

Flint Community Schools
United States History
Unit of Study –
Grade 8

How were the values of some people and the American economy used to shape early documents that established our country? How do historians analyze the past to inform our present and future?

History/Social Studies Grade Eight

“One starts with the end – the desired results (goals or standards) – and then derives the curriculum from the evidence of learning (performances) called for by the standard and the teaching needed to equip students to perform.”

- Wiggins & McTighe¹

The following unit design is based on the work of Grant Wiggins and Jay McTighe as explained in their book entitled *Understanding by Design (UBD)*. UBD is a standards-based backwards design process which leads to the development of big ideas and utilizes student work to guide teaching.

Why do we advocate for “Backwards Design”? Standards-based instruction and the Michigan history themes project ask teachers to “begin with the end in mind.” Beginning by thinking about the expected outcomes and designing an assessment before planning and lessons or drawing up learning experiences makes it easier to clarify our goals for students and ensure greater alignment between our lessons and assessments. It is a process that helps us determine whether students are able to master rigorous, grade appropriate work.

What is “Backwards Design”? This way of thinking starts with unpacking the content standards to focus on the big ideas and develop an essential question. The big idea is followed with development of appropriate assessments and evidence (such as an assessment that measures the student performance on the standards, rubric/scoring guides and anchor papers). Once the expectation for learning and the assessments are in place, the next step is to build a standards-based unit through carefully constructed learning experiences. The planning template following this cover letter includes our thinking process as we began this unit.

Why start with assessment? Starting with identifying what we want students to know and be able to do at the end of the unit ensures that we are clear about what we consider acceptable evidence of learning before we start teaching to guide our planning of teaching experiences. This way of looking at curriculum also allows us to build in checks for understanding during the course of our teaching so that we may adjust our instructional methods and content to meet the needs of the students, making sure that they are learning before we reach the final assessment.

How was the content chosen? During the summer of 2006 local and national scholars joined together in Flint to share their expertise through the Teaching American History Project. Several Flint Community Schools teachers attended the sessions, and suggested key knowledge and skills students should learn in a new unit of study. The materials in this unit were developed using some of the work from this summer as well as my own research as author. I discovered that several of the internet sites, such as Colonial Williamsburg and PBS, that have the primary documents and articles in this unit also

¹ Wiggins, G. and McTighe, J. (1998) *Understanding by design*. Alexandria, VA: Association for Supervision and Curriculum Development, p. 8.

offer recording of songs and images pertinent to the unit. These were not included in the unit specifically since not everyone has the technology to share these with their class. Those interested can visit these sites for supplemental materials.

Flint teachers familiar with readers and writers workshop will recognize the instructional strategies in the unit. I adapted a key workshop strategy of helping students think of themselves as writers. In this unit, students are to be taught how to think as historians in an authentic manner. The units expect students to learn how to read nonfiction, keep a historian's notebook and share their thinking with peers on a daily basis and in a concluding performance assessment as a means to building a discourse community. Since students may be new to this type of thinking the lessons may take longer while they familiarize themselves with the process.

In this unit you will find:

- (1) an overview of the unit;
- (2) identification of the standards to be addressed and development of what students should know and be able to do;
- (3) the big idea/essential questions to guide critical thinking and deepen understanding;
- (4) ten fifty-minute lessons; and
- (5) the final assessment and scoring guide (anchor papers will come over time).

I look forward to hearing about your success in using this unit.

Tiffany Shockley Jackson
Senior Associate
Perry and Associates, Inc.
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Flint Community Schools²
History/Social Studies Unit One
Based on the work of *Understanding by Design* – McTighe & Wiggins

Course: History/Social Studies Grade Eight

Unit Title: A study of the events leading up to the Revolution

Essential Question:

How were the values of some people and the American economy used to shape early documents that established our country? How do historians analyze the past to inform our present and future?

Identify Desired Results:

History Themes Addressed:

Theme 1: The movement of people, the spread of cultures and technological innovations of diverse groups and visionaries fueled the growth of America. (Civilization, Cultural Diffusion, and Innovation)

Theme 3: Ideas, values and beliefs of African, European and Native Peoples shaped American politics, institutions, events and economic systems. (Values, Beliefs, Economics, Political Ideas and Institutions)

Content Standards:

II.2MS4, II.2MS5, II.5MS1, IV.2MS2, IV.4MS1

I.4MS3, I.2MS1, III.1MS3, III.1MS4, III.2MS1, 2, and 3, IV.5MS3

(Benchmark alignments copied from History Themes Project website)

What should students know and be able to do?

Students should learn about some types of documents that historians investigate to discover the past. They should also learn that historians analyze those documents with a purpose or through a lens of inquiry, in this case formed by the essential questions. They will practice skimming and scanning as well as tracking ideas over time for pattern formation. They will have opportunities to gather ideas from multiple sources and synthesize those ideas into writing.

The major work eighth graders will engage in with this unit is learning how to develop a perspective over time through the introduction of pieces over time. They will learn that each document in each lesson will add to their thinking; that a perspective forms and changes shape as they gather evidence and read the thinking of others. This will allow them to push deeper into the themes stated above and most importantly to engage in authentic work as historians.

What specific insights about big ideas do we want student to end the unit with?

- Students should understand that there were conflicts over colonized land by countries such as France and England and that these conflicts cost money and lives, which in this case England wanted the colonies to fund.
- Students should understand the colonists' reaction to the demands of England and

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- the growing call for freedom.
- Students should see that there is a contradiction between the call for freedom of men, representation by government, trial by jury and the growing slave population.
- Students should see that those in power have values and that they work those values of both humanity and economic stability into laws and the formation of our government
- Students should be able to understand that the questions faced by the colonists and incorporated into the documents that provided the foundation for our country are issues that we still deal with today

What *essential question* will frame the unit to spark critical thinking about content?

How were the values of some people and the American economy used to shape early documents that established our country? What is the work of the historian in studying the past to inform our present and future?

Determine Acceptable Evidence:

Summative Assessment: What key performance task(s) can students engage in to indicate understanding?

On the last day of the unit students will use their learning from the previous days to address the essential questions in writing and presenting their ideas verbally.

Ongoing Assessment: What evidence will be collected along the way to check for understanding, knowledge, and skill?

After the end of each lesson teachers can collect the text, notes, handouts, or listen to discussions to assess for evidence of literacy work and the understanding of content.

Scoring guide: Please see scoring guide included in the unit.

Plan Learning Experiences:

What learning experiences and instruction will promote the desired understanding, knowledge, and skills?

Please see attached lessons 1 – 10

* Language and process of planning taken from the work of McTighe & Wiggins (1998) *Understanding by Design*, Alexandria, VA: Association for Supervision and Curriculum Development.

Explanation of Instructional Strategies:

Partnerships: Partnerships are typically pairs of students, although an occasional group of three is sometimes necessary due to odd numbers, who were placed together by the teacher based on factors such as ability, temperament, common interests, etc. The students work together for the duration of the unit so that they form an academic bond by

learning about how a peer thinks. Students working in partnerships are equal since they both have ideas to offer and share in all work. It is critical that students speak in partnerships and learn how to function in an academic community, using questions or defending statements/opinions and incorporating vocabulary. In a whole group setting only one student can speak at a time, but with partnerships half the class can speak at a time and the other half has to respond, thereby increasing the amount of academic talk and engagement in the room. You will need to periodically teach students how to work in partnerships, such as how to ask a question or even how to properly sit next to your partner and share ideas so that everyone can hear their partner.

Shared Reading: This refers to a time when each student has access to a copy of the text that the teacher also has displayed. The teacher has chosen a literacy teaching point based on students needs and the text offers an opportunity to teach this point as well as appropriate content. The teacher explains the teaching point to the students and models the reading behavior, interacting with the text in a specific manner. The students follow along and practice the strategy with the same text. While the students practice and also learn the content the teacher assesses their learning to determine if they can incorporate the strategy into other texts and content.

Historian's Notebook: Many historians use a notebook as a way to record their notes and thoughts while reading. This notebook also functions as a place to draft thinking into paragraphs and multiple paragraphs for later extended papers and articles. It is critical that students learn how to develop and maintain this notebook so that they learn the importance of their own thinking and how to use the work of reading and talking with a partner and peers in extended writing. Often students fail to see the connectedness of each day's lesson as it grows toward a larger whole and they fail to see the value of their own thoughts as they share with others. The notebook becomes a tool for recording those thoughts that are of value to be incorporated and developed and also as a reflective tool so that students can learn to see the connectedness of lessons across the year.

If lessons call for a handout as a way of teaching student to organize their thinking and note taking, teachers will either have the students tape the handout into the notebook or not use the handout and copy the format of the handout into the notebook for that lesson.

Marking the text: Students should “mark” the text to reflect their thinking, ask questions for clarification and write inferences near the sentence(s) that sparked a thought. In doing this they can better track their own comprehension and identify when their learning breaks down. The “markings” also act as a record of thoughts and learning to be used for preparation for a discussion with a partner, small groups, or with the whole class. When students mark the text it often helps them to refer back to the portions of the text and re-read their thinking to help them decide which quotes to incorporate into their writing or to summarize the main points of a document.

In addition to working with making meaning through marking the text with questions and inferences, it is critical that students recognize new words and use the context of grammar, context cues, etc. to determine the meaning of the new word and to write that

meaning above the new word. This action not only aids in comprehension but builds a personal and class-wide word study opportunity. The teacher might collect these words and their meanings from students and have them post the words, their meanings, the sentence(s) with the word from the text and a new sentence written by the student using the word to post in the classroom. When students write and speak they need to refer to these posted words and practice incorporating them into spoken and written language.

Flint Community Schools Grade 8 Historical Forum Call for Papers

You have been selected to participate in a highly regarded forum of experts from your historical field. We ask that you prepare a paper based on the topic explained below and attend the forum ready to share your writing and engage in discussion with your peers.

The Flint Community Schools is interested in understanding the formation of the Constitution and what economic and social system was present at the time leading up to ratification of the Constitution. Read the copy of the beginning of the Constitution provided with this Call for Papers. Pay special attention to the bold sections. Explain in writing what you understand that the Constitution guarantees, using the bold sections and addressing the areas of the economy and also social values.

You may use the documents you have studied and any notes in your notebooks.

In addition to writing your opinion, describe the process you used as a historian to write this paper. What did you have to do first, second, and so on until you finished.

Write your response on separate paper.

You will have an opportunity to share your opinion and hear the opinion of your peers in a forum format after completion of your paper.

The Constitution of the United States: A Transcription

Note: The following text is a transcription of the Constitution in its original form. Items that are hyperlinked have since been amended or superseded.

We the People of the United States, in Order to form a more perfect Union, establish Justice, insure domestic Tranquility, provide for the common defence, promote the general Welfare, and secure the Blessings of Liberty to ourselves and our Posterity, do ordain and establish this Constitution for the United States of America.

Article. I.

Section. 1.

All legislative Powers herein granted shall be vested in a Congress of the United States, which shall consist of a Senate and House of Representatives.

Section. 2.

The House of Representatives shall be composed of Members chosen every second Year by the People of the several States, and the Electors in each State shall have the Qualifications requisite for Electors of the most numerous Branch of the State Legislature.

No Person shall be a Representative who shall not have attained to the Age of twenty five Years, and been seven Years a Citizen of the United States, and who shall not, when elected, be an Inhabitant of that State in which he shall be chosen.

Representatives and direct Taxes shall be apportioned among the several States which may be included within this Union, according to their respective Numbers, which shall be determined by adding to the whole Number of free Persons, including those bound to Service for a Term of Years, and excluding Indians not taxed, three fifths of all other Persons. The actual Enumeration shall be made within three Years after the first Meeting of the Congress of the United States, and within every subsequent Term of ten Years, in such Manner as they shall by Law direct. The Number of Representatives shall not exceed one for every thirty Thousand, but each State shall have at Least one Representative; and until such enumeration shall be made, the State of New Hampshire shall be entitled to chuse three, Massachusetts eight, Rhode-Island and Providence Plantations one, Connecticut five, New-York six, New Jersey four, Pennsylvania eight, Delaware one, Maryland six, Virginia ten, North Carolina five, South Carolina five, and Georgia three.

When vacancies happen in the Representation from any State, the Executive Authority thereof shall issue Writs of Election to fill such Vacancies.

The House of Representatives shall chuse their Speaker and other Officers; and shall have the sole Power of Impeachment.

