SSUSH3 The student will explain the primary causes of the American Revolution.

a. Explain how the end of Anglo-French imperial competition as seen in the French and Indian War and the 1763 Treaty of Paris laid the groundwork for the American Revolution.

b. Explain colonial response to such British actions as the Proclamation of 1763, the Stamp Act, and the Intolerable Acts as seen in Sons and Daughters of Liberty and Committees of Correspondence.

c. Explain the importance of Thomas Paine’s Common Sense to the movement for independence
UNIT 2
Revolution to Constitution
SSUS3, SSUS4, & SSUS5

SSUSH4 The student will identify the ideological, military, and diplomatic aspects of the American Revolution.

a. Explain the language, organization, and intellectual sources of the Declaration of Independence; include the writing of John Locke and the role of Thomas Jefferson.

b. Explain the reason for and significance of the French alliance and foreign assistance and the roles of Benjamin Franklin and the Marquis de Lafayette.

c. Analyze George Washington as a military leader; include the creation of a professional military and the life of a common soldier, and describe the significance of the crossing of the Delaware River and Valley Forge.

d. Explain the role of geography at the Battle of Yorktown, the role of Lord Cornwallis, and the Treaty of Paris, 1783.
SSUSH5 The student will explain specific events and key ideas that brought about the adoption and implementation of the United States Constitution.

a. Explain how weaknesses in the Articles of Confederation and Daniel Shays’ Rebellion led to a call for a stronger central government.

b. Evaluate the major arguments of the anti-Federalists and Federalists during the debate on ratification of the Constitution as put forth in The Federalist Papers concerning form of government, factions, checks and balances, and the power of the executive, including the roles of Alexander Hamilton and James Madison.

c. Explain the key features of the Constitution, specifically the Great Compromise, separation of powers (influence of Montesquieu), limited government, and the issue of slavery.

d. Analyze how the Bill of Rights serves as a protector of individual and states’ rights.
SSUSH5 The student will explain specific events and key ideas that brought about the adoption and implementation of the United States Constitution.

e. Explain the importance of the Presidencies of George Washington and John Adams; include the Whiskey Rebellion, non-intervention in Europe, and the development of political parties (Alexander Hamilton).
1676: Bacon’s Rebellion & King Phillip’s War

1692: Salem Witch Trials

1690: First colonial newspaper

1712: Carolina is divided into North Carolina and South Carolina.

1720’s: Colonial economic life quickens. The Great Awakening begins.

1733: The colony of Georgia is founded (1733) to act as a buffer between the US & Spain. The Molasses Act is passed.

1718: City of New Orleans is founded by the French.

1739-1744: The Great Awakening
The French and Indian War
The French and Indian War: Causes

- **Who?**
  - French & Indian allies v.
  - British/American colonists

- **When?**
  - 1754 – 1763

- **Why?**
  - *land & resources* wanted by both the British & French
  - **Ohio River Valley** claimed by both
  - French built **Fort Duquesne** which angered British – start of the war

SSUSH3
The French and Indian War

- **What happened?**
  - *George Washington* - commander of the VA Militia; 1754 assigned to remove French from Ohio Valley at Fort Duquesne
  - France won early victories against British forts in NY
  - British assembled large army & defeated French at Montreal & Quebec City
  - War: **British victory**

- **Treaty of Paris (1763):**
  - ended war & France lost in N. America western boundary Mississippi
Albany Plan of Union

• 1754

• attempt made by Ben Franklin to organize colonies under one government & cooperate with each other during the war

• no colony accepted terms of the plan fearing the loss of their own autonomy
Consequences of the War:

- **Proclamation of 1763** – ordered colonial settlers to stay east of Appalachian Mountains; unsuccessful & irritated colonists.

- King George III issued the proclamation in order to avoid conflicts between colonists and the Native Americans.
French and Indian War → American Revolution

How did the French and Indian War help lay the groundwork for the American Revolution?

