Adams did after the Boston Massacre.
- One of the things the British did in response to the Boston Tea Party through the Intolerable Acts.
- Why the Redcoats did not surprise the Americans before Lexington and Concord.
- What Thomas Paine said in his pamphlet *Common Sense* and how it changed people's minds.
- What the Second Continental Congress decided to do.
- What the Declaration of Independence means when it says, "all men are created equal."
- Where natural rights come from.
- If liberty is the same thing as doing whatever you want. Why or why not?
- What government is supposed to do.
- Who controls the government.
- Why it is special that America was created based on the words of the Declaration of Independence.

Name _____

Date _____

The American Founding — Test 1

Lesson 1 | Self-Government or Tyranny

Lesson 2 | The Declaration of Independence

DATES: *Circle the day the Declaration of Independence was signed.*

A. July 4, 1770

B. July 1, 1776

C. July 4, 1776

PERSONS: *Match the person to who he/she was or what he/she did.*

B. Thomas Jefferson

B. George III

C. Paul Revere

- _____ The King of England who ruled over the colonists.
- _____ Warned, “The British Are Coming!” before the Battles of Lexington and Concord.
- _____ Wrote the Declaration of Independence.

TERMS AND TOPICS: *Match the term to the correct definition, description, or explanation.*

A. *Common Sense*

C. equality

E. Patriot

B. Continental Army

D. natural rights

F. self-government

- _____ The people’s ability to choose those who make laws for them.
- _____ The colonial army led by General Washington.
- _____ Thomas Paine’s pamphlet that convinced many colonists to declare independence.
- _____ Freedoms to do something that people have because they are human beings.
- _____ That each person is of the same value and should be treated the same.
- _____ A colonist who fought for America’s independence.

STORIES FOR THE AMERICAN HEART: *Tell me the story of the Boston Tea Party.*

QUESTIONS FOR THE AMERICAN MIND

10. Tell me why the British began to limit what the colonists could do after the French and Indian War.

11. Tell me why the colonists were upset about new taxes.

12. Tell me one thing the British did in response to the Boston Tea Party through the Intolerable Acts.

13. Tell me what government is supposed to do, according to the Declaration of Independence.

14. Tell me who controls the government, according to the Declaration of Independence.

Review Sheet — Unit 2, Test 2

Lesson 3 | The War of Independence

Lesson 4 | The Constitution

Test on _____

DATES: *When did _____ occur?*

September 17, 1787 Constitutional Convention concludes (Constitution Day)

PERSONS: *Tell me who _____ was and what he/she did.*

George Washington	Marquis de Lafayette	Benjamin Franklin
Benedict Arnold	James Madison	Alexander Hamilton

TERMS AND TOPICS: *Tell me what _____ is/are/was/were and why we learned about it.*

Philadelphia	Yankee Doodle	Father of the	President
Patriot	Battle of Saratoga	Constitution	Supreme Court
Tory	Battle of Yorktown	majority tyranny	Bill of Rights
Continental Army	American Cincinnatus	federalism	freedom of religion
Battle of New York	Constitutional	separation of powers	freedom of speech
Betsy Ross Flag	Convention	Congress	

STORIES FOR THE AMERICAN HEART: *Tell me the story of...*

- Washington's Crossing of the Delaware
- The American farmers joining the Battle of Saratoga
- Washington encouraging his men at Valley Forge
- Benjamin Franklin's story about the sun on George Washington's chair being a sunrise for the country

QUESTIONS FOR THE AMERICAN MIND: *Tell me...*

- How soldiers fought each other in the War of Independence.
- The country that was so impressed by the Americans at the Battle of Saratoga that they decided to help the Americans fight against the British.
- How George Washington inspired his soldiers at Valley Forge.
- Why the Americans won the War of Independence.
- What a constitution is and what it does.
- What the founders worried a bigger group would do to a smaller group if they disagreed.
- Why the founders thought it was important to make sure that power in the government, or control over others, was divided among different groups instead of all held by one person or group.
- What the legislative power allows Congress to do
- What freedom of speech is and why it is important.