<http://www.archives.gov/national-archives-experience/charters/constitution.html>

FCS - Grade Eight Scoring Guide for Final Assessment:

Category	1	2	3	4	5
<p>Content Knowledge</p> <ul style="list-style-type: none"> • Use of specific historical facts • Use of textual evidence • Opinion based on appropriate knowledge • Writing addresses both the economy and social values 					
<p>Writing Process</p> <ul style="list-style-type: none"> • Ability to explain importance of reading comprehension of documents • Inclusion of use of notebook • Explanation of pulling ideas together to develop writing 					
<p>Format and Structure</p> <ul style="list-style-type: none"> • Appropriate paragraph structure • Essay format for opinion statement 					
<p>Writing Fluency</p> <ul style="list-style-type: none"> • Academic word choice • Appropriate sentence structure 					
<p>Mechanics</p> <ul style="list-style-type: none"> • Spelling errors • Grammatical errors 					

Flint Community Schools³
History/Social Studies Lesson 1

Course: History/Social Studies Grade 8
Unit: A study of the events leading up to the Revolution
Objective: To understand that the values of a country are reflected in its documents
Essential Question: (this should be posted in the classroom for all to easily see throughout the unit) How were the values of some people and the American economy used to shape early documents that established our country? How do historians analyze the past to inform our present and future?
Time Frame: 50 min. lesson
Materials/Resources/Preparation: copies of the Non-Importation Association from the First Continental Congress for each partnership and also for your overhead, historians' notebook, chart paper

Introduction: (Anticipatory Set)	<i>“Historians are often compared to detectives in the sense that they collect evidence and as they gather that evidence they analyze it to formulate an opinion, an answer to the question “So What?” We are going to engage in this exact work throughout this unit and learn how to gather evidence and analyze it to formulate in writing and orally a response, or opinion to answer “So What?” to try and understand what the peoples who formed our country valued about humanity and the economy.” “</i>
Teaching/Input: (Modeling, inquiry, working with reading, film, slides)	<p><i>“Now, I said that we would be analyzing documents to understand values, so let’s start by developing a class definition for the word values. What does this word mean to you?”</i></p> <p>(Write the word “values” on chart paper and list the ideas as students share. Be sure to include the ideas that values are worthwhile to us personally but can also be worthwhile to an entire group of people, so they understand that people have common values. Values can be material as well as immaterial as in a standard of behavior or belief. When students have listed their ideas and you have added anything else you deem necessary have student work with one another to formulate a one sentence definition encapsulating their main ideas.)</p> <p><i>“What we value is what we are willing to fight for in life. These values may be ideas and beliefs and can even be physical objects. We have values as individuals and as groups that we can express in writing through rules or laws. We will look at a document from 1774 that will show us what the peoples of the Continental Congress valued as America was settled.”</i></p>

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	<p>Model for students who to read the beginning of the document up to the “DECLARATION AND RESOLVES OF THE FIRST CONTINENTAL CONGRESS:”</p> <p>Read aloud the first paragraph on the page. Write above the word “non” the word cannot. Write above the word “importation” business of bringing goods in from another country to sell or trade. Explain that by studying the meaning of this word that you understand that this document will stop trade with a country, meaning that the economy will be affected.</p> <p>Read the next paragraph of the document and underline the word “merchant” and explain that you underlined this word as evidence that this document is about the economy since merchants are involved and merchants are businessmen in the buying or selling of goods or shopkeepers. Write shopkeepers and buying/selling goods above the word merchants. In the margin write that you understand this section to state that the decision was made to stop all orders for goods from England and also to stop all goods going out of the country to England. On chart paper divide the paper into two columns and label one evidence and the other values. Under evidence write the beginning of this paragraph reference. Write “That the Congress request the Merchants and Others” so students know which paragraph you refer to. In the values column write that colonists understood the high value of their economy and its potential impact on England. They valued their independence from England enough to use the economy to fight with England. Add that when people start to engage in a conflict the economy is often used as a weapon because of its high value.</p>
<p>Independent Practice: (Small group work, peer work, or independent work)</p>	<p>Assign different sections of the document to partnerships. There are the paragraphs following the portion that you read and modeled with as well as the first ten resolves. Students are to take notes on what humanitarian and economic ideals the document cites as valuable to the people who created the document. Have students take notes by creating a two-column chart with one side as evidence from the text and the other side as values expressed in the text just as you modeled on the chart paper.</p> <p>Meet with each group and help them prepare for sharing.</p>
<p>Closing:</p>	<p>Allow each group to share what they believe is of value and write this on the chart paper. Have each partnership take notes on what the other partnerships share so that the class has a list of values to work with and compare to later documents.</p>
<p>Assessment: (How will we know)</p>	<p>Assess the students’ ability to interpret the language of the document from their ability to decipher values. You can assess</p>

the students understood today's lesson?)	this through their notes and also the sharing time.
Homework:	Write a response to the question: What does America value?

Non-importation Association On September 22, 1774, Charles Thomson, secretary to the Continental Congress in Philadelphia, entered into the minutes this resolution:

That the Congress request the Merchants and Others, in the several Colonies, not to send to Great Britain any Orders for Goods, and to direct the execution of all Orders already sent, to be delayed or suspended, until the sense of the Congress, on the means to be taken for the preservation of the Liberties of America, is made public.¹

On October 14, 1774 the Congress, chaired by President Peyton Randolph of Williamsburg, announced the result of its deliberations: a set of *Declarations and Resolves*. The delegates adopted the detailed articles of a non-importation association on October 22, 1774.

DECLARATION AND RESOLVES OF THE FIRST CONTINENTAL CONGRESS:

OCTOBER 14, 1774

Whereas, since the close of the last war, the British parliament, claiming a power, of right, to bind the people of America by statutes in all cases whatsoever, hath, in some acts, expressly imposed taxes on them, and in others, under various pretences, but in fact for the purpose of raising a revenue, hath imposed rates and duties payable in these colonies, established a board of commissioners, with unconstitutional powers, and extended the jurisdiction of courts of admiralty, not only for collecting the said duties, but for the trial of causes merely arising within the body of a county:

And whereas, in consequence of other statutes, judges, who before held only estates at will in their offices, have been made dependant on the crown alone for their salaries, and standing armies kept in times of peace: And whereas it has lately been resolved in parliament, that by force of a statute, made in the thirty-fifth year of the reign of King Henry the Eighth, colonists may be transported to England, and tried there upon accusations for treasons and misprisions, or concealments of treasons committed in the colonies, and by a late statute, such trials have been directed in cases therein mentioned: And whereas, in the last session of parliament, three statutes were made; one entitled, "An act to discontinue, in such manner and for such time as are therein mentioned, the landing and discharging, lading, or shipping of goods, wares and merchandise, at the town, and within the harbour of Boston, in the province of Massachusetts-Bay in New England;": another entitled, "An act for the better regulating the government of the province of Massachusetts-Bay in New England;": and another entitled, "An act for the impartial administration of justice, in the cases of persons questioned for any act done by them in the execution of the law, or for the suppression of riots and tumults, in the province of the Massachusetts-Bay in New England;": and another statute was then made, "for making more effectual provision for the government of the province of Quebec, etc.": All which statutes are impolitic, unjust, and cruel, as well as unconstitutional, and most dangerous and destructive of American rights:

And whereas, assemblies have been frequently dissolved, contrary to the rights of the people, when they attempted to deliberate on grievances; and their dutiful, humble, loyal, and reasonable petitions to the crown for redress, have been repeatedly treated with

contempt, by his Majesty's ministers of state:

The good people of the several colonies of New-Hampshire, Massachusetts-Bay, Rhode Island and Providence Plantations, Connecticut, New-York, New-Jersey, Pennsylvania, Newcastle, Kent, and Sussex on Delaware, Maryland, Virginia, North- Carolina and South-Carolina, justly alarmed at these arbitrary proceedings of parliament and administration, have severally elected, constituted, and appointed deputies to meet, and sit in general Congress, in the city of Philadelphia, in order to obtain such establishment, as that their religion, laws, and liberties, may not be subverted: Whereupon the deputies so appointed being now assembled, in a full and free representation of these colonies, taking into their most serious consideration, the best means of attaining the ends aforesaid, do, in the first place, as Englishmen, their ancestors in like cases have usually done, for asserting and vindicating their rights and liberties, DECLARE, that the inhabitants of the English colonies in North-America, by the immutable laws of nature, the principles of the English constitution, and the several charters or compacts, have the following RIGHTS:

Resolved, N.C.D. 1. That they are entitled to life, liberty and property: and they have never ceded to any foreign power whatever, a right to dispose of either without their consent.

Resolved, N.C.D. 2. That our ancestors, who first settled these colonies, were at the time of their emigration from the mother country, entitled to all the rights, liberties, and immunities of free and natural- born subjects, within the realm of England.

Resolved, N.C.D. 3. That by such emigration they by no means forfeited, surrendered, or lost any of those rights, but that they were, and their descendants now are, entitled to the exercise and enjoyment of all such of them, as their local and other circumstances enable them to exercise and enjoy.

Resolved, 4. That the foundation of English liberty, and of all free government, is a right in the people to participate in their legislative council: and as the English colonists are not represented, and from their local and other circumstances, cannot properly be represented in the British parliament, they are entitled to a free and exclusive power of legislation in their several provincial legislatures, where their right of representation can alone be preserved, in all cases of taxation and internal polity, subject only to the negative of their sovereign, in such manner as has been heretofore used and accustomed: But, from the necessity of the case, and a regard to the mutual interest of both countries, we cheerfully consent to the operation of such acts of the British parliament, as are bonfide, restrained to the regulation of our external commerce, for the purpose of securing the commercial advantages of the whole empire to the mother country, and the commercial benefits of its respective members; excluding every idea of taxation internal or external, for raising a revenue on the subjects, in America, without their consent.

Resolved, N.C.D. 5. That the respective colonies are entitled to the common law of England, and more especially to the great and inestimable privilege of being tried by their peers of the vicinage, according to the course of that law.

Resolved, N.C.D. 6. That they are entitled to the benefit of such of the English statutes, as existed at the time of their colonization; and which they have, by experience, respectively found to be applicable to their several local and other circumstances.

Resolved, N.C.D. 7. That these, his Majesty's colonies, are likewise entitled to all the immunities and privileges granted and confirmed to them by royal charters, or secured by

their several codes of provincial laws.

Resolved, N.C.D. 8. That they have a right peaceably to assemble, consider of their grievances, and petition the king; and that all prosecutions, prohibitory proclamations, and commitments for the same, are illegal.

Resolved, N.C.D. 9. That the keeping a standing army in these colonies, in times of peace, without the consent of the legislature of that colony, in which such army is kept, is against law.

Resolved, N.C.D. 10. It is indispensably necessary to good government, and rendered essential by the English constitution, that the constituent branches of the legislature be independent of each other; that, therefore, the exercise of legislative power in several colonies, by a council appointed, during pleasure, by the crown, is unconstitutional, dangerous and destructive to the freedom of American legislation.

All and each of which the aforesaid deputies, in behalf of themselves, and their constituents, do claim, demand, and insist on, as their indubitable rights and liberties, which cannot be legally taken from them, altered or abridged by any power whatever, without their own consent, by their representatives in their several provincial legislature. In the course of our inquiry, we find many infringements and violations of the foregoing rights, which, from an ardent desire, that harmony and mutual intercourse of affection and interest may be restored, we pass over for the present, and proceed to state such acts and measures as have been adopted since the last war, which demonstrate a system formed to enslave America.

Resolved, N.C.D. That the following acts of parliament are infringements and violations of the rights of the colonists; and that the repeal of them is essentially necessary, in order to restore harmony between Great Britain and the American colonies, viz.

The several acts of Geo. III. ch. 15, and ch. 34.-5 Geo. III. ch.25.-6 Geo. ch. 52.-7 Geo.III. ch. 41 and ch. 46.-8 Geo. III. ch. 22. which impose duties for the purpose of raising a revenue in America, extend the power of the admiralty courts beyond their ancient limits, deprive the American subject of trial by jury, authorize the judges certificate to indemnify the prosecutor from damages, that he might otherwise be liable to, requiring oppressive security from a claimant of ships and goods seized, before he shall be allowed to defend his property, and are subversive of American rights.

Also 12 Geo. III. ch. 24, entitled, "An act for the better securing his majesty's dockyards, magazines, ships, ammunition, and stores," which declares a new offence in America, and deprives the American subject of a constitutional trial by jury of the vicinage, by authorizing the trial of any person, charged with the committing any offence described in the said act, out of the realm, to be indicted and tried for the same in any shire or county within the realm.

Also the three acts passed in the last session of parliament, for stopping the port and blocking up the harbour of Boston, for altering the charter and government of Massachusetts-Bay, and that which is entitled, "An act for the better administration of justice, etc.":

Also the act passed in the same session for establishing the Roman Catholic religion, in the province of Quebec, abolishing the equitable system of English laws, and erecting a tyranny there, to the great danger (from so total a dissimilarity of religion, law and government) of the neighboring British colonies, by the assistance of whose blood and treasure the said country was conquered from France.

