NAME:

11.2 CONSTITUTIONAL FOUNDATIONS (1763 – 1824): Growing political and economic tensions led the American colonists to declare their independence from Great Britain. Once independent, the new nation confronted the challenge of creating a stable federal republic.

11.2a Following the French and Indian War, the British government attempted to gain greater political and economic control over the colonies. Colonists resisted these efforts, leading to increasing tensions between the colonists and the British government. Examine British efforts to gain greater political and economic control, such as the Proclamation of 1763, the Stamp Act, the Townsend Acts, the Tea Act, the Boston Massacre, and the Coercive Acts, and colonial reactions to these efforts.

11.2b Failed attempts to mitigate the conflicts between the British government and the colonists led the colonists to declare independence, which they eventually won through the Revolutionary War, which affected individuals in different ways. Examine the purpose of and the ideas contained in the Declaration of Independence and consider its long term impacts. Examine the impacts of the Revolutionary War on workers, African Americans, women, and Native Americans.
<table>
<thead>
<tr>
<th>AGREE</th>
<th>DISAGREE</th>
<th>STATEMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>The Declaration of Independence was written and adopted in June-July 1776.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The Declaration of Independence was the “break up” letter with England from the American Colonists.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The Declaration of Independence ended the American Revolution – war with England.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The Declaration of Independence was not written on paper, but rather parchment which is specially treated animal skin.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>There are 26 copies known to exist of the Declaration of Independence. They are referred to as “the Dunlap broadside” and were printed on paper as copies to be distributed to the colonial assemblies for public readings.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>John Hancock was the main author of the Declaration of Independence.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The Committee of Five who were appointed to draft the Declaration of Independence consisted of 2 New England men, 2 men from the Middle Colonies, and one southerner.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Not until 1952, was the Declaration of Independence and other founding documents formally placed into the Archives. It and the other documents traveled the US.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The Declaration of Independence contained no original ideas (as written by the Committee of Five), but was instead a statement of sentiments widely shared by supporters of the American Revolution.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The Declaration of Independence was influenced by the 1689 English Declaration of Rights, which formally ended the reign of King James II. During the American Revolution, Jefferson and other Americans looked to the English Declaration of Rights as a model of how to end the reign of an unjust king.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Enlightenment Thinkers, such as Locke and Montesquieu, are cited as primary influences for influencing Thomas Jefferson.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Thomas Paine's <em>Common Sense</em> was written for the regular American...he should have been hung for treason.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Benjamin Franklin was the oldest man to sign the Declaration of Independence.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The colonial assemblies attempted political discourse with the King of England before war.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The Declaration of Independence contains 3 parts: why the colonies were upset, the long list of the wrongs by the king, and finally declaring themselves independent of England.</td>
</tr>
</tbody>
</table>
This activity is to help you understand the importance of causation. These documents and your discussion will help you understand the impact they had on colonists' behaviors and attitudes. Refer to the example.