Name _____

Date _____

The American Founding — Test 2

Lesson 3 | The War of Independence

Lesson 4 | The Constitution

DATES: *Circle the day the Constitutional Convention concluded, which we call Constitution Day.*

A. September 17, 1787

B. April 17, 1787

C. July 4, 1776

PERSONS: *Match the person to who he/she was or what he/she did.*

A. Benedict Arnold

B. James Madison

C. Alexander Hamilton

- _____ Soldier and assistant to George Washington and proponent of the Constitution.
- _____ Drafted the ideas of the Constitution and is known as the Father of the Constitution.
- _____ Colonial general who abandoned America and joined the British instead.

TERMS AND TOPICS: *Match the term to the correct definition, description, or explanation.*

A. American Cincinnatus

C. Betsy Ross Flag

E. Constitutional Convention

B. Battle of Yorktown

D. Bill of Rights

F. President

- _____ The first United States banner depicting thirteen stripes and thirteen stars in a circle.
- _____ The final battle of the War of Independence, where the British surrendered.
- _____ The nickname for the humble George Washington, who resigned his command.
- _____ The meeting of Founders to create a new government for the United States.
- _____ Makes sure people follow the laws passed by Congress; commands military in wartime.
- _____ A list of changes to the Constitution that clearly prevent certain government actions.

STORIES FOR THE AMERICAN HEART: *Tell me the story of the Washington’s Crossing of the Delaware.*

QUESTIONS FOR THE AMERICAN MIND

10. Tell me the country that was so impressed by the Americans at the Battle of Saratoga that they decided to help the Americans fight against the British.

11. Tell me how George Washington inspired his soldiers at Valley Forge.

12. Tell me what a constitution is and what it does.

13. Why the Founders thought it was important to make sure that power in the government, or control over others, was divided among different groups instead of all held by one person or group.

14. What freedom of speech is and why it is important.

APPENDIX B

Primary Sources

The Second Continental Congress

The American People

THE THIRTEEN UNITED STATES OF AMERICA

The Unanimous Declaration

A DECLARATION

July 4, 1776

Pennsylvania State House | Philadelphia, Pennsylvania

Declaration of Independence

BACKGROUND

The delegates from each colony at the Second Continental Congress announced their votes to form a new country separate from Great Britain in this statement to mankind that expounds both the principles on which this new country would be founded and the reasons they judged themselves justified to separate.

ANNOTATIONS**NOTES & QUESTIONS**

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

5 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

10 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. Prudence, indeed, will dictate that Governments long estab-

15 lished 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

"The Declaration of Independence," in *The U.S. Constitution: A Reader*, ed. Hillsdale College Politics Faculty (Hillsdale, MI: Hillsdale College Press, 2012), 5-9.

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right themselves by abolishing the forms to which they are accustomed. But when a long train of abuses and usurpations, pursuing invariably the same Object evinces a design to reduce them under absolute Despotism, it is their right, it is their duty, to throw off such Government, and to provide new Guards for their future security.—Such has been the patient sufferance of these Colonies; and such is now the necessity which constrains them to alter their former Systems of Government. The history of the present King of Great Britain is a history of repeated injuries and usurpations, all having in direct object the establishment of an absolute Tyranny over these States. To prove this, let Facts be submitted to a candid world.

10

He has refused his Assent to Laws, the most wholesome and necessary for the public good.

He has forbidden his Governors to pass Laws of immediate and pressing importance, unless suspended in their operation till his Assent should be obtained; and when so suspended, he has utterly neglected to attend to them.

15

He has refused to pass other Laws for the accommodation of large districts of people, unless those people would relinquish the right of Representation in the Legislature, a right inestimable to them and formidable to tyrants only.

20

He has called together legislative bodies at places unusual, uncomfortable, and distant from the depository of their public Records, for the sole purpose of fatiguing them into compliance with his measures.

He has dissolved Representative Houses repeatedly, for opposing with manly firmness his invasions on the rights of the people.

25

He has refused for a long time, after such dissolutions, to cause others to be elected; whereby the Legislative powers, incapable of Annihilation, have returned to the People at large for their exercise; the State remaining in the mean time exposed to all the dangers of invasion from without, and convulsions within.