Also the act passed in the same session, for the better providing suitable quarters for officers and soldiers in his majesty's service, in North-America.

Also, that the keeping a standing army in several of these colonies, in time of peace, without the consent of the legislature of that colony, in which such army is kept, is against law.

To these grievous acts and measures, Americans cannot submit, but in hopes their fellow subjects in Great Britain will, on a revision of them, restore us to that state, in which both countries found happiness and prosperity, we have for the present, only resolved to pursue the following peaceable measures:

1. To enter into a non-importation, non-consumption, and non-exportation agreement or association.
2. To prepare an address to the people of Great-Britain, and a memorial to the inhabitants of British America: and
3. To prepare a loyal address to his majesty, agreeable to resolutions already entered into.²

NON-IMPORTATION

WE, his Majesty's most loyal Subjects, the Delegates of the several Colonies of New-Hampshire, Massachusetts Bay, Rhode Island, Connecticut, New-York, New-Jersey, Pennsylvania, the three Lower Counties of Newcastle, Kent, and Sussex on Delaware, Maryland, Virginia, North-Carolina, and South-Carolina, deputed to represent them in a Continental Congress, held in the city of Philadelphia, on the fifth day of September, 1774, avowing allegiance to his Majesty, our affection and regard for our fellow-subjects in Great-Britain and elsewhere, affected with the deepest anxiety, and most alarming apprehensions at those grievances and distresses, with which his Majesty's American subjects are oppressed, and having taken under our most serious deliberation, the state of the whole continent, find, that the present unhappy situation of our affairs, is occasioned by a ruinous system of Colony Administration adopted by the British Ministry about the year 1763, evidently calculated for enslaving these Colonies, and with them, the British Empire. In prosecution of which system, various Acts of Parliament have been passed for raising a revenue in America, for depriving the American subjects, in many instances, of the constitutional trial by jury, exposing their lives to danger, by directing a new and illegal trial beyond the seas, for crimes alleged to have been committed in America; and in prosecution of the same system, several late, cruel, and oppressive Acts have been passed respecting the town of Boston and the Massachusetts-Bay, and also an Act for extending the province of Quebec, so as to border on the western frontiers of these Colonies, establishing an arbitrary government therein, and discouraging the settlement of British subjects in that wide extended country; thus by the influence of civil principles and ancient prejudices to dispose the inhabitants to act with hostility against the free Protestant Colonies, whenever a wicked Ministry shall chuse so to direct them.

To obtain redress of these grievances, which threaten destruction to the lives, liberty, and property of his Majesty's subjects in North-America, we are of opinion, that a non-importation, non-consumption, and non-exportation agreement, faithfully adhered to, will prove the most speedy, effectual, and peaceable measure: and therefore we do, for

ourselves, and the inhabitants of the several Colonies, whom we represent, firmly agree and associate under the sacred ties of virtue, honour, and love of our country, as follows:

I. That from and after the first day of December next, we will not import into British America, from Great-Britain or Ireland, any goods, wares or merchandize whatsoever, or from any other place any such goods, wares or merchandize, as shall have been exported from Great-Britain or Ireland; nor will we, after that day, import any East India tea from any part of the world; nor any molasses, syrups, paneles, coffee, or piemento, from the British plantations, or from Dominica; nor wines from Madeira, or the Western Islands; nor foreign Indigo.

II. That we will neither import, nor purchase any slave imported, after the first day of December next; after which time, we will wholly discontinue the slave trade, and will neither be concerned in it ourselves, nor will we hire our vessels, nor sell our commodities or manufactures to those who are concerned in it.

III. As a non-consumption agreement, strictly adhered to, will be an effectual security for the observation of the non-importation, we, as above, solemnly agree and associate, that, from this day, we will not purchase or use any tea imported on account of the East-India Company, or any on which a duty hath been or shall be paid; and from and after the first day of March next, we will not purchase or use any East-India tea whatever; nor will we, nor shall any person for or under us, purchase or use any of those goods, wares, or merchandize, we have agreed not to import, which we shall know, or have cause to suspect, were imported after the first day of December, except such as come under the rules and directions of the tenth article herein after mentioned.

IV. The earnest desire we have, not to injure our fellow-subjects in Great-Britain, Ireland, or the West-Indies, induces us to suspend a non-exportation until the tenth day of September 1775: at which time if the said Acts and parts of Acts of the British Parliament herein after mentioned, are not repealed, we will not, directly or indirectly, export any merchandize or commodity whatsoever, to Great-Britain, Ireland, or the West-Indies, except rice to Europe.

V. Such as are merchants, and use the British and Irish Trade, will give orders, as soon as possible, to their factors, agents, and correspondents, in Great-Britain and Ireland, not to ship any goods to them, on any pretence whatsoever, as they cannot be received in America; and if any merchant, residing in Great-Britain or Ireland, shall directly or indirectly ship any goods, wares, or merchandize, for America, in order to break the said non-importation agreement, or in any manner contravene the same on such unworthy conduct being well attested it ought to be made public; and, on the same being so done, we will not from thenceforth have any commercial connexion with such merchant.

VI. That such as are owners of vessels will give positive orders to their Captains or Masters, not to receive on board their vessels any goods prohibited by the said non-importation agreement, on pain of immediate dismissal from their service.

VII. We will use our utmost endeavours to improve the breed of sheep and increase their numbers to the greatest extent; and to that end, we will kill them as sparingly as may be, especially those of the most profitable kind; nor will we export any to the West-Indies, or elsewhere; and those of us who are or may become over-stocked with, or can conveniently spare any sheep, will dispose of them to our neighbours, especially to the poorer sort, on moderate terms.

VIII. That we will in our several stations encourage frugality, economy, and industry; and promote agriculture, arts, and the manufactures of this country, especially that of wool; and will discountenance and discourage every species of extravagance and dissipation, especially all horse-racing, and all kinds of gaming, cock-fighting, exhibitions of shews, plays, and other expensive diversions and entertainments. And on the death of any relation or friend, none of us, or any of our families, will go into any further mourning dress, than a black crape or ribband on the arm or hat for gentlemen, and a black ribband and necklace for ladies, and we will discontinue the giving of gloves and scarfs at funerals.

IX. That such as are venders of goods or merchandize, will not take advantage of the scarcity of goods that may be occasioned by this association, but will sell the same at the rates we have been respectively accustomed to do, for twelve months last past.-And if any vender of goods or merchandize, shall sell any such goods on higher terms, or shall in any manner, or by any device whatsoever, violate or depart from this agreement, no person ought, nor will any of us deal with any such person, or his or her factor or agent, at any time thereafter, for any commodity whatever.

X. In case any merchant, trader, or other persons shall import any goods or merchandize after the first day of February next, the same ought forthwith, at the election of the owner, to be either re-shipped or delivered up to the committee of the county or town wherein they shall be imported, to be stored at the risk of the importer, until the non-importation agreement shall cease, or be sold under the direction of the committee aforesaid; and in the last mentioned case, the owner or owners of such goods, shall be reimbursed (out of the sales) the first cost and charges; the profit, if any, to be applied towards relieving and employing such poor inhabitants of the town of Boston, as are immediately sufferers by the Boston port bill; and a particular account of all goods so returned, stored, or sold, to be inserted in the public papers; and if any goods or merchandizes shall be imported after the said first day of February, the same ought forthwith to be sent back again, without breaking any of the packages thereof.

XI. That a Committee be chosen in every county, city, and town, by those who are qualified to vote for Representatives in the legislature, whose business it shall be attentively to observe the conduct of all persons touching this association; and when it shall be made to appear to the satisfaction of a majority of any such Committee, that any person within the limits of their appointment has violated this association, that such majority do forthwith cause the truth of the case to be published in the Gazette, to the end that all such foes to the rights of British America may be publickly known, and universally contemned as the enemies of American liberty; and thenceforth we respectively will break off all dealings with him or her.

XII. That the Committee of Correspondence in the respective Colonies do frequently inspect the entries of their custom-houses, and inform each other from time to time of the true state thereof, and of every other material circumstance that may occur relative to their association.

XII. That all manufactures of this country be sold at reasonable prices, so that no undue advantage be taken of a future scarcity of goods.

XIV. And we do further agree and resolve, that we will have no trade, commerce, dealings or intercourse whatsoever, with any Colony or Province, in North-America, which shall not accede to, or which shall hereafter violate this association, but will hold

them as unworthy of the rights of freedmen, and as inimical to the liberties of their country.

And we do solemnly bind ourselves and our Constituents, under the ties aforesaid, to adhere to this association until such parts of the several Acts of parliament passed since the close of the last war, as impose or continue duties on tea, wine, molasses, syrups, paneles, coffee, sugar, piemento, indigo, foreign paper, glass, and painters colours, imported into America, and extend the Powers of the Admiralty Courts beyond their ancient limits, deprive the American Subject of trial by jury, authorize the judge's certificate to indemnify the prosecutor from damages, that he might otherwise be liable to from a trial by his peers, require oppressive security from a claimant of ships or goods seized, before he shall be allowed to defend his property, are repealed.-And until that part of the Act of the 12 G.III chap. 24, entitled, "An Act for the better securing his Majesty's dock-yards, magazines, ships, ammunition, and stores," by which any persons charged with committing any of the offences therein described, in America, may be tird in any shire or county within the realm, is repealed-And until the four Acts passed in the last session of parliament, viz. That for stopping the port and blocking up the harbour of Boston-That for altering the charter and government of the Massachusetts Bay-And that which is entitled "An Act for the better administration of justice," &c.-and that, "For extending the limits of Quebec, &c.": are repealed. And we recommend it to the Provincial Conventions, and to the Committees in the respective Colonies, to establish such farther regulations as they may think proper, for carrying into execution this Association.

The foregoing Association being determined upon by the Congress was ordered to be subscribed by the several Members thereof; and thereupon we have hereunto set our respective names accordingly.

In Congress, Philadelphia, October 20, 1774.

Signed,
PEYTON RANDOLPH, President.

New-Hampshire. John Sullivan, Nat. Folsom.

Massachusetts Bay. Thomas Cushing, Samuel Adams, John Adams, Robert Treat Paine.

Rhode-Island. Stephen Hopkins, Sam. Ward.

Connecticut. Eliphalet Dyer, Roger Sherman, Silas Deane.

New-York. Isaac Low, John Alsop, John Jay, James Duane, William Floyd, Henry Wisener, S. Bocrum.

New-Jersey. James Kinsey, William Livingston, Stephen Crane, Richard Smith.

Pennsylvania. Joseph Galloway, John Dickinson, Charles Humphreys, Thomas Miffin, Edward Biddle, John Morton, George Ross.

New-Castle, &c. Caesar Rodney, Thomas McKeane, George Read. **Maryland.** Matthew Tilghman, Tho. Johnson, William Pace, Samuel Chase.

Virginia. Richard Henry Lee, George Washington, P. Henry, jun. Richard Bland, Benjamin Harrison, Edmund Pendleton.

North-Carolina. William Hooper, Joseph Hawes, R. Caswell.

South-Carolina. Henry Middleton, Tho. Lynch, Christopher Gadsden, John Rutledge, Edward Rutledge.³

¹ The Library of Congress, Journals of the Continental Congress

² Source: Prepared by Gerald Murphy (The Cleveland Free-Net - aa300) Distributed by the Cybercasting Services Division of the National Public Telecomputing Network (NPTN). Permission is hereby granted to download, reprint, and/or otherwise redistribute this file, provided appropriate point of origin credit is given to the preparer(s) and the National Public Telecomputing Network.

