

Unit Two

Revolutionary America

1754–1801

“All Men Are Created Equal?”

7. Making a Revolution
8. Declaring Independence
9. Winning Independence
10. Inventing a Nation
11. Searching for Stability
12. A Peaceful Transfer of Power

THEME

When the delegates to the Second Continental Congress approved the Declaration of Independence in July 1776, they endorsed one of the most remarkable political documents in world history. More than two hundred twenty-five years later, Americans take an annual holiday to commemorate what happened then. In the midst of the social gatherings and fireworks which mark the day, some may even reflect on what happened in 1776 and what the statements in the Declaration actually mean to us today. Most notably, that elusive goal of equality is still there.

How and why did the revolutionaries in thirteen colonies take such a bold step in 1776? What in the world were they thinking? Declaring independence was one thing, winning it was another! How could they propose to engage and actually defeat the British in a revolutionary war? What kind of nation could be created in such an environment? Would that nation have enough stability to survive? Could power be transferred without a violent revolution? Exploring the answers to these questions can provide us with new perspectives not only on the revolutionary generation but also on the enduring effects of that generation's choices.

Lesson 7

Making a Revolution

OVERVIEW

Revolutions still occur in world history, but they are never simple affairs. Many ingredients need to coalesce to form a revolutionary movement. Enough committed people have to be dedicated to bringing about fundamental changes. These changes are political, to be sure, but the revolutionary process can lead to unforeseen social and economic consequences as well.

On the surface, mid-eighteenth-century British colonists in America appeared to be unlikely revolutionaries. While they were forming a society distinct from England, they were still predominantly British in their thinking and loyalty. However, in the 1760s and 1770s, these colonial people turned into a revolutionary people. How and why did this happen?

A key turning point in this revolutionary process was the British victory in the French and Indian War. The British had removed the French from the North American chessboard, but they still had to deal with hostile Indians and an imposing war debt. British decisions regarding these and other issues led to a series of actions in America that made a revolution possible.

Americans from thirteen different colonies could not agree on a Plan of Union in 1754, but during the next twenty years, a revolutionary mindset began to take shape. James Otis' appeal to natural rights in 1761 gave an American expression to the idea that governments are limited. Then a series of British moves prompted colonial Americans to challenge the authority of the British government. Americans began to talk more forcefully about their liberties. Revolutionary leaders emerged, and propagandists portrayed victims of British gunfire as martyrs. Finally, British patience with American provocations expired after the Boston Tea Party, and they took steps in 1774 to force the colonials to comply with British policy. By this time, however, the Americans were willing and able to make a unified response. Indeed, they were on the brink of declaring independence.

LESSON ASSIGNMENTS

Text: Roark, et al., *The American Promise*, Chapter 5, "The British Empire and the Colonial Crisis," pp. 142–181.

Video: "Making a Revolution" from the series *Shaping America*.

Documents:
"The Destruction of the Tea" found on pp. 168–170 of the textbook.

LEARNING OBJECTIVES

This lesson focuses on how and why the American revolutionary movement took shape in the 1760s and 1770s. Upon completing this lesson, you should be able to:

1. Explain why the French and Indian War took place and how it affected relations between England and the people in the British colonies in North America.
2. Explain the shifting British policies toward colonial America in the 1760s and 1770s and why these actions aroused so much colonial opposition.
3. Describe the evolution of American political thought and tactics in opposing British policies between 1754 and 1774.
4. Analyze the complexity of revolutions in general and the American revolutionary movement in particular.

LESSON FOCUS POINTS

The following questions are designed to help you get the most benefit from the sources selected for this lesson. For reference purposes, the titles for the video segments are: (1) Introduction, (2) "Opening Moves," (3) "The Gambit," (4) "The Middle Game," (5) "The Blunder," (6) "Queen's Corner," and (7) "Endgame."

1. What does the term *revolution* mean? Why do people get involved? Why were the Americans ripe for a revolution by the 1770s? (video segment 1)
2. Who was fighting whom in the French and Indian War? Why were they fighting? Where were they fighting? (textbook, pp. 144–151; Map 5.1, p. 148; video segment 2)
3. What was the purpose of the Albany Congress? What was the Albany Plan of Union? What did the Congress and the fate of the Plan of Union indicate about the colonies? (textbook, p. 146; video segment 2)
4. What were the consequences of the French and Indian War in terms of geography? What were the consequences in terms of British policy? (textbook, pp. 149–151; Map 5.2, p. 150; video segment 2)
5. What were "writs of assistance"? Why did James Otis argue against them? How did his arguments form a philosophical basis for revolution? What were the short- and long-term effects of this issue? (video segment 3)
6. Why did Pontiac initiate an uprising in 1763? Where did this take place? How is the uprising connected to the Proclamation Act of 1763? What is the significance of this proclamation? (textbook, pp. 151–152)

7. What steps did the British take in 1764–1765 to raise revenue from the colonists? Why was the Stamp Act so controversial? How did arguments about the stamp tax illustrate differing views about representation and the right to tax? (textbook, pp. 152–159; video segment 4)
8. How did the Americans resist the Stamp Act? What forms of resistance were particularly effective? Who were the Sons of Liberty, and what did they do? What role did “crowd politics” begin to play in the revolutionary movement? (textbook, pp. 155–158; video segment 4)
9. Why did the Americans link “liberty and property” in their arguments against British taxes? Why did they think England was trying to enslave them? To what extent were the arguments about liberty and slavery applicable to black Americans at this time? (textbook, p. 158; video segment 4)
10. Why did the British impose the Townshend duties? How were they resisted in America? Why and how did women play an active role in this resistance? (textbook, pp. 159–162)
11. Why did the Boston Massacre take place? What really happened? What was the significance of this event? (textbook, pp. 162–163; video segment 5)
12. What does an examination of “tarring and feathering” reveal about terrorism in the period 1765–1775? (textbook, pp. 172–173)
13. How and why did the British reaction to the burning of the *Gaspee* and their proposals to pay justices provoke colonial opposition? How were the revolutionaries able to form a communications network? What was important about that? (textbook, p. 164)
14. Why did tea get invested with a lot of political meaning during the 1760s and 1770s? What were the causes and consequences of the Boston Tea Party? (textbook, pp. 163–166; video segment 6)
15. Read the document titled “The Destruction of the Tea.” Answer the questions posed in the text. (textbook, pp. 168–170)
16. What were the Coercive Acts? What effects did these acts have on the colonials? (textbook, pp. 166–167; video segment 6)
17. What was the purpose of the First Continental Congress? What actions were taken at this meeting? (textbook, pp. 167, 171; video segment 6)
18. How and why had a “national consciousness” emerged among the colonies between the Albany Congress (1754) and the First Continental Congress (1774)? Do you think the American Revolution was inevitable by the end of 1774? (video segment 7)

HISTORICAL EXPERTS INTERVIEWED

Jon Butler, Coe Professor of History, Yale University, New Haven, CT

Patricia Cline Cohen, Professor, University of California at Santa Barbara, Santa Barbara, CA

Edward Countryman, University Distinguished Professor, Southern Methodist University,
Dallas, TX

Sheila Skemp, Professor, University of Mississippi, Oxford, MS

Gordon Wood, Alva O. Way University Professor and Professor of History, Brown University,
Providence, RI

PRACTICE TEST

The following items will help you evaluate your understanding of this lesson. Use the Answer Key at the end of the lesson to check your answers or to locate material related to each question.

Multiple choice: Choose the BEST answer.

1. In the video, Professors Sheila Skemp and Jon Butler indicate that the American colonies were ripe for revolution prior to 1776 for all of the following reasons EXCEPT that they _____.
 - A. had developed a new political order
 - B. had a clear blueprint for a new national government
 - C. were steeped in the English tradition of rights
 - D. lived in diverse social and economic communities
2. The Albany Plan of Union as proposed by Benjamin Franklin and Thomas Hutchinson was _____.
 - A. accepted by all of the colonies
 - B. accepted by the colonies and turned down by England
 - C. helpful in gaining the pledge of the Iroquois to fight the French
 - D. approved by neither the colonies nor England
3. After the French and Indian War, the Earl of Bute decided to keep ten thousand British troops in America to _____.
 - A. keep the peace between the colonists and the Indians
 - B. punish the colonists for their smuggling activities during the war
 - C. prevent the French from trying to regain lost territory
 - D. protect settlers who moved west of the Appalachian Mountains
4. The Stamp Act of 1765 _____.
 - A. affected only New England
 - B. was consistent with past parliamentary efforts to regulate trade
 - C. seemed to set an ominous precedent in the eyes of the colonists
 - D. required the consent of the colonial assemblies before going into effect

5. According to the British, the major purpose of the Tea Act of 1773 was to _____.
 - A. break the American boycott of tea imported from England
 - B. raise more revenue from the sale of tea to cover military costs in North America
 - C. boost sales for the financially strapped British East India Company
 - D. punish the Americans for importing tea from Holland
6. The First Continental Congress created the Continental Association, whose purpose was to _____.
 - A. abolish individual colonial governments
 - B. enforce a staggered and limited boycott of trade
 - C. provide a forum to share plans for resisting British oppression
 - D. devise a method of collecting taxes until the former Massachusetts charter was restored

Short Answer: Your answers should be one or two paragraphs long and specifically address the points indicated.

7. After listening to and reflecting upon James Otis' arguments against the writs of assistance, John Adams observed that "then and there, the child of independence was born." Explain why Adams made this statement. Do you agree with him? Why or why not?

Essay Question: Your answers should be several paragraphs long and express a clear understanding of the points indicated.

8. Describe and explain the evolution of American political thought and tactics in opposing British policies between 1754 and 1774. Why and how had the revolutionary movement brought the colonies to the brink of declaring independence? Do you think that the American Revolution was inevitable by 1774? Why or why not?

ANSWER KEY

	Learning Answer Objectives	Focus Points	References
1.	B..... LO 4.....	FP 1	video segment 1
2.	D..... LO 1.....	FP 3	p. 146; video segment 2
3.	A..... LO 1.....	FP 4.....	pp. 149–151; Map 5.2, p. 150; video segment 2
4.	C..... LO 3.....	FP 7	pp. 152–159; video segment 4
5.	C..... LO 2.....	FP 14.....	pp. 163–166; video segment 6
6.	B..... LO 3.....	FP 17	pp. 167, 171; video segment 6

7. LO 3.....FP 5 video segment 3
 - What was Otis' central argument?
 - How could Otis' argument be applied to other issues in the 1760s and 1770s?
 - How does Otis' argument connect to a right of revolution? . . . to the Declaration of Independence?
8.LO 1–4.....FP 1–18..... pp. 144–173; video segments 1–7
 - Consider the ingredients necessary to make a revolution.
 - What was the status of colonial political union in 1754?
 - How did the Americans begin to apply natural rights to their situation?
 - Why and how did the Americans connect ideas of liberty and property? Why would this connection lead them toward more revolutionary positions?
 - Describe the various tactics the Americans used to express their disagreement with the British. How and why did their tactics and actions coalesce into a revolutionary movement?
 - What was the status of colonial political union in 1774?
 - Take a position on the inevitability question and defend it.