1) **British sacrifices:**
   - lives of soldiers
   - money to fight war
   
   After investing so much, felt they should have more control over colonies

2) **War debt** – thought colonists should help pay for cost of war (**new taxes**)

3) **Protecting colonists** in new territories – huge additional expense
## Road to the American Revolution

<table>
<thead>
<tr>
<th>Event</th>
<th>Year</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>French and Indian War</td>
<td>1754-1763</td>
<td>War in North America between France and England; England wins but goes into debt</td>
</tr>
<tr>
<td>Proclamation of 1763</td>
<td>1763</td>
<td>Line English colonists could not pass (over the Appalachian Mountains); colonists resented it</td>
</tr>
<tr>
<td>Sugar Act</td>
<td>1764</td>
<td>Lowered tax on foreign molasses by collecting taxes already in effect, but assigned customs officers &amp; courts to collect the taxes</td>
</tr>
</tbody>
</table>
## Road to the American Revolution

<table>
<thead>
<tr>
<th>Event</th>
<th>Year</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quartering Act</td>
<td>1765</td>
<td>Had to provide housing and supplies for British troops</td>
</tr>
<tr>
<td>Stamp Act</td>
<td>1765</td>
<td>Had to pay a tax on almost all printed materials; first direct tax</td>
</tr>
<tr>
<td>Sons of Liberty</td>
<td>1765</td>
<td>Formed b/c of Stamp Act, led protests against taxes, famous leader Samuel Adams</td>
</tr>
<tr>
<td>Daughters of Liberty</td>
<td>1765</td>
<td>- helped during British boycotts by making “homespun” cloth to substitute for British-manufactured cloth</td>
</tr>
</tbody>
</table>
Stamp that had to be attached to any deed, contract, bill of sale, will, etc. in America before it could be legal

Samuel Adams
<table>
<thead>
<tr>
<th>Event</th>
<th>Year</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stamp Act Congress</td>
<td>1765</td>
<td>9 colonies met and agreed to boycott British goods (nonimportation agreements); 1766 Stamp Act repealed</td>
</tr>
<tr>
<td>Townshend Acts</td>
<td>1767</td>
<td>Taxed everyday items (glass, lead, paint, paper, tea)</td>
</tr>
<tr>
<td>Boston Massacre</td>
<td>1770</td>
<td>Colonists threw rocks at British soldiers in Boston; British fired killing 5 colonists; British dropped Townshend taxes except tax on tea</td>
</tr>
<tr>
<td>Committees of Correspondence</td>
<td>began in 1770</td>
<td>Organized by Samuel Adams first in Mass. as a response to the Boston Massacre; provided leadership &amp; promoted cooperation; other colonies created committees – built unity</td>
</tr>
</tbody>
</table>
Boston Massacre engraving created by Paul Revere in 1770
“The Bloody Massacre”
<table>
<thead>
<tr>
<th>Event</th>
<th>Year</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boston Tea Party</td>
<td>1773</td>
<td>Boston Patriots dressed as Indians, boarded British ships and dumped tea into harbor to protest tea tax</td>
</tr>
<tr>
<td>Coercive/Intolerable Acts</td>
<td>1774</td>
<td>Closed Boston’s ports, increased governor’s power, required colonists to house British troops. Meant to punish colonists.</td>
</tr>
<tr>
<td>First Continental Congress</td>
<td>1774</td>
<td>Delegates met in Philadelphia. Announced a boycott of all British imports</td>
</tr>
</tbody>
</table>
Boston Tea Party
Sinking of HMS Gaspee

Where? Rhode Island
When? June 1772
What happened?
HMS Gaspee was a British customs schooner that had been engaged in anti-smuggling operations. It ran aground in shallow water on June 9, 1772, near what is now known as Gaspee Point in the city of Warwick, Rhode Island, while chasing the packet boat boat Hannah.