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He has endeavored to prevent the population of these States; for that purpose obstructing the Laws for Naturalization of Foreigners; refusing to pass others to encourage their migrations hither, and raising the conditions of new Appropriations of Lands.

- 5 He has obstructed the Administration of Justice, by refusing his Assent to Laws for establishing Judiciary powers.

He has made Judges dependent on his Will alone, for the tenure of their offices, and the amount and payment of their salaries.

10

He has erected a multitude of New Offices, and sent hither swarms of Officers to harass our people, and eat out their substance.

- 15 He has kept among us, in times of peace, Standing Armies without the Consent of our legislatures.

He has affected to render the Military independent of and superior to the Civil power.

- 20 He has combined with others to subject us to a jurisdiction foreign to our constitution, and unacknowledged by our laws; giving his Assent to their Acts of pretended Legislation:

For Quartering large bodies of armed troops among us:

- 25 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:

- 30 For imposing Taxes on us without our Consent:

For depriving us in many cases, of the benefits of Trial by Jury:

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For transporting us beyond Seas to be tried for pretended offenses:

5 For abolishing the free System of English Laws in a neighboring Province, establishing therein an Arbitrary government, and enlarging its Boundaries so as to render it at once an example and fit instrument for introducing the same absolute rule into these Colonies:

For taking away our Charters, abolishing our most valuable Laws, and altering fundamentally the Forms of our Governments:

10 For suspending our own Legislatures, and declaring themselves invested with power to legislate for us in all cases whatsoever.

He has abdicated Government here, by declaring us out of his Protection and waging War against us.

15 He has plundered our seas, ravaged our Coasts, burnt our towns, and destroyed the lives of our people.

20 He is at this time transporting large Armies of foreign Mercenaries to complete the works of death, desolation and tyranny, already begun with circumstances of Cruelty and perfidy scarcely paralleled in the most barbarous ages, and totally unworthy the Head of a civilized nation.

25 He has constrained our fellow Citizens taken Captive on the high Seas to bear Arms against their Country, to become the executioners of their friends and Brethren, or to fall themselves by their Hands.

30 He has excited domestic insurrections amongst us, and has endeavored to bring on the inhabitants of our frontiers, the merciless Indian Savages, whose known rule of warfare, is an undistinguished destruction of all ages, sexes and conditions.

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In every stage of these Oppressions We have Petitioned for Redress in the most humble terms: Our repeated Petitions have been answered only by repeated injury. A Prince whose character is thus marked by every act which may define a Tyrant, is unfit to be the ruler of a free people.

5

Nor have We been wanting in attentions to our British brethren. We have warned them from time to time of attempts by their legislature to extend an unwarrantable jurisdiction over us. We have reminded them of the circumstances of our emigration and settlement here. We have appealed to their native justice and magnanimity, and we have conjured them by the ties of our common kindred to disavow these usurpations, which, would inevitably interrupt our connections and correspondence. They too have been deaf to the voice of justice and of consanguinity. We must, therefore, acquiesce in the necessity, which denounces our Separation, and hold them, as we hold the rest of mankind, Enemies in War, in Peace Friends.

10

15

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

20

25

Georgia

Button Gwinnett, Lyman Hall, George Walton

30

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North Carolina

William Hooper, Joseph Hewes, John Penn

South Carolina

5 Edward Rutledge, Thomas Heyward, Jr., Thomas Lynch, Jr., Arthur Middleton

Maryland

Samuel Chase, William Paca, Thomas Stone, Charles Carroll of Carrollton

10 Virginia

George Wythe, Richard Henry Lee, Thomas Jefferson, Benjamin Harrison, Thomas Nelson, Jr., Francis Lightfoot Lee, Carter Braxton

Pennsylvania

15 Robert Morris, Benjamin Rush, Benjamin Franklin, John Morton, George Clymer, James Smith, George Taylor, James Wilson, George Ross

Delaware

Caesar Rodney, George Read, Thomas McKean

20

New York

William Floyd, Philip Livingston, Francis Lewis, Lewis Morris

New Jersey

25 Richard Stockton, John Witherspoon, Francis Hopkinson, John Hart, Abraham Clark

New Hampshire

Josiah Bartlett, William Whipple, Matthew Thornton

30 Massachusetts

John Hancock, Samuel Adams, John Adams, Robert Treat Paine, Elbridge Gerry

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Rhode Island

Stephen Hopkins, William Ellery

Connecticut

5 Roger Sherman, Samuel Huntington, William Williams, Oliver Wolcott

THE PEOPLE OF THE UNITED STATES OF AMERICA

The Constitution

LAW

March 4, 1789
United States of America

BACKGROUND

Delegates to the Constitutional Convention drafted and the states ratified this Constitution, forming the second national government for the United States of America.