ENRICHMENT IDEAS

These activities are not required unless your instructor assigns them. They are offered as suggestions to help you learn more about the material presented in this lesson.

1. Are there issues and/or policies in the communities in which you live and work that you do not agree with? Select one and then proceed to write a well-developed essay in which you describe the issue and explain how you propose to change it.
2. Research the killings that took place at Kent State University in 1970. Then submit an essay in which you compare and contrast that event with the Boston Massacre of 1770.
3. Imagine yourself to be the lawyer defending Captain Thomas Preston, the British officer charged with murder in the Boston Massacre. In a carefully worded essay, describe how you plan to convince the jury that he is innocent of the charge.
4. There are many ingredients necessary to make a revolution: natural rights arguments, violence, propaganda, charismatic leadership, martyrdom, et cetera. Research one of these factors in a revolution *other than* the American fight for independence. Then submit a report in which you discuss the importance of that ingredient in the revolution you have examined.

SUGGESTED READINGS

See the "Bibliography" on pages 179–181 of the text if you wish to examine other books related to the material presented in this lesson.

Lesson 8

Declaring Independence

OVERVIEW

By 1775, relations between England and its mainland colonies were obviously severely strained, but they were not yet at the breaking point. However, the revolutionary movement, which had been inching toward independence, picked up momentum when armed insurrection erupted at Lexington and Concord, Massachusetts, in April of that year.

The Second Continental Congress assembled a month later and began assuming political and military authority for the colonies. However, the delegates, like the American people, were not yet united on their ultimate objective, and many continued to express loyalty to the King of England. The sense of that loyalty was severely challenged by Thomas Paine in January 1776. Six months later, the Congress adopted one of the most revolutionary documents in world history, the Declaration of Independence.

In the short term, that document justified both independence from England and a war against that nation. Beyond that, the revolutionary philosophy enunciated there would help spark democratic revolutions throughout the world for over two hundred years. At home, the Declaration of Independence became part of an American creed. Most especially, the phrase that “all men are created equal” turned into a goal that would challenge the United States throughout its history.

LESSON ASSIGNMENTS

Text: Roark, et al., *The American Promise*, Chapter 5, “The British Empire and the Colonial Crisis,” pp. 171–177; Chapter 6, “The War for America,” pp. 183–192; and Appendix, pp. A1–A3 (The Declaration of Independence).

Video: “Declaring Independence” from the series *Shaping America*.

Documents: “The Issue of Independence,” found on pp. 190–191 of the text.

LEARNING OBJECTIVES

This lesson examines the background, purpose, and meaning of the Declaration of Independence. Upon completing this lesson, you should be able to:

1. Analyze the historical significance of the “domestic insurrections” at Lexington and Concord and those directed against slavery.
2. Analyze the steps taken by the Second Continental Congress to assume political and military authority in the colonies.
3. Explain the significance of Thomas Paine’s *Common Sense*.
4. Explain the purpose and meaning of the Declaration of Independence.
5. Analyze the short- and long-term effects of the Declaration of Independence.

LESSON FOCUS POINTS

The following questions are designed to help you get the most benefit from the sources selected for this lesson. For reference purposes, the titles for the video segments are: (1) Introduction, (2) “Justifying Revolution,” (3) “Declaring Equality,” (4) “The Unanimous Declaration,” (5) Short-take: “The Men Who Signed,” and (6) Summary Analysis: “From This Time Forward.”

1. Why were the British troops advancing on Lexington and Concord on April 18–19, 1775? (textbook, pp. 171, 174; video segment 2)
2. How and why did the colonial militia resist the British advance and attack their retreat? What was the significance of these military engagements? (textbook, pp. 171, 174–175; video segment 2)
3. How did slaves pursue their version of liberty at the same time that militant colonials were resisting British attempts to reduce them to “slavery.” How does this display an irony of history? (textbook, pp. 174–178)
4. How did the writings of Abigail Adams give voice to the “limited radicalism” of the American Revolution? (textbook, pp. 183–184)
5. How and why was royal control breaking down in the colonies and local communities in 1774–1775? What initial steps did the Second Continental Congress take to assume political and military authority in the colonies? Why was George Washington chosen to command the Continental army? (textbook, pp. 184–186)
6. What happened at the Battle of Bunker Hill? What was its significance? (textbook, pp. 186–187)

7. How and why did the Second Continental Congress continue to pursue reconciliation with England in the summer and fall of 1775? (textbook, pp. 187–188)
8. Who was Thomas Paine? Why did he write *Common Sense*? What was the significance of that pamphlet? (textbook, pp. 188–189; video segment 2)
9. Why was Thomas Jefferson chosen to be the primary author of the Declaration of Independence? Where did his ideas come from? (video segment 3)
10. What was the purpose of the Declaration in 1776? What is the basic political philosophy expressed in the Declaration? Why are charges brought against the King in the document? Are the charges accurate? Do the charges justify the revolution? (textbook, pp. 189, A1–A3; video segments 2, 3)
11. What did the statement that “all men are created equal” mean in 1776? (video segment 3)
12. Why did Congress excise Jefferson’s proposed passage in the Declaration that blamed the King for slavery? How does Jefferson’s life reflect the American perspective on the issue of slavery? (video segment 3)
13. What effect did the editing by Congress have on the Declaration? (video segment 4)
14. Why was the signing of the Declaration difficult and meaningful? (textbook, p. 192; video segments 4, 5)
15. Read the documents in the text on “The Issue of Independence.” Answer the questions posed in the text. (textbook, pp. 190–191)
16. Why and how has the Declaration been used since its adoption in 1776? Why did the Declaration become part of the American creed? How has it shaped our identity? (video segments 5, 6)

HISTORICAL EXPERTS INTERVIEWED

Patricia Cline Cohen, Professor, University of California at Santa Barbara, Santa Barbara, CA
Edward Countryman, University Distinguished Professor, Southern Methodist University,
Dallas, TX

Joseph J. Ellis, Professor of History (Ford Foundation), Mount Holyoke College, South Hadley,
MA

James Oliver Horton, Benjamin Banneker Professor of American Civilization and History, The
George Washington University, Washington, DC

Gordon Wood, Alva O. Way University Professor and Professor of History, Brown University,
Providence, RI

PRACTICE TEST

The following items will help you evaluate your understanding of this lesson. Use the Answer Key at the end of the lesson to check your answers or to locate material related to each question.

Multiple choice: Choose the BEST answer.

1. General Gage planned a surprise attack on an ammunition storage site in Concord _____.
 - A. to put down the small group of rabble-rousers he believed was causing all the colonial dissent
 - B. because the site contained all the firepower in the area
 - C. because he knew it would be unguarded
 - D. because he was ordered to quell the dissenters before they became more organized
2. Northern slave Phillis Wheatley used bitter sarcasm in a 1774 newspaper essay exposing the hypocrisy of local slave owners; her other accomplishments included _____.
 - A. leading Bostonian women in promoting spinning bees
 - B. writing poetry about freedom for slaves
 - C. inciting slaves to rebel against the British in Boston
 - D. starting the Underground Railroad
3. The Continental Congress delegates chose George Washington as commander in chief because _____.
 - A. he was an excellent general
 - B. he had done such a good job in the French and Indian War
 - C. picking a southerner would show England that there was widespread commitment to war outside New England
 - D. he was a wealthy plantation owner and had the time to commit to an all-out war
4. The author of the radical pamphlet *Common Sense* _____.
 - A. called for independence and republicanism
 - B. was actually Benjamin Franklin writing under a pseudonym
 - C. asked the colonists to reconsider their cry for independence to restore harmony in the colonies
 - D. urged the common people to revolt against the wealthy merchants and planters
5. Professor Edward Countryman states in the video that he thinks Thomas Jefferson's vision of equality at the time of the writing of the Declaration of Independence meant _____.
 - A. the American people were equal to other people
 - B. the west was equal to the east
 - C. women were equal to men
 - D. free blacks were equal to slaves

6. Congress excised the passage in the Declaration of Independence condemning George III for slavery because _____.
 - A. they wanted stronger language used
 - B. they were still awaiting a response to the olive branch petition
 - C. the issue itself was too divisive and controversial
 - D. slaves had already joined the British army
7. In the video, Professor James Oliver Horton says that for African Americans the Declaration of Independence _____.
 - A. is a living document
 - B. should be amended
 - C. is meaningless
 - D. applies only to the nineteenth century

Short Answer: Your answers should be one or two paragraphs long and specifically address the points indicated.

8. What were the contradictory tasks of the Second Continental Congress in 1775? How did they pursue each one?
9. Why was Thomas Jefferson chosen to be the primary author of the Declaration of Independence? What was important about that?
10. Explain the key points of political philosophy contained in the Declaration of Independence.

Essay Question: Your answer should be several paragraphs long and express a clear understanding of the points indicated.

11. Describe and explain the background, purpose, and meaning of the Declaration of Independence. Why did this document become part of the American creed?

ANSWER KEY

	Learning Answer Objectives	Focus Points	References
1.	D LO 1.....	FP 1	pp. 171, 174; video segment 2
2.	B..... LO 1.....	FP 3	pp. 174–178
3.	C..... LO 2.....	FP 5	pp. 184–186
4.	A LO 3.....	FP 8	pp. 188–189; video segment 2
5.	A LO 4.....	FP 11	video segment 3
6.	C..... LO 4.....	FP 12	video segment 3
7.	A LO 5.....	FP 16	video segments 5, 6
8.	 LO 2.....	FP 5, 7	pp. 184–188
	• Consider the situation when the Congress convened. • What steps did they take to prepare for war? • How did they continue to pursue peace with King George?		
9.	 LO 2.....	FP 9	video segment 3
	• Who were the likely authors? • What role did Jefferson play in the Congress? • Why did others turn down the job? • What talents did Jefferson have? How did he see the world? • Why was it important that he was from Virginia?		
10.	 LO 4, 5.....	FP 10	pp. 189, A1–A3; video segments 2, 3
	• How are natural rights expressed in the document? • What is the purpose of government? • What do the people have a right to do in case the government falls short?		
11.	 LO 4, 5.....	FP 1–16	pp. 171, 174–178, 183–189, A1–A3; video segments 1–6
	• Consider the significant events and actions that brought the delegates to consider a formal declaration of independence. • What are some of the key grievances in the document? • How does the document justify revolution? • What did the document mean in 1776? • Why did the statement about equality change over time? • What key individuals and groups have applied the Declaration to pursue principles stated in the document? • Why does the document have meaning today?		