Significance? this spirit of unity soon spread to the other colonies with the formation of the Committees of Correspondence to prevent further threats. It was but a short step from here to the First Continental Congress and eventually the Declaration of Independence.
Opinion Swings Toward Independence

- Jan. 1776 Thomas Paine published book *Common Sense*
Common Sense

• Thomas Paine’s Radical Proposal:
  – Independence from Britain, republican state governments, and a union of the new states
  – Wanted common people to elect all of their government
  – Claimed a republic would provide opportunities for social mobility (rewarding merit rather than inherited family titles)
Declaring Independence
War Begins

Terms to know:

– **Militia** - local patriot fighters (full-time farmers, part-time soldiers)

– **Redcoats** – British soldiers

– **Loyalists** – colonists who remained loyal to Britain

– **Patriots** – colonists who rebelled against Britain

SSUSH4
Lexington & Concord

• **Where?** outside Boston
• **When?** April 1775
• **What happened?** The “Shot Heard Round The World” British General Thomas Gage sent 700 soldiers to destroy guns and ammunition the colonists had stored in the town of Concord, just outside of Boston. They also planned to arrest Samuel Adams and John Hancock, two of the key leaders of the patriot movement.

• **Who won?** British at Lexington. Americans at Concord. British retreated back to Boston.

• **Significance?** Start of the American Revolution. Put the British on notice that the American forces were not the novice force they expected.
Background:

- 1775 General Thomas Gage (military commander) made governor of Massachusetts (Intolerable Acts)

- John Hancock, Samuel Adams, organized a Provincial Congress in Lexington, Mass. to govern Massachusetts without Gage

- Patriots began to stockpile arms and ammunition in Concord, Mass.
The Battles of Lexington

– April 1775 – Thomas Gage sent troops to arrest Hancock & Adams then take Patriot weapons

– Paul Revere rode to warn Patriots who organized to push British back

– British ordered militia to break up at Lexington – shot fired & ended with 8 Patriots dead
The Battles of Concord

– British march on to Concord
  – brief fight

– Headed back to Boston when hundreds of Patriot militia minutemen fired killing or wounding more than 200 British soldiers

– Patriot assemblies seized control of New England colonies
The Second Continental Congress

– May 1775 – all colonies assembled in Philadelphia

Three Actions:

– Congress assumed responsibility for the war

– Congress gave command of the new **Continental Army** to George Washington

– Congress sent an “Olive Branch Petition” to King George III in July 1775. Declined by the King.
Declaration of Independence

https://youtu.be/yb7MI8NQLoo?list=PL4fdK8OxkiPJ-OeyGRecwGZxH5WXgx5kO
The Colonists Declare Independence

- Spring 1776 Congress selected a committee to draft a document declaring American independence & explaining the reasons for it
- July 2, Congress voted that America was free; July 4, approved the Declaration of Independence
The Declaration of Independence

Drafted by Thomas Jefferson

The Declaration of Independence comprised of three sections:

• The Preamble
• Declaration of Natural Rights
• List of Grievances & Resolution of Independence
The Declaration of Independence

The Preamble explains and introduces the basic reasons (and political philosophy) underlying the decision for declaring independence from Britain.

“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..."
The Declaration of Natural Rights expands on the political philosophy mentioned in the preamble.

Both of these sections draw heavily from the Enlightenment-era political theories of John Locke - an English writer/philosopher of the late 17th/early 18th century. Locke’s *Two Treatises on Government* (1690) introduced ideas about the “natural” rights of man to life, liberty and property.

Locke also laid the foundation for the Social Contract theory of government later espoused by Rousseau. In its essence the idea of the Social Contract is that any government ultimately rules with the consent of the people being ruled. The implication then, is that when a government fails to meet the needs of its people-the government gets overthrown- and the people have the right to overthrow tyrannical governments.
The List of Grievances portion of the Declaration is an item-by-item account of how Jefferson (speaking for the Congress) feels King George III has wronged the American colonies.

Jefferson was also familiar with the writings of French philosopher Montesquieu. His 1748 work, *The Spirit of Laws*, was a major influence on political thinkers of the day. This work would be even more important 11 years after the Declaration, as an inspiration to the United States Constitution.
The Declaration of Independence

The Resolution of Independence asserts that the colonies were free from all political ties and allegiance to the British.
Military Highlights of the American Revolution
The Opposing Sides

**American Strengths**
- defending their homes
- good shots - hunting
- great leadership (ex. Washington)

**British Strengths**
- trained & experienced troops
- strongest Navy in world
- leader in manufacturing
- established government
- Hessian Mercenaries - soldiers who were hired to fight
The Opposing Sides

**American Weaknesses**
- untrained
- little ammunition
- NO NAVY!
- struggled to pay for the war (lacked authority to collect taxes)