³ Source: The Constitutions of the Several And Independent States of America, American State Papers, printed for J. Stockdale, London, 1783

<http://www.history.org/Almanack/life/politics/resolves.cfm>

Flint Community Schools⁴
History/Social Studies Lesson 2

Course: History/Social Studies Grade 8
Unit: A study of the events leading up to the Revolution
Objective: to teach students to look for patterns in the behaviors and beliefs of peoples from the past to determine what they value
Essential Question: (this should be posted in the classroom for all to easily see throughout the unit) How were the values of some people and the American economy used to shape early documents that established our country? How do historians analyze the past to inform our present and future?
Time Frame: 50 min. lesson
Materials/Resources/Preparation: copies of the Articles of Confederation for each partnership and for the overhead, chart paper

Introduction: (Anticipatory Set)	<i>“To study what people value and believe in we have to look at their behavior over time to seek patterns and consistencies. Yesterday we studied a document drawn up by colonialists stating some of the first rights of ‘Americans’ and their economic desires. Today we will compare that document to the Articles of Confederation, working our way toward understanding how these early documents formed the values presented in our Constitution.”</i>
Teaching/Input: (Modeling, inquiry, working with reading, film, slides)	Place a copy of the first page of the Articles of Confederation on the overhead. Read the first paragraph of the handout with the Articles of the Confederation on it while students follow along silently. Discuss with the students what values were expressed in the Declaration and Resolves from the First Continental Congress that they see in the beginning of the Articles of Confederation. Ask if there are any new values? Model how to take notes on this first paragraph just as we did yesterday, with an evidence and values column on chart paper and in the historians’ notebooks. Add in the step of also writing if the value is new or repeated from the Declaration and Resolves document.
Independent Practice: (Small group work, peer work, or independent work)	Allow time for the students to read through the Articles of Confederation and determine which values do overlap between the two documents. Meet with each partnership to offer support.
Closing:	Discuss with the students which values overlap and why they

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	seem to be so important at this time in history. Discuss which concepts they expect to remain intact for the Declaration of Independence, the Constitution, and the Bill of Rights.
Assessment: (How will we know the students understood today's lesson?)	Students should have a grasp of what people believed in at this time in history so that we can move on to look at some of the historical events that caused rebellious emotions. It is difficult to understand the need or cause for a rebellion unless you understand the values of the people ready to rebel. Assess student knowledge of the values of colonialists.
Homework:	What did people value at this time period in history and how do you know?

Background

Throwing off the British monarchy on July 4, 1776 left the United States with no central government. It had to design and install a new government—and quickly. As early as May 1776, Congress advised each of the colonies to draw up plans for state governments; by 1780, all thirteen states had adopted written constitutions. In June 1776, the Continental Congress began to work on a plan for a central government. It took five years for it to be approved, first by members of Congress and then by the states. The first attempt at a constitution for the United States was called the Articles of Confederation.

This first constitution was composed by a body that directed most of its attention to fighting and winning the War for Independence. It came into being at a time when Americans had a deep-seated fear of a central authority and long-standing loyalty to the state in which they lived and often called their "country." Ultimately, the Articles of Confederation proved unwieldy and inadequate to resolve the issues that faced the United States in its earliest years; but in granting any Federal powers to a central authority—the Confederation Congress—this document marked a crucial step toward nationhood. The Articles of Confederation were in force from March 1, 1781, until March 4, 1789, when the present Constitution went into effect.

During the more than five thousand days that the Articles were in effect, the United States fought and won the War for Independence, negotiated a brilliant peace settlement, and created a functioning bureaucracy. The crowning achievement of the government under the Articles of Confederation was the 1787 Northwest Ordinance, which provided for the orderly expansion of a republican form of government into the western territories. This document consists of six sheets of parchment stitched together. The last sheet bears the signatures of delegates from all thirteen states.

http://www.archives.gov/national-archives-experience/charters/charters_of_freedom_4.html

ARTICLES OF CONFEDERATION

To all to whom these Presents shall come, we the undersigned Delegates of the States affixed to our Names send greeting.

Articles of Confederation and perpetual Union between the states of New Hampshire, Massachusetts-bay Rhode Island and Providence Plantations, Connecticut, New York, New Jersey, Pennsylvania, Delaware, Maryland, Virginia, North Carolina, South Carolina and Georgia.

I.

The Stile of this Confederacy shall be "**The United States of America**".

II.

Each state retains its sovereignty, freedom, and independence, and every power, jurisdiction, and right, which is not by this Confederation expressly delegated to the United States, in Congress assembled.

III.

The said States hereby severally enter into a firm league of friendship with each other, for their common defense, the security of their liberties, and their mutual and general welfare, binding themselves to assist each other, against all force offered to, or attacks made upon them, or any of them, on account of religion, sovereignty, trade, or any other pretense whatever.

IV.

The better to secure and perpetuate mutual friendship and intercourse among the people of the different States in this Union, the free inhabitants of each of these States, paupers, vagabonds, and fugitives from justice excepted, shall be entitled to all privileges and immunities of free citizens in the several States; and the people of each State shall free ingress and regress to and from any other State, and shall enjoy therein all the privileges of trade and commerce, subject to the same duties, impositions, and restrictions as the inhabitants thereof respectively, provided that such restrictions shall not extend so far as to prevent the removal of property imported into any State, to any other State, of which the owner is an inhabitant; provided also that no imposition, duties or restriction shall be laid by any State, on the property of the United States, or either of them.

If any person guilty of, or charged with, treason, felony, or other high misdemeanor in any State, shall flee from justice, and be found in any of the United States, he shall, upon demand of the Governor or executive power of the State from which he fled, be delivered up and removed to the State having jurisdiction of his offense.

Full faith and credit shall be given in each of these States to the records, acts, and judicial proceedings of the courts and magistrates of every other State.

V.

For the most convenient management of the general interests of the United States, delegates shall be annually appointed in such manner as the legislatures of each State shall direct, to meet in Congress on the first Monday in November, in every year, with a power reserved to each State to recall its delegates, or any of them, at any time within the year, and to send others in their stead for the remainder of the year.

No State shall be represented in Congress by less than two, nor more than seven members; and no person shall be capable of being a delegate for more than three years in any term of six years; nor shall any person, being a delegate, be capable of holding any office under the United States, for which he, or another for his benefit, receives any salary, fees or emolument of any kind.

Each State shall maintain its own delegates in a meeting of the States, and while they act as members of the committee of the States.

In determining questions in the United States in Congress assembled, each State shall have one vote.

Freedom of speech and debate in Congress shall not be impeached or questioned in any court or place out of Congress, and the members of Congress shall be protected in their persons from arrests or imprisonments, during the time of their going to and from, and attendance on Congress, except for treason, felony, or breach of the peace.

VI.

No State, without the consent of the United States in Congress assembled, shall send any embassy to, or receive any embassy from, or enter into any conference, agreement, alliance or treaty with any King, Prince or State; nor shall any person holding any office of profit or trust under the United States, or any of them, accept any present, emolument,

office or title of any kind whatever from any King, Prince or foreign State; nor shall the United States in Congress assembled, or any of them, grant any title of nobility. No two or more States shall enter into any treaty, confederation or alliance whatever between them, without the consent of the United States in Congress assembled, specifying accurately the purposes for which the same is to be entered into, and how long it shall continue.

No State shall lay any imposts or duties, which may interfere with any stipulations in treaties, entered into by the United States in Congress assembled, with any King, Prince or State, in pursuance of any treaties already proposed by Congress, to the courts of France and Spain.

No vessel of war shall be kept up in time of peace by any State, except such number only, as shall be deemed necessary by the United States in Congress assembled, for the defense of such State, or its trade; nor shall any body of forces be kept up by any State in time of peace, except such number only, as in the judgment of the United States in Congress assembled, shall be deemed requisite to garrison the forts necessary for the defense of such State; but every State shall always keep up a well-regulated and disciplined militia, sufficiently armed and accoutered, and shall provide and constantly have ready for use, in public stores, a due number of filed pieces and tents, and a proper quantity of arms, ammunition and camp equipage.

No State shall engage in any war without the consent of the United States in Congress assembled, unless such State be actually invaded by enemies, or shall have received certain advice of a resolution being formed by some nation of Indians to invade such State, and the danger is so imminent as not to admit of a delay till the United States in Congress assembled can be consulted; nor shall any State grant commissions to any ships or vessels of war, nor letters of marquee or reprisal, except it be after a declaration of war by the United States in Congress assembled, and then only against the Kingdom or State and the subjects thereof, against which war has been so declared, and under such regulations as shall be established by the United States in Congress assembled, unless such State be infested by pirates, in which case vessels of war may be fitted out for that occasion, and kept so long as the danger shall continue, or until the United States in Congress assembled shall determine otherwise.

VII.

When land forces are raised by any State for the common defense, all officers of or under the rank of colonel, shall be appointed by the legislature of each State respectively, by whom such forces shall be raised, or in such manner as such State shall direct, and all vacancies shall be filled up by the State which first made the appointment.

VIII.

All charges of war, and all other expenses that shall be incurred for the common defense or general welfare, and allowed by the United States in Congress assembled, shall be defrayed out of a common treasury, which shall be supplied by the several States in proportion to the value of all land within each State, granted or surveyed for any person, as such land and the buildings and improvements thereon shall be estimated according to such mode as the United States in Congress assembled, shall from time to time direct and appoint.

The taxes for paying that proportion shall be laid and levied by the authority and direction of the legislatures of the several States within the time agreed upon by the United States in Congress assembled.

IX.

The United States in Congress assembled, shall have the sole and exclusive right and power of determining on peace and war, except in the cases mentioned in the sixth article -- of sending and receiving ambassadors -- entering into treaties and alliances, provided that no treaty of commerce shall be made whereby the legislative power of the respective States shall be restrained from imposing such imposts and duties on foreigners, as their own people are subjected to, or from prohibiting the exportation or importation of any species of goods or commodities whatsoever -- of establishing rules for deciding in all cases, what captures on land or water shall be legal, and in what manner prizes taken by land or naval forces in the service of the United States shall be divided or appropriated -- of granting letters of marque and reprisal in times of peace -- appointing courts for the trial of piracies and felonies committed on the high seas and establishing courts for receiving and determining finally appeals in all cases of captures, provided that no member of Congress shall be appointed a judge of any of the said courts.

The United States in Congress assembled shall also be the last resort on appeal in all disputes and differences now subsisting or that hereafter may arise between two or more States concerning boundary, jurisdiction or any other causes whatever; which authority shall always be exercised in the manner following. Whenever the legislative or executive authority or lawful agent of any State in controversy with another shall present a petition to Congress stating the matter in question and praying for a hearing, notice thereof shall be given by order of Congress to the legislative or executive authority of the other State in controversy, and a day assigned for the appearance of the parties by their lawful agents, who shall then be directed to appoint by joint consent, commissioners or judges to constitute a court for hearing and determining the matter in question: but if they cannot agree, Congress shall name three persons out of each of the United States, and from the list of such persons each party shall alternately strike out one, the petitioners beginning, until the number shall be reduced to thirteen; and from that number not less than seven, nor more than nine names as Congress shall direct, shall in the presence of Congress be drawn out by lot, and the persons whose names shall be so drawn or any five of them, shall be commissioners or judges, to hear and finally determine the controversy, so always as a major part of the judges who shall hear the cause shall agree in the determination: and if either party shall neglect to attend at the day appointed, without showing reasons, which Congress shall judge sufficient, or being present shall refuse to strike, the Congress shall proceed to nominate three persons out of each State, and the secretary of Congress shall strike in behalf of such party absent or refusing; and the judgment and sentence of the court to be appointed, in the manner before prescribed, shall be final and conclusive; and if any of the parties shall refuse to submit to the authority of such court, or to appear or defend their claim or cause, the court shall nevertheless proceed to pronounce sentence, or judgment, which shall in like manner be final and decisive, the judgment or sentence and other proceedings being in either case transmitted to Congress, and lodged among the acts of Congress for the security of the parties concerned: provided that every commissioner, before he sits in judgment, shall take an oath to be administered by one of the judges of the supreme or superior court of

the State, where the cause shall be tried, 'well and truly to hear and determine the matter in question, according to the best of his judgment, without favor, affection or hope of reward': provided also, that no State shall be deprived of territory for the benefit of the United States.

All controversies concerning the private right of soil claimed under different grants of two or more States, whose jurisdictions as they may respect such lands, and the States which passed such grants are adjusted, the said grants or either of them being at the same time claimed to have originated antecedent to such settlement of jurisdiction, shall on the petition of either party to the Congress of the United States, be finally determined as near as may be in the same manner as is before prescribed for deciding disputes respecting territorial jurisdiction between different States.

The United States in Congress assembled shall also have the sole and exclusive right and power of regulating the alloy and value of coin struck by their own authority, or by that of the respective States -- fixing the standards of weights and measures throughout the United States -- regulating the trade and managing all affairs with the Indians, not members of any of the States, provided that the legislative right of any State within its own limits be not infringed or violated -- establishing or regulating post offices from one State to another, throughout all the United States, and exacting such postage on the papers passing through the same as may be requisite to defray the expenses of the said office -- appointing all officers of the land forces, in the service of the United States, excepting regimental officers -- appointing all the officers of the naval forces, and commissioning all officers whatever in the service of the United States -- making rules for the government and regulation of the said land and naval forces, and directing their operations.