ENRICHMENT IDEAS

These activities are not required unless your instructor assigns them. They are offered as suggestions to help you learn more about the material presented in this lesson.

1. Imagine yourself to be a slave in Virginia, and you have just heard about Lord Dunmore's Proclamation. Relate your reaction to the proclamation and what you plan to do about it.
2. Imagine yourself to be a delegate at the Second Continental Congress. You are charged with editing Thomas Jefferson's draft passage on the slavery issue. In a well-developed essay, describe how you propose to edit the passage and why you are proposing these changes.
3. Imagine yourself to be a free black in New York City or in Charleston, South Carolina, in July/August 1776, and you have just read a copy of the Declaration of Independence. Write a letter to the publisher of one of the local newspapers in which you describe your reaction to the document.
4. Research the work of Phillis Wheatley. Then submit an essay in which you describe her writing and her place in American literature.
5. Research how the Declaration of Independence was used during the 1960s, both in reference to the civil rights movement and the Vietnam War. Then submit an essay in which you describe your findings and what that says about the document.

SUGGESTED READINGS

See the "Bibliography" on pages 179–181 and 217–219 of the text if you wish to examine other books related to the material presented in this lesson.

DECLARATION OF INDEPENDENCE

When in the course of human events, it becomes necessary for one people to dissolve the political bands which have connected them with another, and to assume among the powers of the earth, the separate and equal station to which the laws of Nature and of Nature's God entitle them, a decent respect to the opinions of mankind requires that they should declare the causes which impel them to the separation.

We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness.

That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed, — That whenever any Form of Government becomes destructive of these ends, it is the Right of the People to alter or to abolish it, and to institute new Government, laying its foundation on such principles and organizing its powers in such form, as to them shall seem most likely to effect their Safety and Happiness.

Prudence, indeed, will dictate that Governments long established should not be changed for light and transient causes; and accordingly, we have recourse to the most solemn considerations, — only as we are driven to it by the course of human events.

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.

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.

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Lesson 9

Winning Independence

OVERVIEW

Declaring independence was one thing; actually winning it was another. At the beginning of the Revolutionary War, the odds of the newly created United States of America actually defeating one of the most powerful nations in the world were slim.

This war was both a colonial war for liberation and a civil war at home. An army had to be raised, organized, armed, maintained, and led. Support, both at home and abroad, had to be pursued and nurtured. Hardship was shared by soldiers, their patriotic backers, and loyalists. Women took on new roles at home and sometimes on the military front. Free blacks hoped that the cause of liberty would spread, while slaves had to choose what side might better bring them freedom. American Indians were caught in the middle.

Although it was not clear to people engaged in the events at that time, in the end, we know the United States won. The revolutionary generation had now secured independence and unleashed ideals that would shape the generations to come.

LESSON ASSIGNMENTS

Text: Roark, et al., *The American Promise*, Chapter 6, "The War for America," pp. 192–219.

Video: "Winning Independence" from the series *Shaping America*.

Documents: "The Unreliable Militia" and "Memoir, 1830" found at the end of this lesson.

LEARNING OBJECTIVES

This lesson examines how and why the United States won the Revolutionary War and what that meant to the American people. Upon completing this lesson, you should be able to:

1. Explain the relative strengths and weaknesses of the Americans and the British at the start of the Revolutionary War.
2. Describe how struggles on the home front affected the war.
3. Explain the key turning points on the military front.
4. Assess why the British lost and the Americans won.

5. Explain how the war and its outcome affected the American people, including women, African Americans, American Indians, and loyalists.

LESSON FOCUS POINTS

The following questions are designed to help you get the most benefit from the sources selected for this lesson. For reference purposes, the titles for the video segments are: (1) Introduction, (2) "The War Takes a Turn," (3) "Wartime Allies," (4) "The Long Winter," (5) "Monmouth and the Molly Pitchers," (6) "Tories," and (7) Summary Analysis: "A World Turned Upside Down."

1. Why were the odds stacked against American victory in the war? Did they have any advantages? How could they win? (video segment 1)
2. How did the Americans raise an effective military force? Where did the troops come from? Who joined the military? Why was George Washington concerned about the militia? (textbook, pp. 192–194; document; video segment 2)
3. What types of weapons did the Americans have? Where did they get them? (textbook, pp. 206–207)
4. What was the British strategy for winning the war? (textbook, p. 194)
5. Examine Map 6.1 on page 196. Why was so much of the war fought in New York and New Jersey between 1776 and 1778? Where were Washington's winter quarters in 1776–1777 and 1777–1778? (textbook, pp. 194–196)
6. What was important about General George Washington's escape from New York in late 1776? Why did Washington attack German mercenaries at Trenton? Why was the victory at Trenton important for the Americans? (textbook, p. 195; video segments 1, 2)
7. Why and how were African Americans participating in the war? Why were many slaves attracted to the British side? (video segment 2)
8. How was patriotism assured at the local level? What roles did white women play on the home front? (textbook, p. 197; video segment 5)
9. How many British loyalists were there in America? Who were they? Why were they loyal? Where were they most numerous? (textbook, pp. 197–200; video segment 6)
10. How was a traitor defined? What happened to them? (textbook, pp. 200–202; video segment 7)
11. Why was there so much financial instability and corruption during the war? (textbook, p. 202)
12. What happened at the Battle of Oriskany in August 1777? What did this battle and other engagements indicate about the role of American Indians in the war? How did the outcome

of this battle affect what would happen later at Saratoga? (textbook, p. 203; video segment 3)

13. What happened at the Battle of Saratoga in October 1777? Why was this a critical American victory? (textbook, pp. 203–205; video segment 3)
14. Why did France form an alliance with the United States? What was important about that? (textbook, p. 208; video segment 3)
15. What were conditions like at Valley Forge in the winter of 1777–1778? Why did the soldiers there stick it out? What did George Washington and Baron von Steuben do at Valley Forge? How did Joseph Plumb Martin describe his wartime experiences? (document; video segment 4)
16. What happened at the Battle of Monmouth? Who were “Molly Pitchers,” and how did Molly Ludwig Hayes represent their roles in the war? What else was important about the Battle of Monmouth? (video segment 5)
17. Examine Map 6.3 on page 210. Why did the British take the war south? Why and how did General Cornwallis move from Charleston to Yorktown? (textbook, pp. 208–212; video segment 6)
18. Why did Benedict Arnold commit treason? What effect did it have on the patriots? (textbook, pp. 209–211)
19. Why did guerilla war break out in the backcountry in the south? What characterized this type of war? (textbook, pp. 211–212; video segment 6)
20. What happened at Yorktown? Why was Cornwallis forced to surrender? (textbook, pp. 212–213; video segment 6)
21. What were the key provisions of the Treaty of Paris, 1783? (textbook, p. 213)
22. In summary, why had the British lost and the Americans won? (textbook, pp. 214–215; video segment 6)
23. In summary, how did the war affect loyalists, America Indians, women, and African Americans? How and why did the results of the war unleash a dynamic that would continue to change America and the world? (textbook, pp. 213–215; video segment 7)

HISTORICAL EXPERTS INTERVIEWED

Carol Berkin, Professor of History, City University of New York, New York City, NY

Richard Brookhiser, Senior Editor, *National Review*, New York, NY

Calvin L. Christman, Professor of History, Cedar Valley College, Lancaster, TX

Lincoln Rolling, Professor of History, Cedar Valley College, Lancaster, TX

Sheila Skemp, Professor of History, University of Mississippi, Oxford, MS

Richard White, Margaret Byrne Professor of American History, Stanford University, Stanford, CA

Anthony Wonderly, Nation Historian, Oneida Indian Nation, Oneida, NY

Gordon Wood, Alva O. Way University Professor and Professor of History, Brown University, Providence, RI

PRACTICE TEST

The following items will help you evaluate your understanding of this lesson. Use the Answer Key at the end of the lesson to check your answers or to locate material related to each question.

Multiple choice: Choose the BEST answer.

1. All of the following were advantages of the British at the beginning of the Revolutionary War EXCEPT _____.
 - A. Americans were poorly armed
 - B. a majority of the American people were loyal to Britain
 - C. Americans lacked adequate financing
 - D. the British army and navy were considered among the best in the world
2. During the Revolution, both the Continental Congress and the states issued paper money, which resulted in _____.
 - A. deflation and low prices
 - B. making it easy to sell bonds
 - C. inflation and escalating prices
 - D. low interest foreign credit becoming available
3. In the Battle of Long Island, _____.
 - A. British troops, led by General Howe, forced the Americans to retreat to Manhattan Island
 - B. Washington and the Continental army scored their first major victory over British forces
 - C. General Howe demanded the unconditional surrender of Washington and his troops
 - D. British troops and a Loyalist regiment accidentally fired on each other

4. Burgoyne's defeat at the Second Battle of Saratoga, October 17, 1777, was a decisive moment in the Revolutionary War because _____.
 - A. it caused Benedict Arnold to defect to the British
 - B. it brought France into the war on the side of the patriots
 - C. it discredited Horatio Gates, resulting in his being replaced by Nathaniel Greene
 - D. it vindicated Burgoyne's strategy for mounting an attack from Canada
5. After the Battle of Monmouth, _____.
 - A. British forces never faced Washington's army again in the North
 - B. American forces retreated in disgrace
 - C. women were accepted as regular combat troops
 - D. the French agreed to become allies
6. In the course of the southern campaign late in the Revolutionary War, _____.
 - A. small bands of American guerrillas fought a series of fierce battles in the southern backcountry
 - B. British forces were buoyed by increasing loyalist strength in the South
 - C. Cherokee units in the Carolina backcountry switched to the patriot side
 - D. the French convinced the Indians to fight the British along with their forces
7. In the video, Professor Sheila Skemp observes that loyalists in the South were _____.
 - A. firmly opposed to slavery
 - B. quickly joining the regular British army
 - C. mostly recent immigrants from Barbados
 - D. less numerous than the British thought
8. The British lost the Revolutionary War primarily because _____.
 - A. their food supply was cut off by heavy rains every few months
 - B. there were very few loyalists to help them win the war
 - C. the French alliance doomed them to defeat
 - D. royal governors were imprisoned early in the war

Short Answer: Your answers should be one or two paragraphs long and specifically address the points indicated.

9. Who were the loyalists in the Revolutionary War? Why were they the "true losers" in the war?
10. How and why did the Battle of Oriskany affect the outcome of the Battle of Saratoga?
11. Who were the "Molly Pitchers" of the war? How did women support the war effort?
12. What effect did the French alliance have on the outcome of the Revolutionary War?

Essay Questions: Your answers should be several paragraphs long and express a clear understanding of the points indicated.

13. Describe and explain the roles played by loyalists, African Americans, women, and American Indians during the Revolutionary War. How did the outcome of the war affect them?
14. Describe and explain why the British lost and the Americans won the Revolutionary War. In your answer, cite key military battles as well as other factors.