**British Weaknesses**
- 3,000 miles away from home
- risk of attack outside of city
Battle of Bunker Hill

- **Where?** outside Boston
- **When?** June 1775
- **What happened?**
  Howe ordered men to march uphill into Patriot fire in the middle of day; captured hill b/c Patriots ran out of ammunition
- **Who won?** British, but b/c of heavy casualties, Patriots won psychological victory.
- **Significance?** British leave Boston
Battle of Trenton

Where? New Jersey

When? Dec. 26, 1776

What happened?
NYC captured in Sept.
George Washington & Patriots crossed the Delaware River to take it back; surprised & defeated a group of 1,000 German mercenaries at the Battle of Trenton

Who won? Patriots

Significance? victory raised morale
Battle of Saratoga

- **Where?** New York
- **When?** 1777
- **What happened?**
  colonists had lost Philadelphia (capital);
  Patriots defeated British as they tried to invade NY
- **Who won?** Patriots

**Significance?**
Biggest victory for Americans & turning point of the war. French convinced to provide support to the American colonists.
Why was Saratoga the turning point?

- France became a Patriot ally
- **Benjamin Franklin** - leading American negotiator in Paris
- Provided:
  - navy
  - troops
  - supplies
  - money
- **Marquis de Lafayette** – French volunteer who fought for Patriots & provided military expertise
- Spain, Netherlands followed
Valley Forge

• **Where?** Pennsylvania
• **When?** Winter 1777-1778
• **What happened?**
  Washington’s army spent the winter at Valley Forge – harsh cold conditions, men hungry, 1/3 of soldiers had no coat or shoes. Trained by de Lafayette.
• **Significance?** Washington was able to maintain and even build morale of the troops. Showed the true leadership qualities of Washington and the determination and spirit of the Continental Army. Left Valley Forge inspired, better trained, and ready for battle.

SSUSH4
George Washington

- First President of the United States. Served two terms (1789-1797) and is the only president to be elected by unanimous vote.
- Political party: None. Washington opposed parties. In fact, in his farewell speech, he was quoted as saying, """"However [political parties] may now and then answer popular ends, they are likely in the course of time and things, to become potent engines, by which cunning, ambitious, and unprincipled men will be enabled to subvert the power of the people and to usurp for themselves the reins of government, destroying afterwards the very engines which have lifted them to unjust dominion."
- Served 15 years in Virginia House of Burgesses.
- President of the Constitutional Convention
- Known as the Father of his country...America.
- Exceptional leader known for his ability to rally his men under fire and sustain troop morale in very tough conditions.
- Commander of the Continental Army and accepted surrender of Gen. Cornwallis at the Battle of Yorktown.
- Officer with the Virginia Militia prior to his revolutionary war experience. Washington led the attack on the French Fort Duquesne, killing its commander, thus starting the French & Indian War.

SSUSH4
Battle of Cowpens

- **Where?** South Carolina
- **When?** January 1781
- **What happened?**

At the Battle of Cowpens in South Carolina on January 17, 1781, American troops under Brigadier General Daniel Morgan, in a display of incredible tactics and strategy, routed British forces under Lieutenant Colonel Banastre Tarleton. The Americans inflicted heavy casualties on the British.

**Who won?** Patriots

**Significance?** Provided a significant morale boost and was a turning point in the war’s Southern campaign.
Battle of Yorktown

- **Where?** Virginia
- **When?** November 1781
- **What happened?**
  Washington & troops planned to trap Cornwallis’s army at Yorktown; French fleet of ships arrived trapping British from evacuating by sea.
- **Who won?** Patriots
- **Significance?** Cornwallis surrendered = end of the war and American Independence.
The War Ends

Why did the Patriots win the war?