The United States in Congress assembled shall have authority to appoint a committee, to sit in the recess of Congress, to be denominated 'A Committee of the States', and to consist of one delegate from each State; and to appoint such other committees and civil officers as may be necessary for managing the general affairs of the United States under their direction -- to appoint one of their members to preside, provided that no person be allowed to serve in the office of president more than one year in any term of three years; to ascertain the necessary sums of money to be raised for the service of the United States, and to appropriate and apply the same for defraying the public expenses -- to borrow money, or emit bills on the credit of the United States, transmitting every half-year to the respective States an account of the sums of money so borrowed or emitted -- to build and equip a navy -- to agree upon the number of land forces, and to make requisitions from each State for its quota, in proportion to the number of white inhabitants in such State; which requisition shall be binding, and thereupon the legislature of each State shall appoint the regimental officers, raise the men and cloath, arm and equip them in a solid-like manner, at the expense of the United States; and the officers and men so cloathed, armed and equipped shall march to the place appointed, and within the time agreed on by the United States in Congress assembled. But if the United States in Congress assembled shall, on consideration of circumstances judge proper that any State should not raise men, or should raise a smaller number of men than the quota thereof, such extra number shall be raised, officered, cloathed, armed and equipped in the same manner as the quota of each State, unless the legislature of such State shall judge that such extra number cannot be safely spread out in the same, in which case they shall raise, officer, cloath, arm and

equip as many of such extra number as they judge can be safely spared. And the officers and men so clothed, armed, and equipped, shall march to the place appointed, and within the time agreed on by the United States in Congress assembled.

The United States in Congress assembled shall never engage in a war, nor grant letters of marque or reprisal in time of peace, nor enter into any treaties or alliances, nor coin money, nor regulate the value thereof, nor ascertain the sums and expenses necessary for the defense and welfare of the United States, or any of them, nor emit bills, nor borrow money on the credit of the United States, nor appropriate money, nor agree upon the number of vessels of war, to be built or purchased, or the number of land or sea forces to be raised, nor appoint a commander in chief of the army or navy, unless nine States assent to the same: nor shall a question on any other point, except for adjourning from day to day be determined, unless by the votes of the majority of the United States in Congress assembled.

The Congress of the United States shall have power to adjourn to any time within the year, and to any place within the United States, so that no period of adjournment be for a longer duration than the space of six months, and shall publish the journal of their proceedings monthly, except such parts thereof relating to treaties, alliances or military operations, as in their judgment require secrecy; and the yeas and nays of the delegates of each State on any question shall be entered on the journal, when it is desired by any delegates of a State, or any of them, at his or their request shall be furnished with a transcript of the said journal, except such parts as are above excepted, to lay before the legislatures of the several States.

X.

The Committee of the States, or any nine of them, shall be authorized to execute, in the recess of Congress, such of the powers of Congress as the United States in Congress assembled, by the consent of the nine States, shall from time to time think expedient to vest them with; provided that no power be delegated to the said Committee, for the exercise of which, by the Articles of Confederation, the voice of nine States in the Congress of the United States assembled be requisite.

XI.

Canada acceding to this confederation, and adjoining in the measures of the United States, shall be admitted into, and entitled to all the advantages of this Union; but no other colony shall be admitted into the same, unless such admission be agreed to by nine States.

XII.

All bills of credit emitted, monies borrowed, and debts contracted by, or under the authority of Congress, before the assembling of the United States, in pursuance of the present confederation, shall be deemed and considered as a charge against the United States, for payment and satisfaction whereof the said United States, and the public faith are hereby solemnly pledged.

XIII.

Every State shall abide by the determination of the United States in Congress assembled, on all questions which by this confederation are submitted to them. And the Articles of this Confederation shall be inviolably observed by every State, and the Union shall be perpetual; nor shall any alteration at any time hereafter be made in any of them; unless

such alteration be agreed to in a Congress of the United States, and be afterwards confirmed by the legislatures of every State.

And whereas it hath pleased the Great Governor of the World to incline the hearts of the legislatures we respectively represent in Congress, to approve of, and to authorize us to ratify the said Articles of Confederation and perpetual Union. Know Ye that we the undersigned delegates, by virtue of the power and authority to us given for that purpose, do by these presents, in the name and in behalf of our respective constituents, fully and entirely ratify and confirm each and every of the said Articles of Confederation and perpetual Union, and all and singular the matters and things therein contained: And we do further solemnly plight and engage the faith of our respective constituents, that they shall abide by the determinations of the United States in Congress assembled, on all questions, which by the said Confederation are submitted to them. And that the Articles thereof shall be inviolably observed by the States we respectively represent, and that the Union shall be perpetual.

In Witness whereof we have hereunto set our hands in Congress. Done at Philadelphia in the State of Pennsylvania the ninth day of July in the Year of our Lord One Thousand Seven Hundred and Seventy-Eight, and in the Third Year of the independence of America.

Agreed to by Congress 15 November 1777 In force after ratification by Maryland, 1 March 1781

<http://www.yale.edu/lawweb/avalon/artconf.htm#art1>

Flint Community Schools⁵
History/Social Studies Lesson 3

Course: History/Social Studies Grade 8
Unit: A study of the events leading up to the Revolution
Objective: to teach students to look for the values of a group who rebel and use that knowledge to understand what they rebel against
Essential Question: (this should be posted in the classroom for all to easily see throughout the unit) How were the values of some people and the American economy used to shape early documents that established our country? How do historians analyze the past to inform our present and future?
Time Frame: 50 min. lesson
Materials/Resources/Preparation: copies of the Stamp Act/Virginia timeline document, chart paper, copies of the handout for lesson 3, historian’s notebook

Introduction: (Anticipatory Set)	<p><i>“To understand why people rebel against others we have to look at the major historical events through the understanding lens of what those people value. Rebellions happen for a reason and it is crucial that we come to understand those reasons as opposed to just knowing the events as dates on a timeline so that we can look at our present reality and future to determine what has happened to those values and what has developed as the results of rebellion.”</i></p>
Teaching/Input: (Modeling, inquiry, working with reading, film, slides)	<p><i>“Yesterday we compared two documents and looked for patterns of behavior. Today we are going to look at a timeline and search for patterns of interactions between England/Parliament and the colonies to try and answer the question: What were the colonists rebelling against? How is the economy tied into this rebellion? What values did they want to protect and build into this new country?”</i></p> <p><i>Let’s read the beginning of the document, The Stamp Act, together and I will show you what I mean by interactions.”</i> Read the first paragraph aloud. Explain that the first paragraph gives you basic information about the aim of the Stamp Act.</p> <p>Read the second paragraph aloud. Explain that this paragraph provides the reader with more important about why the colonists decided to resist this act, that they feared that England would start to tax the colonies to make money off of them and that the colonists would not have a say and their governments would not have a say in what was taxed or what the money would be used for. The documents and ideas that we have studied thus far show</p>

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	<p>us that the colonists wanted to govern themselves and no longer saw England as their country. They tended to see the state they lived in as their country.</p> <p>Fill this information in using a copy of the handout that goes with this lesson or copy the format onto chart paper and model for students using the chart paper. The student may use the handout and place this in their notebook or copy the format from the chart paper into their notebooks.</p> <p>Ask the students to work through the rest of the document together, paying attention to the interactions in the timeline and tracing the interactions, the decisions and reactions, between the colonists and England. Ask them to keep track of this on the handout.</p>
Independent Practice: (Small group work, peer work, or independent work)	Meet with each partnership to offer your support. Set up some groups to share.
Closing:	Ask some groups to share and be sure to take notes on the chart paper and post in the room.
Assessment: (How will we know the students understood today's lesson?)	Collect the handouts and use them to determine if students are able to see the adversarial relationship growing between the colonists and the English government.
Homework:	How do historians look at documents over time and analyze them for patterns? Why do they do this?

The Stamp Act

The Stamp Act was passed by the British Parliament on March 22, 1765. The new tax was imposed on all American colonists and required them to pay a tax on every piece of printed paper they used. Ship's papers, legal documents, licenses, newspapers, other publications, and even playing cards were taxed. The money collected by the Stamp Act was to be used to help pay the costs of defending and protecting the American frontier near the Appalachian Mountains (10,000 troops were to be stationed on the American frontier for this purpose).

The actual cost of the Stamp Act was relatively small. What made the law so offensive to the colonists was not so much its immediate cost but the standard it seemed to set. In the past, taxes and duties on colonial trade had always been viewed as measures to regulate commerce, not to raise money. The Stamp Act, however, was viewed as a direct attempt by England to raise money in the colonies without the approval of the colonial legislatures. If this new tax were allowed to pass without resistance, the colonists reasoned, the door would be open for far more troublesome taxation in the future.

Few colonists believed that they could do anything more than grumble and buy the stamps until the Virginia House of Burgesses adopted Patrick Henry's Stamp Act Resolves. These resolves declared that Americans possessed the same rights as the English, especially the right to be taxed only by their own representatives; that Virginians should pay no taxes except those voted by the Virginia House of Burgesses; and that anyone supporting the right of Parliament to tax Virginians should be considered an enemy of the colony. The House of Burgesses defeated the most extreme of Henry's resolutions, but four of the resolutions were adopted. Virginia Governor Fauquier did not approve of the resolutions, and he dissolved the House of Burgesses in response to their passage.

Virginia Time Line, 1760-1776

1760

King George II of England dies. He is succeeded by his grandson George III.

1763

The Treaty of Paris ends the French and Indian War between Great Britain and France. Great Britain is not engaged in war with any country for the first time in more than fifty years. Parliament turns its attention to regulating the empire, especially its colonies in North America.

Parliament issues the Proclamation of 1763 prohibiting settlement in the American colonies west of the Appalachian Mountains. The proclamation is greatly resented in Virginia.

1765

Parliament imposes the Stamp Act for taxing the American colonies.
Patrick Henry introduces the Stamp Act Resolves in the Virginia House of Burgesses. These resolves challenge Great Britain's right to impose the tax. Governor Fauquier dissolves the General Assembly.

At the Stamp Act Congress in New York, delegates draw up a Declaration of Rights and Grievances.

On the day before the stamp tax was to go into effect, George Mercer, the collector, arrives in Williamsburg, Virginia, with the stamps. Governor Fauquier has to intervene to protect Mercer from a mob of angry people.

Virginians intimidate stamp distributor George Mercer into resigning his position.

1766

Parliament repeals the Stamp Act but passes the Declaratory Act, which asserts Great Britain's right to pass any laws governing the American colonies.

1767

Parliament imposes the Townshend Duties taxing imports of tea, glass, paper, lead, and paint in the American colonies.

At a public protest meeting in Boston, a Nonimportation Agreement is drawn up. The New York Assembly is suspended for failing to support the quartering of British troops.

1768

The Massachusetts Assembly is dissolved for refusing to assist with the collection of taxes.

Boston citizens refuse to quarter British troops.

1769

The Virginia House of Burgesses is dissolved after protesting against England's plan to transport colonists accused of treason to England for trial.

1770

Crispus Attucks (a free black) is killed when British troops fire into a crowd of demonstrators in Boston in an event that becomes known as the "Boston Massacre."
Parliament repeals the Townshend Duties, except for the tax on tea.

1772

The Boston Assembly demands the rights of the colonies and threatens secession from Great Britain.

Samuel Adams forms the Committee of Correspondence in Massachusetts for action against Great Britain.

A slave brought into England from a British colony claims he is a free man. The court rules in his favor in the Somerset Case.

1773

Parliament passes the Tea Act.

The Virginia House of Burgesses establishes a Committee of Correspondence to communicate with other colonial legislatures.

The Boston Tea Party takes place in Boston, Massachusetts. A party of nearly 50 men disguised as Indians, led by Samuel Adams, boards ships, breaks open 343 chests of tea, and empties them into Boston Harbor.