ANSWER KEY

	Learning Answer Objectives	Focus Points	References
1.	B..... LO 1.....	FP 1, 2, 3	pp. 192–194, 206–207; video segments 1, 2
2.	C..... LO 2.....	FP 11	p. 202
3.	A..... LO 3.....	FP 6.....	p. 195; video segments 1, 2
4.	B..... LO 3.....	FP 13	pp. 203–208; video segment 3
5.	A..... LO 3.....	FP 16.....	video segment 5
6.	A..... LO 3.....	FP 19	pp. 211–212; video segment 6
7.	D..... LO 4, 5.....	FP 17	pp. 208–212; video segment 6
8.	C..... LO 4.....	FP 22	pp. 214–215; video segment 6
9.	 LO 1, 2, 5.....	FP 9, 10, 23	pp. 197–202, 213–215; video segments 6, 7
	• Consider the economic status, political positions, and location of the loyalists. • What did they have at stake in the Revolution? What happened to them at the end of the war?		
10.	 LO 3.....	FP 12.....	p. 205; video segment 3
	• What happened at Oriskany, particularly in reference to the American Indians' role? • What did the British army do after Oriskany? • How did lack of reinforcement affect Burgoyne at Saratoga?		
11.	 LO 2, 5.....	FP 8, 16.....	p. 197; video segment 5
	• What does the term <i>pitcher</i> indicate about what these women were doing? • How were some of these women drawn into combat? • What roles did women play on the home front? How did they help the military?		
12.	 LO 4.....	FP 14, 22	pp. 208, 214–215 ; video segment 3
	• What types of support did the French provide? • Why would the French alliance give concern to Britain? • How did Yorktown illustrate the French effect?		

13. LO 5.....FP 23pp. 213–215; video segment 7
- Who were the loyalists? How did they help the British? What happened to them?
 - How were African Americans pursuing freedom? What happened to them?
 - What did women do during the war? How did this affect post-war conditions?
 - How and why were American Indians caught in the middle of the war? Why was the outcome of the war likely to cause them more problems?
14. LO 1–4.....FP 22pp. 192–215; all video segments
- Consider the British task and mistakes: Could they conquer the countryside? Did they take the Americans seriously? Did they overestimate the loyalist support? Did they have a cause which would sustain the fight?
 - Consider American strengths: How important was George Washington? How critical was French help? How committed were American troops and political leaders? How compelling was the American cause?
 - Consider the battles of Long Island, Trenton, Oriskany, Saratoga, Monmouth, and Yorktown.

ENRICHMENT IDEAS

These activities are not required unless your instructor assigns them. They are offered as suggestions to help you learn more about the material presented in this lesson.

1. Imagine yourself to be a young man or woman in August 1776. In a thoughtful essay, write an explanation of why you are choosing to be a patriot or a loyalist. How are you going to act upon your convictions?
2. In the video, Professor Calvin L. Christman observes that during the Revolutionary War the British army was like an iron hammer thrown into a silo of shucked corn. In a well-developed essay, explain what he meant, citing key military engagements to illustrate your points.
3. If you live in an area where significant military action took place during the Revolutionary War, research what happened. Then submit a report in which you describe what happened and how it affected the course of the war.
4. Recruitment of troops is usually a challenge for any nation. Research how the United States recruited military personnel during the Revolutionary War and how it recruits them at the present time. Then submit a report on your findings. What are the similarities and differences? Why do recruits join the military? What are the rewards and risks?
5. The Revolutionary War is often referred to as “England’s Vietnam.” After researching the Vietnam conflict, write an essay in which you compare and contrast the position of England with that of the United States in Vietnam.

SUGGESTED READINGS

See the "Bibliography" on pages 217–219 of the text if you wish to examine other books related to the material presented in this lesson.

DOCUMENTS

As George Washington took command of colonial forces in 1775, he suffered from concern over the fitness of his command, and the usefulness of the state militia forces. In the following letter he vents his frustration with the militia.

As you read this document, focus on answering the following questions:

1. What were his primary concerns?
2. Did his objections seem realistic, or was he just biased about these untraditional forces?

"The Unreliable Militia" (1776) by George Washington

To place any dependence upon militia is assuredly resting upon a broken staff. Men just dragged from the tender scenes of domestic life, unaccustomed to the din of arms, totally unacquainted with every kind of military skill, which (being followed by want of confidence in themselves when opposed to troops regularly trained, disciplined, and appointed, superior in knowledge and superior in arms) makes them timid and ready to fly from their own shadows.

Besides, the sudden change in their manner of living (particularly in the lodging) brings on sickness in many, impatience in all, and such an unconquerable desire of returning to their respective homes that it not only produces shameful and scandalous desertions among themselves, but infuses the like spirit in others.

Again, men accustomed to unbounded freedom and no control cannot brook the restraint which is indispensably necessary to the good order and government of an army, without which licentiousness and every kind of disorder triumphantly reign.

The jealousies [suspicions] of a standing army, and the evils to be apprehended from one, are remote, and, in my judgment, situated and circumstanced as we are, not at all to be dreaded. But the consequence of wanting [lacking] one, according to my ideas formed from the present view of things, is certain and inevitable ruin. For, if I was called upon to declare upon oath whether the militia have been most serviceable or hurtful upon the whole, I should subscribe to the latter.

J. C. Fitzpatrick, ed., *The Writings of George Washington* (1931), vol. 6, pp.110–112 (September 24, 1776).

In 1830, Joseph Plumb Martin recalled his military service as a common soldier during the American Revolutionary War. Enlisting at age sixteen, he was involved in many of the important military events of the war. He left the most extensive account of any “common soldier.”

As you read this document, focus on answering the following questions:

1. What were his recollections of his enlistment?
2. How did he describe his life as a soldier? What were his concerns?

“Memoir, 1830” by Joseph Plumb Martin

During the winter of 1775-76, by hearing the conversation and disputes of the good old farmer politicians of the times, I collected pretty correct ideas of the contest between this country and the mother country (as it was then called). I thought I was as warm a patriot as the best of them; the war was waged; we had joined issue, and it would not do to “put the hand to the plough and look back.” I felt more anxious than ever, if possible, to be called a defender of my country.

However, the time soon arrived that gratified all my wishes. In the month of June, this year, orders came out for enlisting men for six months from the 25th of this month. The troops were styled new levies; they were to go to New York. And notwithstanding I was told that the British army at that place was reinforced by 15,000 men, it made no alteration in my mind; I did not care if there had been 15 times 15,000, I should have gone just as soon as if there had been but 1,500. I never spent a thought about numbers; the Americans were invincible in my opinion. If anything affected me, it was a stronger desire to see them.

I used frequently to go to the rendezvous, where I saw many of my young associates enlist, had repeated banterings to engage with them, but still when it came “case in hand,” I had my misgivings. If I once undertake, thought I, I must stick to it; there will be no receding. Thoughts like these would, at times, almost upset my resolutions.

But . . . I one evening went off with a full determination to enlist at all hazards. When I arrived at the place of rendezvous I found a number of young men of my acquaintance there. The old bantering began — come, if you will enlist I will, says one; you have long been talking about it, says another — come, now is the time. “Thinks I to myself,” I will not be laughed into it or out of it, at any rate; I will act my own pleasure after all. But what did I come here for tonight? Why, to enlist; then enlist I will. So seating myself at the table, enlisting orders were immediately presented to me; I took up the pen, loaded it with the fatal charge. . . . Well, thought I, I may as well go through with the business now as not. So I wrote my name fairly upon the indentures. And now I was a soldier, in name at least, if not in practice.

I now bid a final farewell to the service.

When those who engaged to serve during the war enlisted, they were promised a hundred acres of land each, which was to be in their own or the adjoining states. When the country had drained the last drop of service it could screw out of the poor soldiers, they were turned adrift like old worn-out horses, and nothing said about land to pasture them upon. Congress did, indeed, appropriate lands under the denomination of “Soldiers’ lands,” in Ohio state, or some state, or a future state; but no care was taken that the soldiers should get them. The truth was, none cared

for them; the country was served, and faithfully served, and that was all that was deemed necessary. It was, soldiers, look to yourselves, we want no more of you.

They were likewise promised the following articles of clothing per year. One uniform coat, a woolen and a linen waistcoat, four shirts, four pair of shoes, four pair of stockings, a pair of woolen and a pair of linen overalls, a hat or a leather cap, a stock for the neck, a hunting shirt, a pair of shoe buckles, and a blanket. Ample clothing, says the reader; and ample clothing, say I. But what did we ever realize of all this ample store—why, perhaps a coat (we generally did get that) and one or two shirts, the same of shoes and stockings, and, indeed, the same may be said of every other article of clothing—a few dribbled out in a regiment two or three times in a year, never getting a whole suit at a time, and all of the poorest quality; and blankets thin enough to have straws shot through without discommoding the threads. How often have I had to lie whole stormy, cold nights in a wood, on a field, or a bleak hill with such blankets and other clothing like them, with nothing but the canopy of the heavens to cover me. All this too in the heart of winter when a New England farmer, if his cattle had been in my situation, would not have slept a wink from sheer anxiety for them. And if I stepped into a house to warm me when passing, wet to the skin and almost dead with cold, hunger, and fatigue, what scornful looks and hard words have I experienced.

Almost every one has heard of the soldiers of the Revolution being tracked by the blood of their feet on the frozen ground. This is literally true; and the thousandth part of their sufferings has not, nor ever will be told. That the country was young and poor at that time, I am willing to allow; but young people are generally modest, especially females. Now, I think the country (although of the feminine gender, for we say “she” and “her” of it) showed but little modesty at the time alluded to, for she appeared to think her soldiers had no private parts; for on our march from the Valley Forge, through the jerseys, and at the boasted Battle of Monmouth, a fourth part of the troops had not a scrip of anything but their ragged shirt flaps to cover their nakedness, and were obliged to remain so long after. I had picked up a few articles of light clothing during the past winter, while among the Pennsylvania farmers, or I should have been in the same predicament. “Rub and go” was always the Revolutionary soldier’s motto.

When we engaged in the service we were promised the following articles for a ration: One pound of good and wholesome fresh or salt beef, or three fourths of a pound of good salt pork, a pound of good flour, soft or hard bread, a quart of salt to every hundred pounds of fresh beef, a quart vinegar to a hundred rations, a gill of rum, brandy, or whiskey per day, some little soap and candies, I have forgot how much, for I had so little of these two articles that I never knew the quantity. And as to the article of vinegar, I do not recollect of ever having any except a spoonful at the famous rice and vinegar thanksgiving in Pennsylvania in the year 1777.