• British underestimated the Patriots
• British misunderstood political nature of conflict
• Patriots highly motivated
• Patriots benefitted from Washington’s leadership
• Patriots received critical assistance from France
The Treaty of Paris (1783)

- American delegation including (Franklin) negotiated a treaty with Britain

- **1783 Treaty of Paris:**
  - recognized American independence
  - set U.S. boundaries
American Revolution Newsroom

• Break into groups and select any one event from the American Revolution.
• Present the major points from this event as though you were presenting information on the 9 o’clock news. All information has to be factual. All members have to participate and be included in the production.
• The report will be anywhere from 30 seconds to a minute. It depends on you.
• It can be a video spot, a radio spot, or a live newsroom report. Save it to a format you can transport – YouTube, Memory Stick, etc...
• Your project will be shown and/or presented in class.
• A script and basic production plan is required.
• Be creative! Use your talents & personalities!

SSUSH4
The Articles of Confederation
In 1777, the Continental Congress drafted the original constitution for the union of the states. This constitution was known as the Articles of Confederation.

- In this, states were strong, the federal government was weak.
Articles of Confederation

• Governmental Power
  State governments had more power

• States representation in the national government (Congress)
  Each state had only one vote regardless of population

• Executive Power
  No executive – power divided among committees

• Vote required to make laws
  2/3 majority (9 of 13 states)

• Vote required to change (amend) government
  All 13 states had to approve amendments to the Articles
Articles of Confederation

- Tax Power
  Could *NOT* raise money by taxing

- Military Powers
  Could create armies, declare war, negotiate treaties

- Currency Powers
  Could *NOT* establish a common currency

- Commerce Powers (trade)
  Could *NOT* regulate trade

- Court System
  There was *NO* system of federal courts
Confederation Congress

- Chosen by state legislatures (rather than voters)
- Each state had 1 single vote in Congress
- Given power to make, implement, and enforce laws

Committees of Congressmen

- No executive branch or President
- Powers of executive divided among committees
Powers of the National Congress

**Powers Granted by the Articles of Confederation**
- Congress could raise armies
- Congress could declare war
- Congress could sign treaties

**Powers Withheld by the Articles of Confederation**
- Congress could not raise revenue through taxes
- Congress could not regulate trade and collect tariffs
- Congress could not impose trade barriers
Strengths of the Articles of Confederation

Congress created a plan for western lands:

**Land Ordinance of 1785**
- System for surveying & distributing public land
- Townships, sections, half-sections, etc.
- Income from 16th section provided $ for public education

**Northwest Ordinance of 1787**
- System for governing
- Pop. 5,000 – establish elected assembly
- Pop. 60,000 – write Const; request admission as state
- Admitted as an equal – set pattern
- Slavery prohibited
- 5 new states: **OH, IN, IL, MI, WI**
- Used to admit **ALL** remaining states.

SSUSH5
Weaknesses of the Articles of Confederation

Federal Congress could **NOT**:

- Establish a common currency
- Regulate interstate commerce
- Raise taxes!
  - Needed funds to pay for war debts, but states wouldn’t pay up
- No executive branch to enforce laws

There was **NO** federal court system.

Each state had only 1 vote.

Two-Thirds (2/3rds) vote required to pass laws.

Unanimous vote required to amend Articles.

SSUSH5
Farmers Revolt in Massachusetts

– Slowdown in trade caused:
  • increased unemployment
  • reduced prices paid to farmers

– Most Americans were farmers, most farmers in debt

– W. Mass. 1786 farmers tried to shut down courts to stop foreclosure hearings – leader Daniel Shays; could not pay high Mass. taxes

– 1787 Shays led 1,000 farmers to seize weapons from an armory & again attempted to shut down the courts – Shay’s Rebellion

SOMETHING HAD TO CHANGE!
Drafting a NEW Constitution
The Convention Begins

- In May 1787, 12 of 13 states sent delegates to the Constitutional Convention in Philadelphia. Rhode Island was only state not represented.
- **Mission:** Make amendments to the Articles of Confederation
- Held in Independence Hall
- Hot! No Air Conditioning in 1787.
- Meetings kept secret from public so delegates could speak freely
George Washington presided over the convention.
Alexander Hamilton

• Conservative

• disliked democracy (preferred British model)

• Important during the creation and adoption of the Constitution

• Would later become 1st Secretary of the Treasury
James Madison

• “Father of the Constitution”

• favored a republic rather than the British system

• wanted government that was strong

• wanted well educated to govern

• Important during the creation & adoption of the Constitution
1. How should Congress be designed?
The Virginia Plan vs. The New Jersey Plan