<http://www.history.org/History/teaching/tchcrtme.cfm>

FCS Grade 8 Unit of Study Lesson 3 Handout

Date	Action or reaction and people involved	Value Presented by the reaction

Flint Community Schools⁶
History/Social Studies Lesson 4

Course: History/Social Studies Grade 8
Unit: A study of the events leading up to the Revolution
Objective: to teach students about the French and Indian War so that they can continue to develop an understanding of the growing tensions in America and between the English and America
Essential Question: (this should be posted in the classroom for all to easily see throughout the unit) How were the values of some people and the American economy used to shape early documents that established our country? How do historians analyze the past to inform our present and future?
Time Frame: 50 min. lesson
Materials/Resources/Preparation: copies of the timeline for each student, copies of one article on the French and Indian War for half of the class and the other article for the other half of the class, chart paper

Introduction: (Anticipatory Set)	<i>“As I said yesterday to understand why people rebel against others we have to look at the major historical events through the understanding lens of what those people value. Yesterday we looked at the Stamp Act and some other interactions between the colonists and the English government. Today we will focus on the French and Indian war and learn about that event in history as well as start to think about the two perspectives of this resistance, that of the colonists and that of the English and how this was the beginning of the Revolution”.</i>
Teaching/Input: (Modeling, inquiry, working with reading, film, slides)	Read the timeline of events of the French and Indian Wars together, with the teacher reading aloud as a model of a fluent reader and the students follow along, silently reading the words as the teacher pronounces them. Explain what happened in the war and the perspectives of the colonists and the English. Explain to the students that half of the class has one article on the wars and the other class has another article, each with slightly different information. They are to read over these articles in their partnerships and develop a statement explaining the war and the two perspectives of the war, those of the colonists and the English government.
Independent Practice: (Small group work, peer work, or independent work)	Meet with each partnership to offer your support. Allow time for students to read their statements. Students should start to see that the rumblings of revolution in the colonies was part of a larger picture for longer standing power,

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	that of power between established countries with long histories such as Britain and France. They should also start to see the immense pride in Britain as they become the world power, unable to fall from power in their own minds.
Closing:	Ask some groups to share and be sure to take notes on the chart paper and post in the room.
Assessment: (How will we know the students understood today's lesson?)	Based on the statements that you can collect and hear orally, assess how well the students are seeing the larger complexities of power relationships between countries and colonies.
Homework:	What do you understand about what the colonizing countries valued in controlling America?

FCS – Grade 8 Unit of Study

Event	Date	Notes/Significance
British defeated at Ft. Duquesne	1755	Gen. Braddock's force of 1450 men surrounded and defeated by Indian and French-Canadian forces
American colonists refuse to serve under British commander	1757	New British commander (Lord Loudoun) closely managed the war effort, demanding exact numbers of recruits and money from colonies. Colonial assemblies began to refuse to cooperate.
French take Ft. Oswego	1756	French commander Montcalm takes fort, but is horrified to discover that his Indian allies kill wounded soldiers, take scalps, and make slaves of captives.
Massacre at Ft. William Henry	1757	Following surrender of British and colonial garrison to Montcalm (who promised safe passage back to England), Indians killed 185 and took 310 British captive.
William Pitt guides British war effort	1757 - 1761	As Secretary of State, Pitt sought to reduce tension with colonists by promising payment in proportion to support of war effort, giving colonial assemblies control of recruitment, sending thousands more British soldiers, and replacing Lord Loudoun with a more reasonable commander
Louisbourg and Ft. Duquesne captured by British	1758	British-American-Indian forces overwhelm French who abandon Louisbourg and burn Ft. Duquesne before retreating north.
Battle of Quebec	1759	Through British commander Gen. Wolfe is killed (along with French commander Montcalm), British forces sieze Quebec in dramatic uphill attack.
Battle of Quiberon Bay	1759	British victory restricted French navy's ability to resupply forces in Canada.
Iriquois join British-American alliance	1760	Balance of power tips towards British with this addition
French surrender Montreal	1760	Greatly outnumbered French forces are defeated in war's final battle in the Americas.
British capture Havana, Manila from Spain	1762	As Spain enters the war as a French ally, it suffers defeats from British naval forces.
Treaty of Paris	1763	France gives up claims to all of its North American possessions. All land west of the Mississippi and New Orleans goes to Spain. All land east of the Mississippi River and Canada goes to England.

French and Indian Wars by Age Mooy

The war that raged in North America through the late 1750's and early 1760's was but one part of the larger struggle between England and France for dominance in world trade and naval power. The British victory in that struggle, known in Europe as the Seven Years' War, ended the long struggle among the three principal powers in northeastern North America: The English, the French, and the Iroquois Confederacy, it confirmed England's commercial supremacy and cemented its control of the settled regions of North America.

The French and the English had coexisted relatively peacefully in North America for nearly a century. But by the 1750's, as both English and French settlements expanded, religious and commercial tensions began to produce new frictions and new conflicts. The French had explored and claimed a vast region of the continental interior, ranging from Louisiana in the South to the Great Lakes in the North. To secure their hold on these enormous claims, they founded a whole string of communities, missions, trading posts, and fortresses. The region was enclosed by the four major cities: Montreal, Detroit, New Orleans, and Quebec, the center of the French empire in North America.

The English, meanwhile, were preparing for the great population leap across the Appalachians into Ohio and beyond. In 1749 a group of Virginian businessmen secured a grant of 500,000 acres of Ohio valley land for settlement purposes. They were not impressed by Joseph Celeron who in the same year had claimed that region for France. This prompted the French, in an effort to keep the English from expansion into French lands, to construct new fortresses in the Ohio valley. This, in turn, caused the English, interpreting the French activity as a threat to their western settlements, to begin making military preparations and building fortresses of their own.

For the next five years, tensions between the English and the French increased, until in the summer of 1754 the governor of Virginia sent a militia force (under the command of an inexperienced young colonel named George Washington) into the Ohio valley to challenge French expansion. Washington built a crude stockade (Fort Necessity) and staged an unsuccessful attack on a French detachment. The French countered with an assault on Fort Necessity, trapping Washington and his soldiers inside. After a third of them died in the fighting, Washington surrendered. This clash marked the beginning of the French and Indian War.

The French and Indian War lasted nearly nine years, and it moved forward in three distinct phases. During the first of these phases, from the Fort Necessity debacle in 1754 until the expansion of the war to Europe in 1756, it was primarily a local, North American Conflict. The English did not do well these first years. There were few British naval reinforcements and so the colonists managed the war largely on their own. Virtually all Indian tribes were now allied with the French. Only the Iroquois had seen themselves forced to the British side and they kept themselves as neutral as possible. The second phase of the struggle began in 1756 when the governments of France and England formally opened hostilities and a truly international conflict (The Seven Years' War) began. The fighting now spread to the West Indies, India, and Europe itself. But the

principal struggle remained the one in North America where so far England had suffered nothing but frustration and defeat. Beginning in 1757, William Pitt, the English secretary of state, began to transform the war effort by bringing it for the first time fully under British control. He did this at first by forcing supplies, equipment, shelter, and manpower from the colonists. This was cause for much resentment among the colonists, who resisted these new imposition and firmly, at times even violently, resisted them. By early 1758, the friction between the British authorities and the colonists was threatening to bring the war effort to a halt.

Beginning in 1758 therefore, Pitt initiated the third and final phase of the war by relaxing many of the policies that Americans had objected to. This resulted in an immediate increase in American support for the war and a dramatic increase in American enlistment. Pitt also dispatched large numbers of additional troops. Almost immediately the tide of the battle began to turn in England's favor. The French, now even more outnumbered than before and plagued by poor harvests, could no longer offer enough resistance to the British troops and American militias. In July 1758, the fortress of Louisbourg was captured by two brilliant English generals (and their armies), Jeffrey Amherst and James Wolfe. And on September 13 1759, the supposedly impregnable city of Quebec fell to the army of General James Wolfe. This marked the beginning of the end of the American phase of the war. A year later, in September 1760, the French army formally surrendered to Amherst in Montreal.

The French and Indian War had profound effects for both the British Empire and the American colonists. It is often seen as the source of much of the resentment between the English government and the colonists that eventually led to the American Revolution of 1775.

The British victory in the French and Indian War had a great impact on the British Empire. Firstly, it meant a great expansion of British territorial claims in the New World. But the cost of the war had greatly enlarged Britain's debt. Moreover, the war generated substantial resentment towards the colonists among English leaders, who were not satisfied with the financial and military help they had received from the colonists during the war. All these factors combined to persuade many English leaders that the colonies needed a major reorganization and that the central authority should be in London. The English leaders set in motion plans to give London more control over the government of the colonies and these plans were eventually a big part of the colonial resentment towards British imperial policies that led to the American Revolution.

The war had an equally profound but very different effect on the American colonists. First of all, the colonists had learned to unite against a common foe. Before the war, the thirteen colonies had found almost no common ground and they coexisted in mutual distrust. But now they had seen that together they could be a power to be reckoned with. And the next common foe would be Britain.

With France removed from North America, the vast interior of the continent lay open for the Americans to colonize. But The English government decided otherwise. To induce a

controlled population movement, they issued a Royal Proclamation that prohibited settlement west of the line drawn along the crest of the Allegheny mountains and to enforce that measure they authorized a permanent army of 10,000 regulars (paid for by taxes gathered from the colonies; most importantly the "Sugar Act" and the "Stamp Act"). This infuriated the Americans who, after having been held back by the French, now saw themselves stopped by the British in their surge west.

For the Indians of the Ohio Valley, the third major party in the French and Indian War, the British victory was disastrous. Those tribes that had allied themselves with the French had earned the enmity of the victorious English. The Iroquois Confederacy, which had allied themselves with Britain, fared only slightly better. The alliance quickly unraveled and the Confederacy began to crumble from within. The Iroquois continued to contest the English for control of the Ohio Valley for another fifty years; but they were never again in a position to deal with their white rivals on terms of military or political equality.

<http://www.let.rug.nl/usa/E/7yearswar/fiw01.htm>

The French and Indian War's Impact on America by Adam M. Kravetz

At the peak of Britain's prominence it was said that The sun never sets on the British Empire. Many were enthralled under its wing of mighty protection and dare a country stand up to Britain and face the consequences. In 1755 the last of the great conflicts between the Britain and France broke out. Although initially proving its superiority, one of the main facets of the British Empire headed for a major transformation. So that is why I say the very of the British triumph over France in the [French and Indian War](#) opened the door to [the American Revolution](#).

Magnitude of this war was on a scale as such that no man had ever seen before. The numbers of troops assembled were in numbers larger than ever seen. The territory that was fought over was more than the Rhineland it was a broad expanse of territory that not only engulfed North America but also the world. Quarrels over the Ohio River Valley were the forerunning and immediate cause of the [French and Indian war](#). The underlying cause of the war was a period of more than 100 years of rivalry. The rivalry in which a scratch or poke can easily turn in to an all out brawl eventually leading to a severe break in relations between French and Britain. The strengths of Britain over France might have been thought to be overwhelming but they actually are not. Although the British resources of money and men (militarily speaking) was seemingly endless the British did not have an impeccable image. The French were outnumbered severely in population size, but the networks of forts that they had built up, as well as the small army that was already in place, did move the French to earlier easy victories. French troops received orders easily from a central government and little confusion provided for great efficiency. Many times British orders were delayed or out dated by the long travel across the Atlantic from Britain. The lack of a government contributed to some of the anarchy during the French and Indian War ([Notes 86](#)). While the [Albany Plan of Union](#) was a promising plan, its disapproval by the colonies for being too strong quickly made an easy solution of some governmental problems virtually impossible. The success of both Britain and the colonies was depending on a very shoddy plan of war. The assumption on anyone's part that this victory would be one sided was simply refuted in the first months of the war. The defeat of [Washington](#) at Fort Necessity show the hubris that the British may be starting to develop. The beliefs of the colonials that as long as the Redcoats were here that they were safe may be viewed as anything but true. Colonials welcomed the Redcoats with open arms but soon realized that they weren't as magnificent and noteworthy as they were played up to be. The disappointment of the colonials was due to the simple fact that the Redcoats fought a European war not a new style war that limited success and sometimes determined failure.

The cost of the war in both men and dollars was great to England. About 10,000 British troops were needed for the defense of North America after the war, costing approximately thirty-five hundred thousand pounds a year ([Hafstadter 76](#)). Many colonials were not welcoming the change, and voiced their opinions as such. Officials in New Jersey stated that America could fend for themselves. In Massachusetts one man declared "sending troops to defend America . . . has great appearance of care over but really is as absurd as it is needless ([Jennings 463](#)).” Multitudes of people became

unhappy and were subordinated by soldiers scouring their tongues at the colonials ([Jennings 464](#)). There was also the exorbitant cost of the war that was estimated at about two and a half million pounds ([Hafstadter 76](#)). Although the war was fought on many fronts a large portion of it was fought in the Americas, and therefore the British government thought that the colonials should pay their fair share of the cost. The severe debt though was of little concern compared to the thirty-five hundred thousand pounds it would cost to supply and train 10,000 troops for the protection of the colonies. “Facing heavy costs of supporting a standing army in the North American colonies, Britain hoped to shift some of the fiscal burden onto the colonists by imposing a series of taxes without consulting colonial governments ([Eliot](#)).” The debt of war was mostly paid for by taxes from in England itself.

It is clearly obvious that the colonials not only attempted to forestall payments on what Britain considered long overdue taxes but succeeded at costing the British Empire more than three hundred thousand pounds a year. The colonials resisted many changes, since they felt secure without the French to the north. Many colonists lost respect for Britain due to a sub par performance in battles throughout the war. The English felt quite differently, in fact they had a notion that the colonists had been illegally trading with Canada during the war. The English felt that the burden of debt must be shared. Ultimately most of the war was footed by the English back home ([Notes](#)).