But we never received what was allowed us. Oftentimes have I gone one, two, three, and even four days without a morsel, unless the fields or forests might chance to afford enough to prevent absolute starvation. Often when I have picked the last grain from the bones of my scanty morsel, have I ate the very bones, as much of them as possibly could be eaten, and then have had to perform some hard and fatiguing duty when my stomach has been as craving as it was before I had eaten anything at all. When General Washington told Congress, “The soldiers eat every kind of horse fodder but hay,” he might have gone a little farther and told them that they eat considerable hog’s fodder and not a trifle of dog’s, when they could get it to eat.

We were also promised six dollars and two thirds a month, to be paid us monthly, and how did we fare in this particular? Why, as we did in every other. I received the six dollars and two thirds, till (if I remember rightly) the month of August, 1777, when paying ceased. And what

was six dollars and sixty-seven cents of this "Continental currency," as it was called, worth? It was scarcely enough to procure a man a dinner. Government was ashamed to tantalize the soldiers any longer with such trash, and wisely gave it up for its own credit. I received one month's pay in specie while on the march to Virginia, in the year 1781, and except that I never received any pay worth the name while I belonged to the army. Had I been paid as I was promised to be at my engaging in the service, I needed not to have suffered as I did, nor would I have done it; there was enough in the country, and money would have procured it if I had had it. It is provoking to think of it. The country was rigorous in exacting my compliance to my engagements to a punctilio, but equally careless in performing her contracts with me; and why so? One reason was because she had all the power in her own hands, and I had none. Such things ought not to be.

The poor soldiers had hardships enough to endure without having to starve; the least that could be done was to give them something to eat. "The laborer is worthy of his meat" at least, and he ought to have it for his employer's interest, if nothing more. But as I said, there were other hardships to grapple with. How many times have I had to lie down like a dumb animal in the field and bear "the pelting of the pitiless storm," cruel enough in warm weather, but how much more so in the heart of winter. Could I have had the benefit of a little fire, it would have been deemed a luxury. But when snow or rain would fall so heavy that it was impossible to keep a spark of fire alive, to have to weather out a long, wet, cold, tedious night in the depth of winter with scarcely clothes enough to keep one from freezing instantly, how discouraging it must be I leave to my reader to judge.

It is fatiguing, almost beyond belief, to those that never experienced it, to be obliged to march 24 to 48 hours (as very many times I have had to) and often more, night and day without rest or sleep, wishing and hoping that some wood or village I could see ahead might prove a short resting place, when, alas, I came to it almost tired off my legs, it proved no resting place for me. How often have I envied the very swine their happiness, when I have heard them quarreling in their warm dry sties, when I was wet to the skin and wished in vain for that indulgence. And even in dry, warm weather, I have often been so beat out with long and tedious marching that I have fallen asleep while walking the road, and not been sensible of it till I have jostled against someone in the same situation; and when permitted to stop and have the superlative happiness to roll myself in my blanket and drop down on the ground in the bushes, briars, thorns, or thistles, and get an hour or two's sleep, O! how exhilarating.

Fighting the enemy is the great scarecrow to people unacquainted with the duties of an army. To see the fire and smoke, to hear the din of cannon and musketry and the whistling of shot; they cannot bear the sight or hearing of this. They would like the service in an army tolerably well but for the fighting part of it. I never was killed in the army; I never was wounded but once; I never was a prisoner with the enemy; but I have seen many that have undergone all these; and I have many times run the risk of all of them myself. But, reader, believe me, for I tell a solemn truth, that I have felt more anxiety, undergone more fatigue and hardships, suffered more every way, in performing one of those tedious marches than ever I did in fighting the hottest battle I was ever engaged in, with the anticipation of all the other calamities I have mentioned added to it.

It was said at that time that the army was idle, did nothing but lounge about from one station to another, eating the country's bread and wearing her clothing without rendering any essential service. You ought to drive on, said they, you are competent for the business; rid the country at once of her invaders. Poor simple souls! It was very easy for them to build castles in

the air, but they had not felt the difficulty of making them stand there. It was easier with them taking whole armies in a warm room and by a good fire than enduring the hardships of one cold winter's night upon a bleak hill without clothing or victuals.

James Kirby Martin, ed., *Ordinary Courage: The Revolutionary War Adventures of Joseph Plumb Martin* (Saint James, NY: Brandywine Press, 1993), pp. 11–16.

Lesson 10

Inventing a Nation

OVERVIEW

Having won the Revolutionary War and being recognized as independent, the United States now faced the challenges of nation building. Foremost among these challenges was trying to establish a viable representative government. The Declaration of Independence had laid down a clear statement about the source and purpose of government, but it was NOT a constitution.

During the 1780s, the American people grappled with the persistent issue of distributing political power among individuals, states, and the national government. The first written frame of government agreed upon by the states of the new nation was the Articles of Confederation. This document reflected the desires of most American revolutionaries. The central government was weak, and ultimate political sovereignty rested with the states. Some states did take significant steps toward implementing effective republican government, but the lack of a strong central government proved to be increasingly troubling to influential national leaders as the 1780s proceeded.

When the Constitutional Convention convened in 1787, James Madison was ready to direct the meeting toward the creation of a new national government. The Preamble of the Constitution of the United States of America states the purpose of the document, and subsequent articles clearly shift the locus of political power to the central government. Such a drastic change in structure made many people uneasy, and ratification of the Constitution was not a sure thing. Again, Madison stepped forward to reassure the American people that liberty and justice would be made more secure by the larger majority of the whole United States. Once the Bill of Rights was added to the Constitution, opposition to the document itself largely dissipated.

What people did continue to disagree about was what the Constitution meant. Over two hundred years later, that debate still goes on. As Professor Jack Rakove points out in the video, historical experience with the Constitution allows us to know more about what the Constitution means than the founding generation. The Constitution has and will continue to be vital in the process of shaping America.

LESSON ASSIGNMENTS

Text: Roark, et al., *The American Promise*, Chapter 7, "Building a Republic," pp. 220–253 and Chapter 8, "The New Nation Takes Form," p. 258.

Video: "Inventing a Nation" from the series *Shaping America*.

Documents: "Blacks Petition for Freedom and Rights," found in the text, pp. 230–232; "The Constitution of the United States of America," found in the text, pp. A8–A13.

LEARNING OBJECTIVES

This lesson examines how and why the United States adopted the Constitution and what that has meant for the American people. Upon completing this lesson, you should be able to:

1. Analyze the successes and failures of the state governments and the national government under the Articles of Confederation during the 1780s.
2. Explain the background and proceedings of the Constitutional Convention.
3. Describe the main features of the Constitution.
4. Describe the process of ratifying the Constitution and the results of that process.
5. Explain the origins and purpose of the Bill of Rights.
6. Analyze both the short- and long-term significance of the Constitution.

LESSON FOCUS POINTS

The following questions are designed to help you get the most benefit from the sources selected for this lesson. For reference purposes, the titles for the video segments are: (1) Introduction, (2) "A More Perfect Union," (3) "Behind Closed Doors," (4) "The Race to Ratify," (5) "The Bill of Rights," and (6) Summary Analysis: "More Than a Blueprint."

1. What was the Newburgh Conspiracy? What did it indicate about George Washington and the state of the nation in 1783? (video segment 1)
2. What type of national government did the Articles of Confederation establish? Why did the Articles of Confederation leave so much political power with the states? Was this a good idea? What are the dangers inherent in this approach? (textbook, pp. 222–226; video segment 2)
3. Why was the cession of western land claims by the states a crucial issue in the 1780s? Examine Map 7.1 on page 225 of the text, and answer the questions posed there. (textbook, pp. 224–225)
4. How did the state constitutions of the 1770s and 1780s address the goals of republican government? How and why did they restrict political participation? (textbook, pp. 226–228)
5. What actions did the states take regarding slavery in the 1770s and 1780s? What were the consequences of these actions? (textbook, pp. 228–233)
6. How and why did blacks petition for freedom and rights in the 1770s and 1780s? How would you answer the questions posed in the textbook regarding the petitions presented there? (textbook, pp. 230–232)

7. What explains the financial problems associated with the Confederation period? (textbook, pp. 233–235; video segment 2)
8. What is significant about the Land Ordinance of 1785 and the Northwest Ordinance of 1787? (textbook, pp. 235–238; video segment 2)
9. What was Shays's Rebellion all about? Why was it important? (textbook, pp. 238–239; video segment 2)
10. Why was a Constitutional Convention called? Who were the delegates? Why did they conduct their business in secret? (textbook, pp. 239–240; video segment 3)
11. How and why did James Madison prepare for the Constitutional Convention? What role did Madison play at the convention? How did the Virginia and New Jersey plans address the major issues at the convention? (textbook, pp. 240–242; video segment 3)
12. How did the Great Compromise and the three-fifths compromise resolve questions about representation? What other references about slavery were in the Constitution? (textbook, pp. 241–242; video segment 3)
13. What does the Preamble to the Constitution say? What does it mean? (textbook, p. A8; video segments 2 and 3)
14. How did the Constitution fundamentally differ from the Articles of Confederation? How did it establish a republican and not a democratic government? How was power limited by the Constitution? (textbook, pp. 242–243; video segment 3)
15. How did the process for ratifying the Constitution proceed? What areas were for and against ratification? Why were Virginia and New York important for ratification? (textbook, pp. 243–249; video segment 4)
16. Who were the Federalists? How and why did they encourage ratification? Why are the *Federalist* papers important? (textbook, pp. 243–249; video segment 4)
17. Who were the Antifederalists? Why did they hold the position that they did? What is the legacy of their views? (textbook, pp. 245–249; video segment 4)
18. How and why did the Constitution address religion as it did? What was important about that? (textbook, pp. 246–247)
19. What is the primary purpose and effect of the Bill of Rights? (textbook, p. 258, appendix pp. A14–A17; video segment 5)
20. In summary, what does the Constitution mean to America? (video segment 6)

HISTORICAL EXPERTS INTERVIEWED

Jack Rakove, Coe Professor of History and American Studies, Stanford University, Stanford, CA
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PRACTICE TEST

The following items will help you evaluate your understanding of this lesson. Use the Answer Key at the end of the lesson to check your answers or to locate material related to each question.

Multiple choice: Choose the BEST answer.