**The Virginia Plan**
- Big National Gov’t
- Proposed by Madison
- 3 Branches of Gov’t
- Bicameral legislature - representation based on population
- Called for a strong President

**The New Jersey Plan**
- Small National Gov’t
- Proposed by William Patterson
- 3 Branches
- Unicameral legislature - equal representation (1 state, 1 vote)
- Executive committee, NO President

SSUSH5
Solution: The Great Compromise

Created a bicameral legislature

- Legislative Branch
- House of Representatives (based on state’s population)
- Senate (2 senators from every state)
1. Trust the people to elect the President or not?
Yes
Madison

No
Hamilton

(said educated, moneyed, elite should chose)
Solution: The Electoral College

Popular vote gets to send electors to vote at electoral college

House of Representatives # + 2 Senators = # of electors for a state
(not the same people, electoral college is chosen by Party Conventions in each state)
Slavery Questions to Answer

1. Should slavery continue?
2. Should slaves be counted as part of the population?
Solution: The Three-Fifths Compromise

- Protection of Slavery
  - Constitution forbade Congress from blocking the importation of slaves for 20 yrs

- Three-Fifths Compromise – counted each slave as 3/5 of a person when determining delegates for House of Representatives & electoral college

- Constitution committed all states to return fugitive slaves to their owners
U.S. Government: 3 Branches
Separation of Powers (Montesquieu)
Baron de Montesquieu
Charles-Louis de Secondat

Frenchman Montesquieu was one of the great political philosophers of the Enlightenment. He constructed a naturalistic account of the various forms of government, and of the causes that made them what they were and that advanced or constrained their development. He used this account to explain how governments might be preserved from corruption. He saw despotism, in particular, as a standing danger for any government not already despotic, and argued that it could best be prevented by a system in which different bodies exercised legislative, executive, and judicial power, and in which all those bodies were bound by the rule of law. This theory of the separation of powers had an enormous impact on liberal political theory, and on the framers of the U.S. Constitution.
Separation of Powers
Checks and Balances

Executive Branch
President & Cabinet
Enforces Laws

Can remove president from office
Can Override Presidential Veto

Judicial Branch
Supreme Court
Interprets Laws

Can appoint judges to Sup
Can declare acts unconst.
Can declare acts unconst.
Can refuse to appoint judges

Legislative Branch
Congress
(House of Reps & Senate)
Writes Laws

Can veto acts of congress

SSUSH5
Constitution

- Powers of nat’l v. state gov’ts
  - Federalism – power divided between state and federal
- How states represented in nat’l gov’t (Congress)
  - Senate: 2 from every state
  - House of Representatives: based on population
- Executive Power
  - Powerful President who carries out the laws
- Vote required to make laws
  - Majority in House & Senate, then signed by Pres.
- Vote required to change (amend) gov’t
  - Approved by ¾ of state legislatures or special state conventions in ¾ of the states

SSUSH5
Constitution

- Tax Power
  **CAN** raise money by taxing

- Military Powers
  Congress: approve treaties, declare war
  President: Commander-in-Chief, negotiates treaties

- Currency Powers
  **CAN** create a common, national currency

- Commerce Powers (trade)
  **CAN** regulate trade

- Court System
  **MADE** a system of federal courts (Judicial Branch)
Ratifying the Constitution

We the People

SSUSH5
The Struggle over Ratification

- Ratification required approval of 9 of 13 states

- Two groups emerge in the states:
  - **Federalists** – those who supported the Constitution
  - **Antifederalists** – those who opposed the Constitution
Antifederalists vs. Federalists

**Antifederalist Leaders:**
- Thomas Jefferson
- Samuel Adams
- John Hancock
- Patrick Henry

**Federalist Leaders:**
- George Washington
- Benjamin Franklin
- James Madison
- Alexander Hamilton
- John Jay
The Federalist Papers

A Collection of Essays, Written in Favour of the New Constitution, as Agreed Upon by the Federal Convention, September 17, 1787.