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Preamble

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
5 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
10 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.

"The Constitution of the United States of America," in *The U.S. Constitution: A Reader* (Hillsdale, MI: Hillsdale College Press, 2012), 47-66.

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 choose 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 of 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.

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.

5 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.

10 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.

15 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.

20 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, unless they shall by Law appoint a different Day.

25 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
5 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.

10 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
15 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 encreased during such time; and no Person holding any Office under the United States, shall be a Member of either House during his
20 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
25 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
 5 (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 pre-
 10 sented 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
 15 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
 20 Indian Tribes;

To establish an uniform Rule of Naturalization, and uniform Laws on the subject of Bank-
 ruptcies throughout the United States;

To coin Money, regulate the Value thereof, and of foreign Coin, and fix the Standard of
 Weights and Measures;

25 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;

5 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;

10 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;

15 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;

20 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, dock-Yards, and other needful Buildings;—And

25 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.

- 5 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.

- 10 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.

- 15 No Money shall be drawn from the Treasury, but in Consequence of Appropriations made by Law; and a regular Statement and Account of the Receipts and Expenditures of all public Money shall be published from time to time.

- 20 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 any Thing 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.

- 25 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 its 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.

5 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

10 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:

15 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.

20 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, 25 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
5 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
10 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,
15 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,
20 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
25 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.

5 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
10 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
15 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,
20 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

25 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

Behavior, and shall, at stated Times, receive for their Services a Compensation, which shall not be diminished during their Continuance in Office.

5 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,
10 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
15 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.

20 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
25 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 State 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
5 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
10 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 Con-
15 federation.

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, any Thing in the Constitution or Laws of any State to the Contrary notwithstand-
20 ing.

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
25 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.

5 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.

10 George Washington—

President and deputy from Virginia

Delaware

George Read, Gunning Bedford, Jr., John Dickinson, Richard Bassett, Jacob Broom

15 **Maryland**

James McHenry, Daniel of St. Thomas Jenifer, Daniel Carroll

Virginia

John Blair, James Madison, Jr.

North Carolina

20 William Blount, Richard Dobbs Spaight, Hugh Williamson

South Carolina

John Rutledge, Charles Cotesworth Pinckney, Charles Pinckney, Pierce Butler

ANNOTATIONS

Georgia

William Few, Abraham Baldwin

New Hampshire

John Langdon, Nicholas Gilman

5 **Massachusetts**

Nathaniel Gorham, Rufus King

Connecticut

William Samuel Johnson, Roger Sherman

New York

10 Alexander Hamilton

New Jersey

William Livingston, David Brearley, William Paterson, Jonathan Dayton

Pennsylvania

15 Benjamin Franklin, Thomas Mifflin, Robert Morris, George Clymer, Thomas FitzSimons, Jared Ingersoll, James Wilson, Gouverneur Morris

Attest William Jackson Secretary

FIRST CONGRESS

Proposed Amendments to the Constitution

JOIN RESOLUTION EXCERPT

September 25, 1789

Federal Hall | City of New-York, New York

Bill of Rights

BACKGROUND

As part of a compromise to secure the ratification of the Constitution, Federalists introduced in the first Congress a Bill of Rights as twelve amendments to the new Constitution. Below are the ten amendments that were ultimately ratified.

ANNOTATIONS

NOTES & QUESTIONS

Amendment I

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.

5 Amendment II

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.

Amendment III

10 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 Constitution of the United States of America," in *The U.S. Constitution: A Reader* (Hillsdale, MI: Hillsdale College Press, 2012), 58-60.

Amendment IV

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.

Amendment V

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 defence.

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 re-examined 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

- 5 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.