1. At Newburgh, New York, in 1783, disgruntled army officers _____.
 - A. discussed threatening Congress if their demands were not met
 - B. advocated removing George Washington from his commander-in-chief position
 - C. established a military academy later relocated to West Point
 - D. refused to support ongoing treaty negotiations with the British
2. The weaknesses of Congress under the Articles of Confederation included its lack of _____.
 - A. an executive or judicial branch or the power to levy taxes
 - B. ability to get money to finance the war
 - C. a way to amend the Articles, if that should be needed
 - D. ability to conduct foreign relations
3. The states were reluctant to include "equality language" in their bills of rights and constitutions because _____.
 - A. they were afraid that the words could be construed to apply to slaves
 - B. slaves might sue in court to gain their freedom
 - C. women might think they were equal to men and want the vote
 - D. children as young as twelve might think they could vote
4. Shays's Rebellion of 1786 was the result of _____.
 - A. debt-strapped merchants in Boston
 - B. increased taxes and foreclosures on farms in Massachusetts
 - C. commercial and eastern creditors' harsh payment terms
 - D. Samuel Adams inciting farmers in Massachusetts
5. In the video, Professor Mel Yazawa offers the view that the proceedings of the Constitutional Convention were kept secret so that members could _____.
 - A. speak without fear of retribution
 - B. cover up their true feelings
 - C. more easily skip the meetings
 - D. escape the scrutiny of the media

6. When the Constitution was drafted, slavery _____.
 - A. was not named, but its existence was recognized and guaranteed
 - B. was the most hotly debated issue
 - C. was euphemistically outlawed
 - D. was explicitly named as being a landowner's liberty
7. Before the Constitution could go into effect it had to be ratified by _____.
 - A. state legislatures of twelve states
 - B. a simple majority of the states
 - C. all thirteen states
 - D. ratifying conventions in nine states
8. To persuade the powerful state of Virginia to ratify the Constitution, Federalists promised that _____.
 - A. George Washington would become the first president
 - B. a Bill of Rights would be added to the Constitution
 - C. the national debt would be funded at face value
 - D. the national capital would be in Virginia
9. In the video, Professor Rakove observes that James Madison believed that a bill of rights would become effective when _____.
 - A. people internalized the principles enunciated
 - B. the Supreme Court was able to clarify the meaning
 - C. states were bound by the same principles
 - D. the president enforced the law

Short Answer: Your answers should be one or two paragraphs long and specifically address the points indicated.

10. Why was the decade of the 1780s a "critical period" for the United States?
11. What features of the Land Ordinance of 1785 and the Northwest Ordinance of 1787 had long-term significance in the shaping of America?
12. Why is James Madison called the "Father of the Constitution"?
13. Why is it difficult to determine the "original meanings" of the Constitution? In what ways do we know more about what the Constitution means than the people who wrote the document?

Essay Question: Your answer should be several paragraphs long and express a clear understanding of the points indicated.

14. During the 1780s, the revolutionary generation made fundamental changes in the framework of the national government. In a well-developed essay, address the following questions: (1) Why was the Articles of Confederation replaced by the Constitution? (2) How did the Constitution alter the structure and operation of the national government? (3) What does the Constitution mean to America?

ANSWER KEY

	Learning Answer Objectives	Focus Points	References
1.	A LO 1.....	FP 1	video segment 1
2.	A LO 1.....	FP 2	pp. 222–226; video segment 2
3.	A LO 1.....	FP 5	pp. 228–233
4.	B LO 2.....	FP 9	pp. 238–239; video segment 2
5.	A LO 2.....	FP 10	pp. 239–240; video segment 3
6.	A LO 3.....	FP 12	pp. 241–242; video segment 3
7.	D LO 4.....	FP 15	pp. 243–249; video segment 4
8.	B LO 4, 5.....	FP 15	pp. 243–249; video segment 4
9.	A LO 5.....	FP 19	p. 258; video segment 5
10.	 LO 1.....	FP 1–10	pp. 222–240; video segments 1, 2, 3
	• Consider the financial difficulties at the time. • What problems with foreign countries existed? • How were the state and central governments dealing with pressing issues?		
11.	 LO 1.....	FP 8	pp. 235–238; video segment 2
	• What pattern of survey and sale of land was established? • What precedents were set by the Northwest Ordinance? • How did these laws affect the future of the United States?		
12.	 LO 2–4.....	FP 11, 16, 19	pp. 240–249, 258, A14–A17;
	• video segments 3–5 • What role did Madison play at the Convention? • How did he influence the ratification process? • What effect did he have on the Bill of Rights? • How did he affect our historical record of the times?		

13. LO 6.....FP 20 video segment 6
- Whose “original meanings” are at issue?
 - What records do we have?
 - To what degree were the framers experimenting at the time?
 - What has experience taught us about the meaning?
14. LO 1–6.....FP 1–23pp. 222–249, 258, A8; video segments 1–6
- What were the fundamental problems with the Articles?
 - Who was pushing for change and why?
 - Describe the major changes brought about by the Constitution in the operations of the national government.
 - What effect does the Constitution have on stabilizing government?
 - What effect does it have on national identity? How does the average citizen use the Constitution?

ENRICHMENT IDEAS

These activities are not required unless your instructor assigns them. They are offered as suggestions to help you learn more about the material presented in this lesson.

1. Imagine yourself to be either a Federalist or an Antifederalist during the debate over the ratification of the Constitution. In a thoughtful essay, explain your position for or against ratifying that document.
2. The Constitutional Convention was a “closed door” meeting. Write a position paper in which you either defend this type of secrecy or you attack it. How do you balance secret meetings with the people’s “right to know”?

SUGGESTED READINGS

See the “Bibliography” on pages 250–253 of the text if you wish to examine other books related to the material presented in this lesson.

Lesson 11

Searching for Stability

OVERVIEW

By 1789, the American people were searching for stability. They had experienced a successful revolution and just made a significant change in their frame of government. Anxiety was mixed with excitement, for it was still uncertain if the large new republic could survive and, if it did, what kind of nation it would become.

The second video segment of this lesson presents “the state of the nation” in 1789. Revisiting the six geographical locations featured in this course gives a sense of what was happening, both within the new nation and in regions beyond the national boundaries at that time. Then the video goes on to examine how the actions taken to address the most pressing political and economic issues of the time shaped the destiny of the nation.

Politically, a whole new structure of government had to be implemented. Who better than George Washington to direct this process? Once again he assumed power, bringing his leadership and integrity to the new role of president of the United States. Surrounded by domestic and foreign conflicts, Washington provided a monumental stabilizing foundation to the national political scene. And then, once again, he gave up power. Without question, George Washington and his legacy have shaped America.

Economically, recurring questions swirled around debts, taxes, and financial stability. To address these concerns, President Washington turned to Alexander Hamilton, the first secretary of the treasury. Hamilton proceeded to put forward a plan that would stabilize the economy and move the nation toward his vision of an urban capitalist society. Hamilton and his plan attracted spirited opposition, but he prevailed, shaping the American economy both in the short-term and for generations afterward.

LESSON ASSIGNMENTS

Text: Roark, et al., *The American Promise*, Chapter 8, “The New Nation Takes Form,” pp. 254–269.

Video: “Searching for Stability” from the series *Shaping America*.

Documents:
“Jefferson Versus Hamilton on the Bank” found at the end of this lesson.

LEARNING OBJECTIVES

This lesson describes the state of the nation in 1789 and how actions taken by George Washington and Alexander Hamilton helped shape America. Upon completing this lesson, you should be able to:

1. Describe the state of the nation in 1789 and in the years immediately following.
2. Analyze how President George Washington provided political stability to the new nation.
3. Analyze Alexander Hamilton's economic plan and his vision for America.

LESSON FOCUS POINTS

The following questions are designed to help you get the most benefit from the sources selected for this lesson. For reference purposes, the titles for the video segments are: (1) Introduction, (2) "The State of the Nation," (3) "Hamilton's Republic," (4) Short-take: "The Whiskey Rebellion," (5) "Washington's Legacy," and (6) Summary Analysis: "The Vision That Prevailed."

1. How did Alexander Hamilton's and Thomas Jefferson's visions for America differ? (video segment 1)
2. How and why did President George Washington and his appointments to his first cabinet provide some hope for stability at the outset of the Washington administration? (textbook, pp. 254–258; video segment 1)
3. How and why did voting qualifications change in the 1790s? To what extent was the role of women changing at that time? (textbook, pp. 258–260)
4. How and why were commercial agriculture, transportation, and commercial banking changing in the 1790s? How did these changes affect the American people? (textbook, pp. 260–262)
5. How would you characterize life in New York City and Charleston at this time? Describe the key features of St. Louis, Sante Fe, San Francisco, and the Willamette Valley. (video segment 2)
6. Why was Alexander Hamilton uniquely qualified to deal with the national economy in 1789? (video segment 3)
7. What did Hamilton propose to do with the national and state debts? Why did he make these proposals? Why did Jefferson and Madison oppose Hamilton's proposals? (textbook, pp. 263–266; video segment 3)

8. How did Washington, D.C., become the federal capital? (textbook, pp. 264–265; video segment 3)
9. What taxes did Hamilton recommend that Congress impose? Why did he take this approach? (textbook, pp. 266–267; video segment 3)
10. Why did Hamilton propose the creation of a national bank? Why did Madison and Jefferson oppose this measure? How did the discussions surrounding this issue illustrate differing interpretations of the Constitution? What was the political fallout from all of this? (textbook, p. 267; document; video segment 3)
11. Why did the Whiskey Rebellion take place? How did Hamilton and Washington deal with it? What did this rebellion illustrate? (textbook, pp. 267–268; video segment 4)
12. Why is George Washington considered one of the greatest presidents of the United States? What was his legacy to America? (video segment 5)
13. In summary, what were the effects of Hamilton's economic plan? How did it shape America? How has Hamilton's vision shaped modern America? (textbook, pp. 263–269; video segment 6)

HISTORICAL EXPERTS INTERVIEWED

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Richard Brookhiser, Senior Editor, *National Review*, New York City, NY
Alphonso Brown, Owner/Operator, Gullah Tours, Charleston, SC
Charles Fracchia, President, San Francisco Historical Society, San Francisco, CA
John Steele Gordon, Economic Historian, North Salem, NY
Frances Levine, Ph.D., Division Head of Arts and Sciences, Santa Fe Community College, Santa Fe, NM
Chet Orloff, Director, Oregon Historical Society, Portland, OR
Jonathan Poston, Director of Museums and Preservation Initiatives, Historic Charleston Foundation, Charleston, SC
Mike Wallace, Co-author of *Gotham*, John Jay College, New York City, NY

PRACTICE TEST

The following items will help you evaluate your understanding of this lesson. Use the Answer Key at the end of the lesson to check your answers or to locate material related to each question.

Multiple choice: Choose the BEST answer.