<table>
<thead>
<tr>
<th>Act and Date</th>
<th>Brief Summary</th>
<th>Why did it increase tensions?</th>
<th>How much did it increase tensions? Explain with evidence.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proclamation Act 1763</td>
<td></td>
<td></td>
<td>(out of 5; 1 being minimal – 5 being extensive)</td>
</tr>
<tr>
<td>Stamp Act 1765</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Quartering Act 1765</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Act and Date</td>
<td>Brief Summary</td>
<td>Why did it increase tensions?</td>
<td>How much did it increase tensions? Explain with evidence (out of 5; 1 being minimal - 5 being extensive)</td>
</tr>
<tr>
<td>------------------</td>
<td>-------------------------------------------------------------------------------</td>
<td>-------------------------------</td>
<td>----------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Declaratory Act</td>
<td>a measure issued by British Parliament asserting its authority to make laws</td>
<td>This act meant that a</td>
<td>4 - As a response to the Stamp Act Congress resolutions where representatives of the colonies questioned Britain’s right to tax them without representation, members of the Imperial Parliament declared their right to legislate the colonies stating a “virtual representation” as they were part of the British Empire. Colonists argued that they were represented only in their provincial assemblies making them the only legislative body legally able to levy internal taxes in the colonies. This concept, known as “No taxation without representation” was the slogan adopted by the opposition.</td>
</tr>
<tr>
<td>Act 1766</td>
<td>asserting its authority to make laws binding the colonists “in all cases</td>
<td>Parliamentary majority could pass</td>
<td></td>
</tr>
<tr>
<td></td>
<td>whatsoever” including the right to tax. The Declaratory Act was a reaction of</td>
<td>any law they saw fit affecting</td>
<td></td>
</tr>
<tr>
<td></td>
<td>British Parliament to the failure of the Stamp Act as they did not want to</td>
<td>British subjects and colonists</td>
<td></td>
</tr>
<tr>
<td></td>
<td>give up on the principle of imperial taxation asserting its legal right to tax</td>
<td>alike.</td>
<td></td>
</tr>
<tr>
<td>Townshend Acts</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Acts 1767</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tea Act 1773</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Act and Date</td>
<td>Brief Summary</td>
<td>Why did it increase tensions?</td>
<td>How much did it increase tensions? Explain with evidence (out of 5; 1 being minimal – 5 being extensive)</td>
</tr>
<tr>
<td>------------------</td>
<td>---------------</td>
<td>-------------------------------</td>
<td>---------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Coercive (Intolerable) Acts 1774</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Quebec Act 1774</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
What do *contemporary* images and cartoons say about a time period??

What does it mean to say *contemporary*? Define it:

<table>
<thead>
<tr>
<th>What...</th>
<th>Image #1</th>
<th>Image #2</th>
<th>Image #3</th>
</tr>
</thead>
<tbody>
<tr>
<td>What can you see?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>What does this tell you?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>What is the message of the image?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>What is the purpose of the image?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>How representative is this image of views and opinions of the time period?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Close Read: The Bloody Massacre

**Objective**

Is Paul Revere’s woodblock engraving depicting the Boston Massacre an example of propaganda?

**Pre-Reading:** Read the excerpt and answer the two pre-analysis questions below.

---

**Boston Massacre**

The tension between the colonists and British had been rising for years. Tension reached a peak following the French and Indian War. The Proclamation of 1763 prevented colonists from moving west into the Ohio River valley; an area of the new world ripe with natural resources that colonists wanted to take advantage of. Further angering the colonists, the British Parliament was forced to raise taxes to pay for the costs of the war and future protection of the colonies from attacks by Native Americans. After the passage of the Sugar Act (1764), the Currency Act (1764), the Stamp Act (1765), and the Townshend Acts (1767) colonists became fed up. The taxes on everyday goods and services were very high, and making ends meet was becoming very difficult for colonists. The colonists were paying taxes to a government in which they had no representation or voice, which angered them further. The cry, “No taxation without representation!”, spread like wildfire throughout the colonies.

The taxes caused riots in Boston and other major cities across the colonies. These riots led to customs (tax collection) officials to demand additional protection from the British government. Four additional British regiments of soldiers arrived in the colonies in 1768, making the colonists feel threatened and the British feel like they had greater control over the colonists. In Boston, where the most unrest was taking place, there were 4,000 troops to control a population of only 20,000 colonists. People in Boston called the British troops “lobster backs” because they wore red coats. Crowds constantly booted and harassed the troops. On March 5, 1770, the colonists and British troops clashed in what is now called the Boston Massacre.

---


**Pre Analysis Questions:**

1) **Summarize:** Why were the British raising taxes on the American colonists? How did the colonists feel about the taxes they were forced to pay the British government?

2) **Predict:** How do you think the colonists in Boston felt when large numbers of British troops arrived to occupy the colonies? How might you feel if you were a colonist living in Boston in 1770 and you were surrounded by British troops?
Primary Source - "The Bloody Massacre Perpetrated in King Street, March 5th 1770", Paul Revere (1770): The image above was created by Bostonian Paul Revere. Paul Revere was a famous American colonist and a leader in the movement for American independence. Revere was an original founding member of the rebellious group of American colonists fighting for freedom from Great Britain, Sons of Liberty. Originally produced as a woodblock engraving, it was replicated as a print and spread throughout the colonies in 1770. It appeared in many colonial newspapers, brochures, and pamphlets to illustrate the cruelty of the British government, and to gain support for the revolutionary movement.
**Analysis of Image - Observations & Inferences:** *Directions:* Analyze the primary source, *the Bloody Massacre Perpetrated in King Street*, by Paul Revere. To aid you in your analysis, use the chart below & three questions on the following page.