Britain surmised that the best way to raise funds for their arrearage would be to exact taxes. Few if any taxes raised substantial sums of money. Taxes were imposed both internally and externally to accumulate funds to pay for the war. [The stamp tax](#) was levied for just those reasons. Passed in 1765 it marked the beginnings of colonial resistance to taxation. The tax included a payment on many legal items, such as marriage papers, loans, and playing cards that would help to make a sizable dent in the British deficit. The wide dislike of these taxes in the colonies showed a continually elevating intolerance of British rule. Many times tax collectors were tarred and feathered or hung in effigy. The ineffectiveness of these taxes forced the British to realize that losing money wasn't the way to pay off a debt. With much groveling and argumentation amongst parliament the taxes were repealed. The significance in America was immense. The use of a boycott and a virtual temper tantrum proved to be effective in placating the problems of the colonies. The [Townshend Acts](#) which went in effect in 1765 and 1766 were external taxes. The duties were extra payments on such goods as lead, paints, glass, paper and tea ([Hafstadter 80](#)). Townshend also extended the rights of the officials in the colonials with the Writs of Assistance, providing for search and seizure under any circumstances. He also transferred some of the cash flow to pay royal salaries, especially governors in America. The actions of Townshend angered the colonials vastly; they were completely unresponsive to the taxes. They “cheerfully ignored” the taxes as Mr. Wittig would say. The ineffectiveness of both the taxes and Townshend's growth of excessive pride in his power led to a bad taste in the colonials' mouths. The Townshend acts were eventually repealed, again with reluctance on Britain's part. The damage had been done though, with every day the British seemed to make themselves look more despicable for their actions. The same actions which in the minds of British were completely justified to help recover the magnitudinal loss from the war.

While only a gray point between the [French and Indian War](#), the repeal of taxes, and [the Revolutionary War](#) the [Proclamation of 1763](#) had a significant effect on the attitudes of the colonials toward the British. After the French and Indian War and the [Treaty of Paris](#), the Proclamation of 1763 was one of the first documents issued to govern the colonies. This proclamation simply stated that no further settlement beyond the Appalachian Mountains was allowed. To the colonists it was a direct blow to their confidence. The colonists interpreted this proclamation as putting an off limits sign on the Ohio River Valley which the whole war had started over. The proclamation's misinterpretation was a big key to the view of the colonials. With some convincing a colonial could be shown that since the French and Indian War the acts, taxes, and proclamations have been directed to repress the colonial growth and extend a firmer grip over North America. The real purpose for the Proclamation of 1763 was to temporarily solve the Indian problem. The Indian's rights and property were being violated and the British government realized this and took action. They had just ended a costly war and couldn't afford small skirmishes and conflicts 3000 miles from home. The effects of the proclamation were small but the connotation of them resonated its way through to the revolution. With Britain's failure to clearly identify its intentions to the colonials it simply began a chain of events that would lead to a revolution. The mighty Britain was not a force that one would want to reckon with in the 1700s. Their demise was partially brought upon themselves when they developed a characteristic character flaw. Their strength in numbers or magnitude caused this flaw which would lead them to their downfall. This flaw made the waves of the splash exponentially bigger than the actual splash. The grand scale of a big war caused a multitude of repercussions that sacrificed Britain to its colonies.

<http://www.let.rug.nl/usa/E/fiwar/french01.htm>

Flint Community Schools⁷
History/Social Studies Lesson 5

Course: History/Social Studies Grade 8
Unit: A study of the events leading up to the Revolution
Objective: to provide time for student to “take sides” as either colonists or English and work through understanding the two perspectives on America
Essential Question: (this should be posted in the classroom for all to easily see throughout the unit) How were the values of some people and the American economy used to shape early documents that established our country? How do historians analyze the past to inform our present and future?
Time Frame: 50 min. lesson
Materials/Resources/Preparation: copies of previous documents and notes

Introduction: (Anticipatory Set)	<i>“We have worked through several documents and analyzed them for the values expressed in them and also for the conflicting interactions between factions, or influential groups. The two main groups are of course the colonists and the English.”</i>
Teaching/Input: (Modeling, inquiry, working with reading, film, slides)	<i>“Using the documents that we have worked with thus far I am going to split the class in groups. One group will be the English parliament, another a group of English trying to get to America, another colonists with established plantations in the country of the colonies, another as city business owners in the colonies, and a group of Native Americans.”</i> (It does not seem to make sense to offer a group of slaves or women since neither of these groups has any voice at this time. One other group you may consider, if necessary, could be religious men of specific faiths) <i>“Each group will determine what it values in terms of humanity and economy and prepare to explain those values and persuade others to listen and consider them.”</i>
Independent Practice: (Small group work, peer work, or independent work)	Meet with each group to offer your support. Allow time for students to write their statements. Provide a chart paper to each group that they may write some main points on the paper to post and refer to.
Closing:	Ask each group to share and be sure to direct students to take notes. Keep the chart papers posted in the room.
Assessment: (How will we know the students understood today’s lesson?)	Based on the statements that you can collect and hear orally, assess how well the students are seeing the larger complexities of power relationships between the various groups.
Homework:	What do you understand about the term analysis – what does it mean and how do you analyze?

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Flint Community Schools⁸
History/Social Studies Lesson 6

Course: History/Social Studies Grade 8
Unit: A study of the events leading up to the Revolution
Objective: to reflect on the learning from lessons 1 – 5 and synthesize those ideas into written statements
Essential Question: (this should be posted in the classroom for all to easily see throughout the unit) How were the values of some people and the American economy used to shape early documents that established our country? How do historians analyze the past to inform our present and future?
Time Frame: 50 min. lesson
Materials/Resources/Preparation: copies of previously analyzed documents and notebook for writing, chart paper with questions posted, chart paper for writing or the overhead.

Introduction: (Anticipatory Set)	<i>“Historians study documents, both primary and secondary, and their notes from those documents and develop their thinking into writing so that they can better articulate their ideas with their colleagues, or peers. We are going to look back at what we have studied and learned from the first five lessons and develop our thinking into writing.”</i>
Teaching/Input: (Modeling, inquiry, working with reading, film, slides)	<p><i>“We will consider these questions:</i></p> <ol style="list-style-type: none"> <i>1. What were the values and interests of the English? How do we know?</i> <i>2. What were the values and interests of the colonists? How do we know?</i> <i>3. How do these values conflict? How does this conflict lead to feeling of rebellion?</i> <i>4. How do we see the economy play a role in this conflict? Explain.”</i> <p>As a whole class, write a response to the first question together to model using appropriate academic language and using textual evidence. Show them how to move back and forth between the text they are writing and the various texts they have read for ideas and quotes.</p>
Independent Practice: (Small group work, peer work, or independent work)	Allow time for each partnership to develop a response in writing. Meet with each partnership to offer support.

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Closing:	Have students share their written passages.
Assessment: (How will we know the students understood today's lesson?)	Collect the writing and assess for content and ability to synthesize ideas and incorporate quotes.
Homework:	Why do historians get together and discuss their thinking with peers?

Flint Community Schools⁹
History/Social Studies Lesson 7

Course: History/Social Studies Grade 8
Unit: A study of the events leading up to the Revolution
Objective: students will read information about specific people and groups of people at this period to understand the situation of different peoples at the time of revolution
Essential Question: (this should be posted in the classroom for all to easily see throughout the unit) How were the values of some people and the American economy used to shape early documents that established our country? How do historians analyze the past to inform our present and future?
Time Frame: 50 min. lesson
Materials/Resources/Preparation: copies of articles on slavery, chart paper, notebooks

Introduction: (Anticipatory Set)	<i>“We have worked through several documents and analyzed them for the values expressed in them and also tried to understand the perspectives of colonists and the English. Today we will focus in on the situation of the slaves in the colonies and what their life was like.”</i>
Teaching/Input: (Modeling, inquiry, working with reading, film, slides)	<i>“Now that we have explored the relationship between the colonists and one of the colonizing countries, England, let’s look at the lives of slaves to try and understand what life was like for these people. We have two articles in the classroom and each group will have a different article to share but we will all use the same questions to focus our reading and lead our discussion.</i> <i>Here are the questions:</i> <ol style="list-style-type: none"> <i>1. What was daily life like for this person or people? Cite specific textual evidence.</i> <i>2. Based on what you can determine as lifestyle through behaviors and choices or lack of, what does this person or group of people value or wish to maintain in their life? Cite specific evidence from the text.</i> <i>3. How was slavery a part of, and contribute to, the American economy? Explain your answer.</i> <i>We will use some time to discuss what you find and think. Write your responses in your notebooks.”</i>
Independent Practice: (Small group work, peer work, or independent work)	Allow time for students to work through the articles. You will want to divide the class in half so that each group has one article, yet allow students to keep working in their partnerships within the larger group. Meet with each group to offer support.

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Closing:	Allow time for students to respond to the questions and take notes of main points on chart paper and post in the room. Have students take notes on the other group's discussion since they will not have read the articles.
Assessment: (How will we know the students understood today's lesson?)	Assess from the discussion how well students are able to identify the values of the colonists and slaves and think about the enduring quality of those values and inherent conflicts.
Homework:	Summarize the values of the colonists as you understand them.

To Live Like a Slave by Curtia James

I SAT BEFORE a crackling fire, dressed in 18th-century clothes, and listened to the haunting sounds of spirituals. I watched shadows flicker across the faces of my African-American co-workers, gathered to re-enact the lives of the 24 blacks who had inhabited the [Slave Quarter](#) at [Carter's Grove](#) in 1770. We would give voice to their experience, rediscovering aspects of their day-to-day realities as much as our 20th-century sensibilities could allow.

I had often wondered about those slaves. But sitting here in spaces they once called home, I thought especially about what they would think about us being there. If they could have seen ahead to our times, would they think it foolish for us to want, rather desperately, to dress as they would have done, to walk in their erased paths sifting for glimmers of their long-gone days and times? I contemplated what they might think of what we as a free black people had accomplished. We were there because someone like them had the will to survive. Would they, surveying us, celebrate our personal successes and sympathize that racism, which held their lives so imperiled, could today still be so profoundly felt?

They are but characters--remembered daily in the interpretation at the quarter--theoretical people researchers summon from 200-year-old plantation records from the slaves' owner, Nathaniel Burwell, and Bruton Parish Church registers. Because evidence about them is so scant, any attempt to fully re-create their lives would be mere conjecture. What was more realistic, we felt, was to approach the re-creation as slave descendants.

I recall hearing about these slaves a year ago when for the first time I had crossed the foot bridge from the reception center to the Slave Quarter. My major concern was whether the site could broach a subject that I wanted no one to forget, but that I, ironically, felt hesitant to face. Slavery had always been an emotional subject for me, one wrought with the confusion, anger, and pain it poses for many African-Americans. As a communications associate assigned to cover the Foundation's department of African-American interpretation and presentations, my responsibility is to familiarize people with the issue of slavery, to make them understand the institution as a fact of American history.

As an observer at the quarter, I was more than a reserved professional. I was face to face with the living conditions of my ancestors. The sight was chilling. I glanced around at the all-white crowd around me, curious about their perceptions of slavery and the buildings before us. Interpreter Sylvia Tabb-Lee put us at ease.

"Good morning," she began. "Welcome to Carter's Grove and to the Slave Quarter. In the 1970s, this property was excavated and root cellars were discovered with personal belongings in them. Postholes were discovered, so we know this is the original location where the slaves would have lived."

She said that two percent of the population lived as well as the people in the mansion. "If you happen to be two percent of the population then you can look back and say what a

romantic period. But if you happen to be everybody else, welcome home. Because the average person lived in a 15-by-15-foot house with a dirt floor just like these."

Completed in 1989, the Slave Quarter consists of four largely wooden structures: a two-family dwelling, a larger dirt-floor house with space for a family on one side and single males on the other, the foreman's dwelling, and a corn crib. The structures surround a communal courtyard area and are reminiscent of places where slaves lived in the colonial Chesapeake area, most of which survived only a generation or two.

When Sylvia finished her 10-minute presentation, I introduced myself to her and the other interpreters and walked along the oyster shell encrusted pathway to look inside the first cabin. A rustic building, it served hypothetically as Venus's space, shared with her daughter Sukey, granddaughter Nancy, and great-grandson Lewis. Their belongings consisted of a few eating utensils and a straw-filled burlap mattress on the floor.

I walked across the courtyard and gazed into the two-sided larger house with its fireplace, raised bed, and scattered furnishings where the carpenter Joe lived with his wife Nanny and small children. A group of field hands, including Manuel and Bristol, lived next door. Seventy-year-old Paris had his own space, a lean-to built on the front and right of the structure.