1. Among Washington's first duties as a president was _____.
 - A. selecting cabinet members to serve him
 - B. asking Congress for a judiciary bill
 - C. deciding on the number and the names of cabinet offices
 - D. choosing a chief justice of the Supreme Court
2. According to republican ideals of the late eighteenth century, the most important role of women and mothers was _____.
 - A. teaching virtuous sons
 - B. running an orderly household
 - C. volunteering for church activities
 - D. obeying their husbands
3. In the 1790s, road building and commercial stagecoach travel failed to progress south of the Potomac River like it did in New England and the Middle Atlantic states because _____.
 - A. they envisioned the coming of railroads
 - B. passenger demand was low
 - C. Southerners didn't have the money to build roads and fund stagecoach companies
 - D. elite Southerners were opposed to improvements
4. Even though a wealthy elite dominated Charleston, South Carolina, by 1790 _____.
 - A. African Americans were playing key roles in the community
 - B. backcountry farmers controlled state politics
 - C. Indian peoples in the region posed a threat to the city
 - D. the rich were reluctant to display their wealth
5. As president, George Washington _____.
 - A. was a brilliant thinker and strong political strategist
 - B. was congenial and outgoing
 - C. was virtuous, aloof, resolute, and dignified
 - D. did not like pomp and ceremony
6. Alexander Hamilton's vision for America differed from Thomas Jefferson's in the respect that _____.
 - A. Jefferson wanted to foster manufacturing
 - B. Hamilton admired the British model
 - C. Jefferson favored a hierarchical system
 - D. Hamilton encouraged rural development

7. Which of Hamilton's economic programs was attacked as unconstitutional by Thomas Jefferson?
 - A. Creation of a national bank
 - B. Federal assumption of state debts
 - C. Placement of an excise tax on whiskey
 - D. Passage of protective tariffs

Short Answer: Your answers should be one or two paragraphs long and specifically address the points indicated.

8. What problems faced Alexander Hamilton as he took the office of secretary of the treasury?
9. Why was Washington, D.C., an area not controlled by any state, chosen as the location of the permanent federal capital?
10. How can the Whiskey Rebellion be seen as more than just a revolt of unhappy farmers?

Essay Questions: Your answers should be several paragraphs long and express a clear understanding of the points indicated.

11. Why is George Washington considered to be one of the United States' greatest presidents? In your answer, be sure to consider the times, his personal qualities, and his legacy. How and why does Washington live on in the American memory?
12. Describe and explain Alexander Hamilton's three-part economic program for the new nation, and analyze the success of each of the three components. To what extent do you think Hamilton's vision of America has prevailed?

ANSWER KEY

	Learning Answer Objectives	Focus Points	References
1.	A LO 2.....	FP 2.....	pp. 254–258; video segment 1
2.	A LO 1.....	FP 3.....	pp. 258–260
3.	B..... LO 1.....	FP 4.....	pp. 260–262
4.	A LO 1.....	FP 5.....	video segment 2
5.	C..... LO 2.....	FP 2, 12.....	pp. 254–258; video segments 1, 5
6.	B..... LO 3.....	FP 1.....	video segment 1
7.	A LO 3.....	FP 10.....	p. 267; document; video segment 3

8. LO 3.....FP 7, 9, 10 pp. 263–267; document; video segment 3
- What was the debt situation at the national and state level?
 - How much confidence did people have in the national government’s ability to deal effectively with economic issues?
 - What revenue could the government count on?
 - What was the banking situation in the country?
9. LO 1, 2, 3.....FP 8..... pp. 264–265; video segment 3
- What does the Constitution say about a capital?
 - How was the location connected to the assumption of the state debts?
 - What role did George Washington play in selecting the site?
10. LO 2, 3.....FP 11 pp. 267–268; video segment 4
- How did Hamilton view the rebellion?
 - Why did Washington connect the rebellion to the meaning of the American Revolution?
 - What would have happened if the rebellion had been successful?
11. LO 2.....FP 2, 11, 12 pp. 254–258, 267–268; video segments 1, 4, 5
- What made the 1790s a particularly important period in American history?
 - Describe Washington’s strengths as a leader.
 - What precedents did Washington establish? What was important about his giving up power?
 - Why is it important that the nation have a history, and that Washington plays an important role in that?
 - Where do we see Washington memorialized today?
12. LO 3...FP 1, 6, 7, 9, 10, 11, 13 pp. 263–269; video segments 1, 3, 4, 6
- What was the state of the nation economically when Hamilton came to the treasury?
 - How did he propose to deal with the debt issues? What were the results?
 - Why did Hamilton favor a national bank? What did it do? How effective was it?
 - What taxes did Hamilton favor? Why?
 - What were the overall effects of his program?
 - How does the United States mirror “Hamilton’s Republic”?

ENRICHMENT IDEAS

These activities are not required unless your instructor assigns them. They are offered as suggestions to help you learn more about the material presented in this lesson.

1. As a new nation, the United States had to search for a usable past in the late eighteenth and early nineteenth centuries. In a well-developed essay, explain how George Washington became a national icon. What myths were created about him? Why? How? Do you think that he is an authentic American hero?
2. Research the similarities and differences between the functions and operations of the first Bank of the United States and the current Federal Reserve System. In a thoughtful essay, report on your findings.
3. Research how and why savings bonds have been used in America. Submit an essay in which you report on your findings.
4. Imagine yourself to be a successful merchant in 1790 who wants to expand your business and personal horizons. Using the available means of transportation at the time, plan and then describe your itinerary for a trip from New York City to Charleston, South Carolina, and then to St. Louis and back to New York. How long will it take you? What will you find?
5. In a well-developed essay, compare and contrast the Whiskey Rebellion with Shays's Rebellion.
6. Research the census data from 1790 and 2000. Submit a report comparing some of the information contained in the reports. For example, where was the demographic center of the country in each instance? How was ethnicity reported? How is census information used? What strikes you as the most interesting aspects of the reports?

SUGGESTED READINGS

See the "Bibliography" on pages 283–285 of the text if you wish to examine other books related to the material discussed in this lesson.

DOCUMENTS

The passage of a bill creating the Bank of the United States in 1791 occasioned the first debate concerning the constitutionality of an Act of Congress. In the following two pieces, one from Jefferson, and one from Alexander Hamilton, the issues of implied powers and the appropriate use of the “necessary and proper” clause are debated for the first time in the new government.

As you read this document, focus on answering the following questions:

1. What were Jefferson’s reservations on creating the Bank? How does he justify his position?
2. How did Hamilton defend the bank bill? How does he justify the use of the “necessary and proper” clause.

“Jefferson Versus Hamilton on the Bank”

Jefferson
February 15, 1791

I consider the foundation of the Constitution as laid on this ground—that all powers not delegated to the United States by the Constitution, nor prohibited by it to the states, are reserved to the states, or to the people (12th [10th] amend.). To take a single step beyond the boundaries thus specifically drawn around the powers of Congress is to take possession of a boundless field of power, no longer susceptible of any definition. The incorporation of a bank, and the powers assumed by this bill, have not, in my opinion, been delegated to the United States by the Constitution.

The second general phrase is “to make all laws necessary and proper for carrying into execution the enumerated powers.” But they can all be carried into execution without a bank. A bank therefore is not necessary, and consequently not authorized by this phrase.

It has been much urged that a bank will give great facility or convenience in the collection of taxes. Suppose this were true; yet the Constitution allows only the

Hamilton
February 23, 1791

If the end be clearly comprehended within any of the specified powers, and if the measure have an obvious relation to that end, and is not forbidden by any particular provision of the Constitution, it may safely be deemed to come within the compass of the national authority.

There is also this further criterion, which may materially assist the decision: Does the proposed measure abridge a pre-existing right of any state or of any individual? If it does not, there is a strong presumption in favor of its constitutionality.

“Necessary” often means no more than needful, requisite, incidental, useful, or conducive to. . . . [A] restrictive interpretation of the word “necessary” is also contrary to this sound maxim of construction: namely, that the powers contained in a constitution ought to be construed liberally in advancement of the public good.

A hope is entertained that it has, by this time, been made to appear to the

means which are “necessary,” not those which are merely “convenient,” for effecting the enumerated powers. If such a latitude of construction be allowed to this phrase as to give any non-enumerated power, it [the latitude] will go to every one; for there is not one [power] which ingenuity may not torture into a convenience, in some instance or other, to some one of so long a list of enumerated powers. It would swallow up all the delegated powers [of the states,] and reduce the whole to one power.

satisfaction of the President, that a bank has a natural relation to the power of collecting taxes—to that of regulating trade—to that of providing for the common defense—and that, as the bill under consideration contemplates the government in the light of a joint proprietor of the stock of the bank, it brings the case within the provision of the clause of the Constitution which immediately respects [relates to] the property of the United States. (Evidently Art. N, Sec. III, para. 2: “The Congress shall have power to make all needful rules and regulations respecting the territory or other property belonging to the United States.”)

H. C. Lodge, ed., *The Works of Alexander Hamilton* (1904), vol. 3, pp. 458, 452, 455, 485–486; and P. L. Ford, ed., *The Writings of Thomas Jefferson* (New York: G. P. Putnam’s Sons, 1895), vol. 5, pp. 285, 287.

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Lesson 12

A Peaceful Transfer of Power

OVERVIEW

As you have learned, George Washington's presence and Alexander Hamilton's economic plan provided some stability to the new nation in the early 1790s. Hamilton's critics may have questioned his approach, and the whiskey rebels may have disagreed with federal policy, but the rule of law prevailed. Resolution of other conflicts during the remainder of the 1790s continued to shape the United States by establishing precedents and moving the country toward a peaceful transfer of power.

Conflicts between settlers and American Indians were not new in the 1790s. What did happen was that the area of conflict moved west and precedent-setting treaties were now part of the supreme law of the land. That constitutional provision did not help Indians much in the short term, but ultimately treaties did give them a way to protect their rights or to seek compensation in more recent times.

Conflicts over foreign policy decisions relating to England and France presented another set of challenges to the new nation. While most national leaders agreed that neutrality was the wisest course to follow, sharp disagreements arose when that neutrality was violated. Attempts by those in power to censor their critics during an undeclared war with France brought about strong rebukes from Thomas Jefferson and James Madison.

Out of all the differences of opinion in the 1790s emerged the formation of the nation's first two distinct political parties. While sometimes unsettling, the functioning of political parties sharpened the debates on political issues and established political practices that affected the nation for generations. One of those practices, a peaceful transfer of power, remains a key to the stability of the nation.

As the last segment of the video illustrates, this lesson prompts some reflection on the revolutionary era. America looked quite different in 1801 than it had in 1760. Thirteen separate colonies had become a nation with generous boundaries and an emerging identity. Idealistic principles espousing freedom and equality were becoming part of a national creed. While American Indians were being separated from the rest of the nation, women and African Americans had some hope that they might be included on a more equal basis. Indeed, America did gain a future during the revolutionary era, and America's destiny would continue to be shaped by those who inherited the revolution.

LESSON ASSIGNMENTS

Text: Roark, et al., *The American Promise*, Chapter 8, "The New Nation Takes Form," pp. 269–285 and Chapter 9, "Republican Ascendancy," pp. 289–290.

Video: "A Peaceful Transfer of Power" from the series *Shaping America*.

Documents:

"The Crisis of 1798: Sedition," found on pp. 278–280 of the text.