<table>
<thead>
<tr>
<th>Observations</th>
<th>Inferences</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Colonists:</strong></td>
<td><strong>Colonists:</strong></td>
</tr>
<tr>
<td>• I notice or I see....</td>
<td>• “Because I see ________ I think that ________”</td>
</tr>
<tr>
<td></td>
<td>• ________ stands out</td>
</tr>
<tr>
<td><strong>British Soldiers:</strong></td>
<td><strong>British Soldiers:</strong></td>
</tr>
<tr>
<td>• I notice or I see....</td>
<td>• “Because I see ________ I think that ________”</td>
</tr>
<tr>
<td></td>
<td>• ________ stands out</td>
</tr>
<tr>
<td><strong>Other details:</strong></td>
<td><strong>Other details:</strong></td>
</tr>
</tbody>
</table>
Analysis of Image - Sourcing & Contextualization:

1) Who made this print? How could his background & beliefs have impacted how he represented the incident?

2) Why do you think he titles this print, “The Bloody Massacre Perpetrated on King Street”? How might that title bias a viewer in 1770?

3) How do you think colonists in 1770 would have reacted to viewing this depiction of the Boston Massacre? Why?

4) What do you think a British soldier would call this image? How might he react to this image?

5) Propaganda is defined as “information, ideas, or statements of a biased or misleading nature, used to promote a particular point of view”. Based on that definition, do you think Paul Revere’s woodblock engraving is a piece of propaganda? Why or why not?
Thomas Paine: *Common Sense* (Excerpt)

Things to think about when reading *Common Sense*: Paine is criticizing the English form of government with its three legislative branches: the monarch (the executive), the House of Lords (the senate), and the House of Commons (the general assembly or house of representatives).

Why does Paine associate the system of checks and balances with tyranny?

How does he think a republican form of government should be structured?

I draw my idea of the form of government from a principle in nature, which no art can overturn, viz. that the more simple any thing is, the less liable it is to be disordered, and the easier repaired when disordered; and with this maxim in view, I offer a few remarks on the so much boasted constitution of England. That it was noble for the dark and slavish times in which it was erected is granted. When the world was overrun with tyranny the least therefrom was a glorious rescue. But that it is imperfect, subject to convulsions, and incapable of producing what it seems to promise, is easily demonstrated.

Absolute governments (tho' the disgrace of human nature) have this advantage with them, that they are simple; if the people suffer, they know the head from which their suffering springs, know likewise the remedy, and are not bewildered by a variety of causes and cures. But the constitution of England is so exceedingly complex, that the nation may suffer for years together without being able to discover in which part the fault lies, some will say in one and some in another, and every political physician will advise a different medicine.

I know it is difficult to get over local or long standing prejudices, yet if we will suffer ourselves to examine the component parts of the English constitution, we shall find them to be the base remains of two ancient tyrannies, compounded with some new republican materials.