Defense for Ratification
# Antifederalists vs. Federalists

<table>
<thead>
<tr>
<th><strong>Antifederalist concerns</strong></th>
<th><strong>Federalist response</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Constitution gave national gov’t too much power</td>
<td>enough power to solve the country’s problems</td>
</tr>
<tr>
<td>President will be just like a king</td>
<td>system of checks and balances will limit president’s power</td>
</tr>
<tr>
<td>Individual liberties of people will be threatened by a powerful gov’t</td>
<td>Bill of Rights will protect citizens freedom</td>
</tr>
<tr>
<td>Federal gov’t could come under control of one powerful group</td>
<td>Country is too big to be dominated by one group</td>
</tr>
</tbody>
</table>
Why The Federalists Won

1. The Federalist Papers (Madison, Hamilton, Jay)
   – 85 essays written to persuade NY to ratify the Constitution

2. Focused on flaws of the Articles of Confederation

3. Well organized national group

4. George Washington & Ben Franklin

5. Agreed to add a Bill of Rights
The Bill of Rights
Bill of Rights

BILL OF RIGHTS = 1st ten amendments to the constitution

A written list of freedoms guaranteed to citizens by the government
Bill of Rights

1st Amendment
Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or the press; or the right of the people peacefully to assemble, and to petition the Government for a redress of grievances.

Translation: Freedom of religion, speech, and press, plus you can assemble in crowds and protest.

2nd Amendment
A well regulated militia, being necessary to the security of a free State, the right of the people to keep and bear Arms, shall not be infringed.

Translation: Right to bear arms (pistols, rifles, shot guns, etc…) and cannons.

3rd Amendment
No Soldier shall, in time of peace be quartered in any house, without the consent of the Owner, not in time of war, but in a manner to be prescribed by law.

Translation: When soldiers gets sleepy, you don’t have to let them sleep on your couch.
4th Amendment

The right of the people to be secure in their persons, houses, papers, and effects, against unreasonable searches and seizures, shall not be violated, and no Warrants shall issue, but upon probable cause, supported by Oath or affirmation, and particularly describing the place to be searched, and the persons or things to be seized.

Translation: No one can search and seize. It protects me, unless people have a warrant to arrest me.
Bill of Rights

5th Amendment

No person shall be held to answer for a capital, or otherwise infamous crime, unless on a presentment or indictment of a Grand Jury, except in cases arising in the land or naval forces, or in the Militia, when in actual service in time of War or public danger; nor shall any person be subject for the same offence to be twice put in jeopardy of life or limb; nor shall be compelled in any criminal case to be a witness against himself, nor be deprived of life, liberty, or property, without due process of law; nor shall private property be taken for public use, without just compensation.

Translation: If you arrest me, respect me. Sorry Alex, there’s no Double Jeopardy. What’d you do after school? “I plead the fifth.” What’d you do after that, dude? “I plead the fifth.” I don’t have to incriminate myself or risk my health, whenever I’m in trouble, I just plead the fifth.
Bill of Rights

6th Amendment
In all criminal prosecutions, the accused shall enjoy the right to a speedy and public trial, by an impartial jury of the State and district wherein the crime shall have been committed, which district shall have been previously ascertained by law, and to be informed of the nature and cause of the accusation; to be confronted with the witnesses against him; to have compulsory process for obtaining witnesses in his favor, and to have the Assistance of Counsel for his defense.

Translation: You must process me speedily.

7th Amendment
In suits at common law, where the value in controversy shall exceed twenty dollars, the right of trial by jury shall be preserved, and no fact tried by a jury, shall be otherwise reexamined in any Court of the United States, than according to the rules of the common law.

Translation: Tried in front of a jury of my peers.
Bill of Rights

8th Amendment
Excessive bail shall not be required, nor excessive fines imposed, nor cruel and unusual punishments inflicted.

Translation: You can’t beat me, use cruel punishment, or charge me too much to get out of jail.

9th Amendment
The enumeration in the Constitution, of certain rights, shall not be construed to deny or disparage others retained by the people.

Translation: The people get more than the rights written in the Constitution.

10th Amendment
The powers not delegated to the United States by the Constitution, nor prohibited by it to the States, are reserved to the States respectively, or to the people.