LEARNING OBJECTIVES

This lesson examines how and why the precedents established in the 1790s helped shaped America. Upon completing this lesson, you should be able to:

1. Explain the origins and results of the conflicts with American Indians in the 1790s.
2. Analyze the foreign policy of the United States in the 1790s.
3. Explain the emergence of the Federalist and Republican political parties of the 1790s, their differing political philosophies, and their effect upon the political traditions of the nation.
4. Analyze the presidential election of 1800 and the importance of its outcome.
5. Analyze the significance of the revolutionary era in the shaping of America.

LESSON FOCUS POINTS

The following questions are designed to help you get the most benefit from the sources selected for this lesson. For reference purposes, the titles for the video segments are: (1) Introduction, (2) "The Treaty of Greenville," (3) Short-take: "The Supreme Law of the Land," (4) "The Quasi War," (5) "The Election of 1800," (6) Short-take: "The Election of 2000," and (7) Unit Summary: "All Men are Created Equal?"

1. Examine Map 8.2 on page 270 of the text. Answer the questions posed in the text. (textbook, p. 270)
2. What happened to General Arthur St. Clair and his military forces in the Ohio Valley region in the fall of 1791? What were the effects of this episode? (textbook, p. 271; video segment 2)
3. What happened at the Battle of Fallen Timbers? (textbook, p. 271; video segment 2)
4. What is the significance of the Treaty of Greenville? (textbook, p. 271; video segment 2)

5. Why did treaties between the United States and Indian peoples have long-term significance? (video segments 2 and 3)
 6. Why did the United States declare neutrality regarding conflicts between Britain and France in the 1790s? (textbook, pp. 272–273; video segment 4)
 7. What was the Jay Treaty? Why was it so controversial? (textbook, p. 273; video segment 4)
 8. What was the Haitian Revolution? What effects did it have in the United States? (textbook, p. 274)
 9. Why did the results of the 1796 presidential election create a politically awkward situation? (textbook, pp. 275–276)
 10. What was the XYZ affair? What effects did it have in the United States? Why did the United States have a “Quasi War” with France? What were the effects of this undeclared war? (textbook, pp. 276–277; video segment 4)
 11. What were the Alien and Sedition Acts? What were they intended to accomplish? What effects did they have? (textbook, pp. 277–281; video segment 4)
 12. Read the documents concerning “The Crisis of 1798: Sedition” found on pages 278–280 of the text. Answer the questions posed in the text. (textbook, pp. 278–280)
 13. Why did Madison and Jefferson write the Virginia and Kentucky Resolutions? What key idea was put forward in these documents? What were the short- and long-term effects of the Resolutions? (textbook, pp. 279–281; video segment 4)
 14. Why did President John Adams ultimately pursue peace with France? How did this affect his reelection chances? What does this say about Adams? (textbook, pp. 280–281; video segment 4)
 15. What were the long-term effects of President Washington’s approach to neutrality and President Adams’ pursuit of peace in the 1790s? (video segment 4)
 16. How and why were political parties operating in the presidential election of 1800? What were the major differences between the Federalists and Republicans? (textbook, pp. 281–282, 289; video segment 5)
 17. Why did Thomas Jefferson and Aaron Burr end up with the same number of votes in the electoral college in 1800? What change did this bring about in the electoral voting? (textbook, pp. 289–290; video segment 5)
 18. What is the short-term and long-term significance of the election of 1800 and the peaceful transfer of power which followed? (video segment 5)
 19. What parallels exist between the elections of 1800 and 2000? (video segment 6)
 20. In general, how did the revolutionary era (1760–1801) shape America? (video segment 7)
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PRACTICE TEST

The following items will help you evaluate your understanding of this lesson. Use the Answer Key at the end of the lesson to check your answers or to locate material related to each question.

Multiple choice: Choose the BEST answer.

1. When the U.S. government's early policy toward the Indians in the Northwest Territory did not reap the anticipated results, _____.
 - A. the troops that had been stationed there were withdrawn
 - B. an expansion of military forces led to the total defeat of General St. Clair's army
 - C. expanded military efforts by General St. Clair's army pushed the Indians back and made way for new settlement
 - D. President Washington told all settlers to refrain from crossing the Ohio River to settle
2. As a result of the Treaty of Greenville (1795), _____.
 - A. the British evacuated their forts in the Old Northwest
 - B. U.S. military forces withdrew from Ohio
 - C. American Indians lost their struggle to preserve the Ohio River as a boundary to white settlement
 - D. The United States agreed to respect Indian tribal customs

3. One long-term benefit for Indians of treaties between the United States and Indian peoples is that _____.
 - A. Indian lifestyles showed marked improvement in the nineteenth century
 - B. liquor was specifically banned as a part of the goods shipped to Indians
 - C. states could assert legal authority on reservations
 - D. treaties became the basis of Indian rights within the United States
4. What was President Washington's reaction to the war between England and France when it began in 1793?
 - A. He supported the French.
 - B. He supported the English.
 - C. He tried to negotiate peace between the two countries.
 - D. He issued a Neutrality Proclamation.
5. "X, Y, and Z" was the code name for _____.
 - A. three American diplomats sent to France to avert war
 - B. unnamed French agents sent by Talleyrand to meet with American representatives
 - C. secret agents sent to France to avert war
 - D. English spies located in France to gather intelligence
6. In the video, Professor Joseph Ellis observes that the Alien and Sedition Acts were counterproductive for the Federalists because _____.
 - A. they helped Jefferson win the election of 1800
 - B. most new immigrants actually tended to support the Federalists
 - C. pro-Federalist newspapers were shut down
 - D. they could not reveal details of the XYZ affair
7. Issues under the Federalists that divided the country in the late 1790s included _____.
 - A. Indian policy
 - B. the election of Adams in 1796
 - C. the Jay Treaty and the Quasi War
 - D. Adams' dismissal of Hamilton as secretary of the treasury
8. When the electoral vote in the 1800 presidential election ended in a tie and the House of Representatives had to choose a winner, _____.
 - A. Alexander Hamilton helped Thomas Jefferson prevail
 - B. John Adams took his case to the Supreme Court
 - C. Aaron Burr challenged Alexander Hamilton to a duel
 - D. Thomas Jefferson persuaded Aaron Burr to withdraw before a vote had to be taken
9. In the video, Professor Eric Foner observes that during the revolutionary era, the idea of freedom _____.
 - A. narrowed in definition after 1776
 - B. was contradicted by Indian removal
 - C. applied only to particular groups of people
 - D. became universalized and democratized

Short Answer: Your answers should be one or two paragraphs long and specifically address the points indicated.

10. In your opinion, was the Sedition Act of 1798 constitutional? Why or why not?
11. What were the differences between Federalists and Republicans in 1800?
12. Cite three precedents established in the 1790s. What were the long-term effects?

Essay Questions: Your answers should be several paragraphs long and express a clear understanding of the points indicated.

13. Analyze the presidential election of 1800 in respect to the candidates, issues, campaign, and results. Why was a peaceful transfer of power significant in American history?
14. Describe and explain how the revolutionary era (1760–1801) shaped America. In your answer, consider the major changes that took place, particularly relating to American identity and the concepts of freedom and equality. How does that era continue to affect us today?

ANSWER KEY

	Learning Answer Objectives	Focus Points	References
1.	B..... LO 1.....	FP 2.....	p. 271; video segment 2
2.	C..... LO 1.....	FP 4.....	p. 271; video segment 2
3.	D..... LO 1.....	FP 5.....	video segments 2, 3
4.	D..... LO 2.....	FP 6.....	pp. 272–273; video segment 4
5.	B..... LO 2.....	FP 10.....	pp. 276–277; video segment 4
6.	A..... LO 2, 4.....	FP 11.....	pp. 277–281; video segment 4
7.	C..... LO 3.....	FP 16.....	pp. 281–282, 289; video segment 5
8.	A..... LO 4.....	FP 17.....	pp. 289–290; video segment 5
9.	D..... LO 5.....	FP 20.....	video segment 7
10.	 LO 2, 3.....	FP 11, 12, 13.....	pp. 277–281; video segment 4
	• What did the Sedition Act say? • What part of the Constitution did it seem to contradict? • To what extent can the government restrict expression during times of crisis?		
11.	 LO 3.....	FP 16.....	pp. 281–282, 289; video segment 5
	• Consider the issues of the use of the central government versus states' rights, the Bank of the United States, excise taxes, Alien and Sedition Acts, foreign policy disagreements, etc. • Who supported each group? Who led each group?		

12. LO 1–5..... FP 5, 6, 15, 18, 20pp. 272–273; video segments 2–7
 - U.S.-Indian treaties; boundaries established, but usually broken; Indian rights eventually upheld.
 - Neutrality in foreign policy; the United States could concentrate on continentalism.
 - Censorship during “wartime”? How far can the government go?
 - A peaceful transfer of power; creation of a loyal opposition.
 - Functions of political parties; in addition to transfer of power, what else happens?
13. LO 4.....FP 16–18pp. 281–282, 289–290; video segments 5, 6
 - Candidates: Who was running for each party?
 - Issues: What separated the Federalists and the Republicans?
 - Campaign: How were campaigns done in those days?
 - Results: Jefferson and Burr end up in a tie; how is this dealt with? What did it mean to the parties? What did it mean to the nation?
 - Consider how the United States handles election results without violence; what is the role of the losing candidate and party? What are the alternatives?
14. LO 5.....FP 20 video segment 7
 - How did the revolution, the Declaration of Independence, the Constitution, and the precedents set in the 1790s give America an identity?
 - What role did geography play in this identity?
 - How was the concept of freedom defined in this era? How had it changed?
 - How were minority groups fitting into the concept of American identity?
 - What are the most important elements of revolutionary America still present today?

ENRICHMENT IDEAS

These activities are not required unless your instructor assigns them. They are offered as suggestions to help you learn more about the material presented in this lesson.

1. Imagine yourself to be a Republican newspaper editor after the passage of the Sedition Act of 1798. Write an editorial in which you state your opinion about that legislation and what you plan to do about it.
2. Examine the role of censorship during wartime. In a well-developed essay, describe how and why media access to information has evolved in American history. What limits, if any, do you think should be placed on the media in times of war?
3. Consider the views of the Federalist and Republican political parties and their leaders at the end of the 1790s. In a thoughtful essay, explain how those views are reflected in national politics today (that is, role of the central government, support for business, appeal to which economic class).

4. Research the issue of liquor in the history of relations between the United States and American Indians. Then submit a report in which you describe your findings.
5. The text and the video for this lesson contain political cartoons from the 1790s to help illustrate the temper of the times. Analyze two political cartoons from the 1790s and two from newspapers published in the last three months. Then submit a report (with copies of the cartoons) describing what point of view the cartoons are trying to convey and your opinion about their effectiveness.

SUGGESTED READINGS

See the "Bibliography" on pages 283–285 of the text if you wish to examine other books related to the material presented in this lesson.