First. The remains of monarchical tyranny in the person of the king.
Secondly. The remains of aristocratical tyranny in the persons of the peers.
Thirdly. The new republican materials, in the persons of the commons, on whose
virtue depends the freedom of England.
The two first, by being hereditary, are independent of the people; wherefore in a
constitutional sense they contribute nothing towards the freedom of the state.
To say that the constitution of England is a union of three powers reciprocally
checking each other, is farcical, either the words have no meaning, or they are flat
contradictions.
To say that the commons is a check upon the king, presupposes two things.
First. That the king is not to be trusted without being looked after, or in other
words, that a thirst for absolute power is the natural disease of monarchy.
Secondly. That the commons, by being appointed for that purpose, are either
wiser or more worthy of confidence than the crown.
But as the same constitution which gives the commons a power to check the king
by withholding the supplies, gives afterwards the king a power to check the
commons, by empowering him to reject their other bills; it again supposes that
the king is wiser than those whom it has already supposed to be wiser than him. A
mere absurdity!
There is something exceedingly ridiculous in the composition of monarchy; it first
excludes a man from the means of information, yet empowers him to act in cases
where the highest judgment is required. The state of a king shuts him from the
world, yet the business of a king requires him to know it thoroughly; wherefore
the different parts, unnaturally opposing and destroying each other, prove the
whole character to be absurd and useless.
Some writers have explained the English constitution thus; the king, say they, is
one, the people another; the peers are an house in behalf of the king; the
commons in behalf of the people; but this hath all the distinctions of an house
divided against itself; and though the expressions be pleasantly arranged, yet
when examined they appear idle and ambiguous; and it will always happen, that
the nicest construction that words are capable of, when applied to the description
of something which either cannot exist, or is too incomprehensible to be within
the compass of description, will be words of sound only, and though they may
amuse the ear, they cannot inform the mind, for this explanation includes a
previous question, viz. how came the king by a Power which the people are afraid
to trust, and always obliged to check? Such a power could not be the gift of a wise
people, neither can any power, which needs checking, be from God; yet the
provision, which the constitution makes, supposes such a power to exist.
The nearer any government approaches to a republic the less business there is for
a king. It is somewhat difficult to find a proper name for the government of
England. Sir William Meredith calls it a republic; but in its present state it is
unworthy of the name, because the corrupt influence if the crown, by having all
the places in its disposal, hath so effectually swallowed up the power, and eaten
out the virtue of the house of commons (the republican part in the constitution)
that the government of England is nearly as monarchical as that of France or
Spain. Men fall out with names without understanding them. For it is the
republican and not the monarchical part of the constitution of England which
Englishmen glory in, viz. the liberty of choosing an house of commons from out of
their own body and it is easy to see that when the republican virtue fails, slavery
ensues. Why is the constitution of England sickly, but because monarchy hath
poisoned the republic, the crown hath engrossed the commons?

John Adams on Thomas Paine and *Common Sense*

*Why does John Adams think *Common Sense* is so dangerous?*

In the Course of this Winter appeared a Phenomenon in Philadelphia a *Star of
Disaster* (Disastrous Meteor), I mean Thomas Paine. He came from England, and
got into such company as would converse with him, and ran about picking up
what Information he could, concerning our Affairs, and finding the great Question
was concerning Independence, he gleaned from those he saw the common place
Arguments concerning Independence: such as the Necessity of Independence, at
some time or other, the peculiar fitness at this time: the Justice of it: the
Provocation to it: the necessity of it: our Ability to maintain it &c. &c. Dr. Rush,
put him upon Writing on the Subject, furnished him with the Arguments which
had been urged in Congress an hundred times, and gave him his title of common
Sense. In the latter part of Winter, or early in the Spring he came out, with his
Pamphlet. The Arguments in favour of Independence I liked very well: but one
third of the Book was filled with Arguments from the old Testament, to prove the
Unlawfulness of Monarchy, and another Third, in planning a form of Government,
for the separa Slate in One Assembly, and for the United States, in a Congress.
His Arguments from the old Testament, were ridiculous, but whether they
proceeded from honest Ignorance, or foolish Superstition on one hand, or from
will-full Sophistry and knavish Hypocrisy on the other I know not. The other third
part relative to a form of Government I considered as flowing from simple
Ignorance, and a mere desire to please the democratic Party in Philadelphia, at
whose head were Mr. Matlock, Mr. Cannon and Dr. Young. I regretted however,
to see so foolish a plan recommended to the People of the United States, who
were all waiting only for the Countenance of Congress, to institute their State
Governments. I dreaded the Effect so popular a pamphlet might have, among the
People, and determined to do all in my Power, to counter Act the Effect of it. My
continued Occupations in Congress, allowed me no time to write any thing of any
Length: but I found moments to write a small pamphlet which Mr. Richard Henry
Lee, to whom I shewed it, liked so well that he insisted on my permitting him to publish it: He accordingly got Mr. Dunlap to print it, under the Tittle of Thoughts on Government in a Letter from a Gentleman to his Friend. Common Sense was published without a Name: and I thought it best to suppress my name too: but as common Sense when it first appeared was generally by the public ascribed to me or Mr. Samuel Adams, I soon regretted that my name did not appear. Afterward I had a new Edition of it printed with my name and the name of Mr. Wytlie of Virginia to whom the Letter was at first intended to have been addressed. The Gentlemen of New York availed themselves of the Ideas in this Morsell in the formation of the Constitution of that State. And Mr. Lee sent it to the Convention of Virginia when they met to form their Government and it went to North Carolina, New Jersey and other States. Matlock, Cannon, Young and Paine had influence enough however, to get their plan adopted in substance in Georgia and Vermont as well as Pennsylvania. These three States have since found them, such Systems of Anarchy, if that Expression is not a contradiction in terms, that they have altered them and made them more conformable to my plan.—Paine soon after the Appearance of my Pamphlet hurried away to my Lodgings and spent an Evening with me. His Business was to reprehend me for publishing my Pamphlet. Said he was afraid it would do hurt, and that it was repugnant to the plan he had proposed in his Common Sense. I told him it was true it was repugnant and for that reason, I had written it and consented to the publication of it: for I was as much afraid of his Work as he was of mine. His plan was so democratical, without any restraint or even an Attempt at any Equilibrium or Counterpoise, that it must produce confusion and every Evil Work.
"Study of the pamphlets [of the American Revolution] confirmed my rather old-fashioned view that the American Revolution was above all else an ideological, constitutional, political struggle and not primarily a controversy between social groups undertaken to force changes in the organization of society or the economy..." 