Translation: States can and will make other laws not written in the U.S. Constitution.
The Constitution Endures

• Became supreme law of land in 1789

• Survived 200+ years with only 27 amendments

• Short and vaguely, but effectively, worded

• Flexibility: allows for amendments, but difficult process
  – 2/3 of both houses of Congress must approve an amendment
  – Becomes a law when ¾ of states ratify

SSUSH5
George Washington as President

Washington took office as the First President of the United States. He and Congress had to create an entirely new government. Many of his early decisions have shaped the course of America’s history:

- Washington and Congress created a judicial system with the Supreme Court as its head through the Judiciary Act of 1789.
- He built an executive branch to help him make policies and carry out the laws. When Washington took office the executive branch was only the President and Vice President. Washington created three executive departments, The Department of State to deal with foreign affairs, the Department of War to handle military matters and the Department of the Treasury to handle financial matters. These departments became known as the Cabinet.
George Washington as President

Washington took office as the First President of the United States. He and Congress had to create an entirely new government. Many of his early decisions have shaped the course of America’s history:

- **Results of the Cabinet**: Immediately, argument broke out as to how to best run the country. Divisions sprang up between Thomas Jefferson and Alexander Hamilton. Even though Washington tried to remain above this, the split in his cabinet led to the formation of political parties in America. The key issue at the center of the argument was the power and size of the Federal government in relation to state governments. Those who wanted a strong federal government were called The **Federalists** (Hamilton, Washington, Adams) and those who favored strong state governments called themselves **Republicans** (Jefferson, Madison, Monroe).
George Washington as President

Washington took office as the First President of the United States. He and Congress had to create an entirely new government. Many of his early decisions have shaped the course of America’s history:

- **Non-Intervention in Europe**: Another problem during Washington’s presidency carried over into the next presidency of John Adams and had to do with international affairs. The French had come to the aid of the colonists in the Revolutionary War. The French and the United States had signed the Treaty of Alliance in 1778. When war broke out between France & Great Britain, the French wanted the help of the Americans. Republicans under Jefferson supported this idea. The Federalists under Washington/Hamilton/Adams were opposed. Washington issued a declaration of neutrality saying that America would not get involved. Jefferson resigned from Washington’s Cabinet.
The Whiskey Rebellion

Congress had passed an import tax on goods produced in Europe. This tax meant to encourage American production and brought in a lot of revenue. Hamilton, Secretary of the Treasury wanted more revenue and encouraged an excise tax – a tax on the manufacture and sale of a product – on the manufacture of whiskey. Whiskey was the major source of cash for frontier farmers. The western Pennsylvania farmers rebelled in 1794 – this became known as the Whiskey Rebellion.
The Whiskey Rebellion

Hamilton sent in 15,000 militiamen to put down the rebellion. This was an important show of force for the federal government to prove it could enforce the law. The Whiskey Rebellion was a milestone in the consolidation of federal power in domestic affairs.
Adams’ Presidency

• In the election of 1796, John Adams, a Federalist and Thomas Jefferson, a Democratic-Republican, ran against each other. Adams won, but due to election procedures at the time, Jefferson became his Vice President even though he was of a different political party. Northern states mostly supported Adams, southern states supported Jefferson.
Adams’ Presidency

Adams faced the continuing pressure from the European war. The French government was angry the Americans had signed Jay’s Treaty (Treaty of Amity Commerce & Navigation) with Great Britain, which they saw as favoring Britain over them. The French began to seize American ships bound for Britain. Adams sent a three man delegation to France to work this out. When they arrived, the French diplomats who were to meet with them demanded a $250,000 bribe to see the Foreign Minister Talleyrand. This event became known as the XYZ Affair and it provoked a strong wave of anti-French feeling in America.
Adams’ Presidency

Adams lost popularity and his bid for re-election amid the anti-French feelings throughout the states. Federalists believed that French spies were everywhere, plotting to overthrow the American government and convinced Adams to pass the Alien and Sedition Acts. These laws made a longer waiting period for immigrants to become citizens, from 5 to 14 years. They also said the President could deport or jail an alien considered undesirable. Fines and jail terms were imposed on people who spoke out against the government. These acts proved to be the downfall of Adams.

SSUSH5
UNIT 2
Revolution to Constitution
SSUS3, SSUS4, & SSUS5