"The pamphlets do reveal the influence of the Enlightenment thought, and they do show the effective force of certain religious ideas, of the common law, and also classical literature; but they reveal most significantly...still another tradition interwoven with, yet still distinct from, these more familiar strands of thought. This distinctive influence had been transmitted most directly to the colonists but a group of early eighteenth-century radical publicists and opposition politicians in England who carried forward in to the eighteenth-century and applied to the politics of the age of Walpole the peculiar strain of anti-authoritarianism bred in the upheaval of the English Civil War..."


1. According to the passage, the struggle of the American Revolution was primarily
   A. social
   B. political
   C. economic
   D. military

2. Lines 1-5 show that the author does believe that the American revolution was undertaken to
   A. change society
   B. kill the king
   C. change constitutional law
   D. transform the relationship between Britain and her colonies

3. According to the author, which of the following was NOT an influence on American revolutionary thought?
   A. English Common law
   B. The Enlightenment
   C. religion
   D. none of the above

4. According to the second NOT paragraph, the early 18th century in England was the time of
   A. the English Civil War
   B. Prime Minister Walpole
   C. the Glorious Revolution
   D. the Restoration
Declaration of Independence
Use pages 113-115

**Directions:** Using your textbook, list the points/arguments stated by the colonists for their need to declare their independence from Britain. Use the *Commentary* sections along the side of the Declaration of Independence as guidance when generating your lists.

<table>
<thead>
<tr>
<th>Preamble  (2-3)</th>
<th>Basic Rights  (4-6)</th>
<th>Wrongs by the King  (10-15)</th>
<th>Declare Independence  (3-5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Page 113</td>
<td>Page 113</td>
<td>Bottom page 113-115</td>
<td>Page 113</td>
</tr>
</tbody>
</table>

21
The American Revolution

Use *The Patriot* and *Read* pages 121-123
(4:3 The British Surrender at Yorktown & 4:4 War Becomes a Symbol for Liberty),

Please Answer the following questions.
TYPE, using easy-to-read 12 point font.

---

**Treaty of Paris 1783**

**EXPLAIN:**

1. **WHY OR WHY WASN'T** the Revolution justified? Please use specific evidence to support your reasoning.

2. In war, how do you know who is winning?

3. How do you make PEACE with a PIECE of paper? How was peace achieved in the American Revolution?

4. What were the effects (challenges) of the Revolutionary War on the American Colonists? List and explain at least 5.

5. In your opinion, what was the single biggest challenge facing the new country and why?