In the early 1970s, Foundation archaeology revealed circular postholes that suggested a West African *kraal*, a round fenced enclosure re-created beside both two-family dwellings and the corn crib. Adjacent to the crib is a foreman's cabin furnished with, among other things, a violin--reflecting slave ads that described runaways as skilled violinists--and a *Virginia Gazette*, illustrating that some slaves could read.

A year following my introduction to the Slave Quarter, I found myself back there dressed in costume in 100-degree weather, crowded around Sylvia and other interpreters. I stood patiently as character interpreter Arthur Johnson taught me to fasten the intricate buckle on my shoe, and I braced myself for the evening ahead. For juvenile performer Holly Smith, it was an opportunity to gain a first-hand appreciation of slave life. "They weren't just going to Saturday night gatherings," she said. "They were working hard."

Three months of planning had gone into that afternoon and the following night and morning at the Slave Quarter. Minute-by-minute schedules called for interpreters to arrive in stages to take part in specific activities or appear in scenes ranging from a runaway segment to sisters determining a cure for an ailment.

Nervous conversations tittered about us as we rose to take part in the first scene. I asked former interpreter Jerrold Roy, a Hampton University history professor, what had lured him back to the quarter. "I opened this place in 1989," he said. "We have been talking since this place opened about spending the night here."

We walked into the courtyard where others were gathering wood to make a fire. The sight of so many interpreters in costume was daunting, a convincing tableau of how the slaves may have looked and interacted.

Some, like me, were in costume for the first time. As I dressed for the re-enactment, I resisted the instinctive urge to apply my lipstick and felt apprehensive as I removed my watch. My modern-day sensibilities were quickly humbled when I climbed out of my car into the hazy afternoon heat, leaving my air conditioning behind. Without a watch, I felt an uncanny feeling of timelessness.

BEFORE LONG the activities began, which ranged from folks milling about the garden, communing, cooking-and me pounding corn into meal. The women crowded around to watch as fish were scaled for our dinner. Others gathered to hear Roy, depicting a Baptist minister, point out the paradox of slavery from a religious perspective. "They says we supposed to be slaves, that the good book says so," he preached. "But you know, I see right here in the book of Matthew 6 and verse 24 that no one can serve two masters. Or he's liable to love one and hate the other."

Some in the crowd, hanging on his every word, dissolved into a medley of amens, while some moved on to spend time chatting.

Later, in a secluded section of the larger two-family house, interpreter Larry Earl teamed up with Roy to depict the slaves Manuel and Bristol arguing over one's desire to run away that evening and the other's desire to stay.

So, you tell me, what I got to stay here for?" Earl bellowed. "To pick his tobacco?"

"So where you going to go?" Roy asked.

"To Norfolk."

"You can go over to Norfolk if you want. You still going to be a slave."

Next door Joe the carpenter was teaching his son Tarik to use a wood shaver.

The laughter and excitement of the children, which followed us throughout the quarter, was enchanting. As they assembled for their roles, played with one another, or chased the chickens, they exuded a refreshing spirit of freedom.

Earlier in the day I had watched one of our costumed children stare as a visitor's son wearing a tricornered hat walked by. As each waited for the other to make a move, signaling the proper overture to begin to play, I realized that even 200 years ago, children must have been somewhat oblivious to slavery, much as they are to racism today.

Yet they must have seen those they loved be sold, one interpreter reminded me, "even one another."

"You know they begged the master not to sell one another," a fellow interpreter added.

Later I watched as Emily James, one of several mothers on hand for the evening, bed down the children. She spoke of her own daughter and said she would have resented the

master living in his big house while she and her husband Greg, another re-enactor, and child battled mosquitoes and disease in the quarter.

Her face softened, however, as she sat thinking after a while. "'Most of all though," she said, "we would have felt fortunate to have the opportunity to spend the year together as a family."

Earlier that evening I had experienced the black music program. As one born somewhat rhythmically deficient, I had always admired the dancers from afar. But with the chance to dance with them within my grasp, I seized the moment. Rosemarie McAphee-Byrd, who was working with the dancers, initially had asked me to play an instrument.

"But I want to dance," I told her quietly. "Okay," she said, moving off to her side of the circle. "But dance beside someone who knows what they're doing."

I could barely contain my excitement. As the soloist began "Pan Logo," one of the most popular dances the department performs, I filed in behind Emily, determined to mimic her every step. There was something heady about the sound of the drum, the smell of the fire, and the exuberant smiles on the faces around me that warmed me through and through, lifting my soul, minimizing my self-doubt about the awkwardness of my movements.

The darkness blurred the modern, diffusing such intrusive images as someone drinking out of a 20th-century cup or a mother applying insecticide on her child. Suddenly I understood why the slaves had danced, sometimes all hours into the night. Beyond sheer entertainment, it was a way to shed, if just for a moment, the glare of reality, to commune with the earth, the trees, and the skies.

I tired out long before the others, but sat contentedly as they moved on to other dances, dissolving into a curious mix of popular tunes and spirituals that lasted long into the night.

My bed was a pile of straw with a blanket thrown over it outside by the fire with five other interpreters. After the stifling heat of the past few days, the breezes that swished through the trees overhead were a welcome respite. I slept soundly.

The insistent crowing of a rooster awakened us the next day to face our most grueling task" depicting slaves in the field. We toted our hoes and rakes and spades behind a horse-driven cart filled with taunting children. Working for less than half an hour in the heat filled us with awe concerning our ancestors' endurance. It drove home to us, like nothing else, how difficult and thankless slavery must have been. They say you can get used to anything. We just couldn't imagine getting used to forced, exhausting work like that.

Interpreter Larry Earl discovered, as I had, just how much slavery was an oppressor of the mind with the body led in tow. "I can tell visitors what it felt like sleeping on boards on a floor," he said, "and I can say it was pretty comfortable. It's not the living condition.

It's the work."

Later we shared our thoughts over a breakfast of hominy, fried potatoes and onions, and scrambled eggs that Emily, Rose, and Sylvia had prepared. Afterwards we watched Robert C. Watson skin a rabbit that Robert Watson, Jr., (no relation) had shot earlier that morning. Before we knew it, it was time to depart.

It has been a few weeks now since I climbed wearily into my car and back into my modern-day persona. Looking back, I realize I had always only perfunctorily thought of my own ancestors who dwelt on some other quarter in Georgia, withstanding trials I've never known. Perhaps their now silenced struggles are quelled in that tender, fearful place in my psyche, cowering in my heart, that I had always reserved for slavery.

But these days, I do think about them, as though I know them well. Somewhere between pounding the corn one day and hugging my co-workers goodbye the next, their presence became indelibly etched in my being.

I wonder if they somehow endured because they knew one day things would be different. I wonder if they could have possibly sensed how thankful I would be to be their survivor. I really wonder.

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Slavery--The Peculiar Institution

The European, American, and African slave traders engaged in the lucrative trade in humans, and the politicians and businessmen who supported them, did not intend to put into motion a chain of events that would motivate the captives and their descendants to fight for full citizenship in the United States of America. But they did. When Thomas Jefferson penned the words, "All men are created equal," he could not possibly have envisioned how literally his own slaves and others would take his words. African Americans repeatedly questioned how their owners could consider themselves noble in their own fight for independence from England while simultaneously believing that it was wrong for slaves to do the same.

This site explores the methods used by Africans and their American-born descendants to resist enslavement, as well as to demand emancipation and full participation in American society. Strategies varied, but the goal remained unchanged: freedom and equality.

The South Atlantic trade network involved several international routes. The best known of the triangular trades included the transportation of manufactured goods from Europe to Africa, where they were traded for slaves. Slaves were then transported across the Atlantic--the infamous middle passage--primarily to Brazil and the Caribbean, where they were sold. The final leg of this triangular trade brought tropical products to Europe. In another variation, manufactured goods from colonial America were taken to West Africa; slaves were carried to the Caribbean and Southern colonies; and sugar, molasses and other goods were returned to the home ports.

During the 1700s when the Atlantic slave trade was flourishing, West Africans accounted for approximately two-thirds of the African captives imported into the Americas. The coastal ports where these Africans were assembled, and from where they were exported, are located on this mid-18th-century map extending from present-day Senegal and Gambia on the northwest to Gabon on the southeast.

Captured Africans often mutinied on board slave trading vessels. Rarely, however, did these attempts at liberation lead to the Africans' return to their homelands. In one testimony William Priest discusses an unsuccessful mutiny of Africans on board a Connecticut vessel en route to the United States from West Africa.

The captain, while trading for goods and slaves in Senegal and Gambia, experienced difficulties with some of his crew members. He replaced several, beat others, and eventually, was himself murdered and thrown overboard by his crew. After the captain's demise, the slaves rebelled, killed one crew member, and wounded several others before they were suppressed after seven of them had been killed. Priest's testimony specifically relates to inquiries about the captain's death.

Colonial and early national newspapers contain some actual accounts of slave insurrections, of small-scale slave uprisings, and many rumors about them. This report details plans for an unsuccessful 1822 slave rebellion led by Denmark Vesey, a free black

man, around Charleston, South Carolina. Foiled in their efforts by slave informers, about thirty-five African Americans were captured and hanged. However, the report states that "enough has been disclosed to satisfy every reasonable mind, that considerable numbers were involved." One informer noted that Vesey told a meeting of the rebel group they would seize the guard house and magazine to get arms. Then they would "rise up and fight against the whites for our liberties." Vesey then read from the Bible about the deliverance of the children of Israel from Egyptian bondage.

<http://memory.loc.gov/ammem/aahtml/exhibit/aopart1.html>

Flint Community Schools¹⁰
History/Social Studies Lesson 8

Course: History/Social Studies Grade 8
Unit: A study of the events leading up to the Revolution
Objective: students will read information about specific people and groups of people at this period to understand the situation of different peoples at the time of revolution
Essential Question: (this should be posted in the classroom for all to easily see throughout the unit) How were the values of some people and the American economy used to shape early documents that established our country? How do historians analyze the past to inform our present and future?
Time Frame: 50 min. lesson
Materials/Resources/Preparation: copies of the Northwest Ordinance, chart paper

Introduction: (Anticipatory Set)	<i>“We have worked through several documents and analyzed them for the values expressed in them and also tried to understand the perspectives of colonists, the English, and the lives of the slaves. Today we will focus on a new document and how that document shows a response to the contradiction between the call for freedom of men by the colonists and the ugly industry of slavery.”</i>
Teaching/Input: (Modeling, inquiry, working with reading, film, slides)	Briefly explain the background of the Northwest Ordinance and its connection to the state of Michigan so that students understand how local this document is to them. <i>“I want you to work through the articles of the Northwest Ordinance and explain which of the values of the people in the United States is reflected in this document. Use the same evidence and values column for earlier lessons and do this work in your notebook. How does this document start to deal with the contradiction between a rebellion for freedom and slavery? How does this document lay a foundation for a definition of a state and a form of government? How is the economy addressed in this document? What do you suppose is the relationship between this document and the Constitution?”</i> (Post these questions in the room and students can respond to them in their notebooks.)
Independent Practice: (Small group work, peer work, or independent work)	Allow time for students to work with the document and the questions. Work with the partnerships to offer support with the language of the document and the questions posed.
Closing:	Ask students to share their responses to the questions. Push them to include textual evidence.

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Assessment: (How will we know the students understood today's lesson?)	Assess their responses for inclusion of specific articles from the northwest Ordinance and their ability to see this document as a precursor to the Constitution.
Homework:	What values do you expect to see in the Constitution and why?

Northwest Ordinance: July 13, 1787

An Ordinance for the government of the Territory of the United States northwest of the River Ohio.

Section 1. *Be it ordained by the United States in Congress assembled,* That the said territory, for the purposes of temporary government, be one district, subject, however, to be divided into two districts, as future circumstances may, in the opinion of Congress, make it expedient.

Sec 2. *Be it ordained by the authority aforesaid,* That the estates, both of resident and nonresident proprietors in the said territory, dying intestate, shall descent to, and be distributed among their children, and the descendants of a deceased child, in equal parts; the descendants of a deceased child or grandchild to take the share of their deceased parent in equal parts among them: And where there shall be no children or descendants, then in equal parts to the next of kin in equal degree; and among collaterals, the children of a deceased brother or sister of the intestate shall have, in equal parts among them, their deceased parents' share; and there shall in no case be a distinction between kindred of the whole and half blood; saving, in all cases, to the widow of the intestate her third part of the real estate for life, and one third part of the personal estate; and this law relative to descents and dower, shall remain in full force until altered by the legislature of the district. And until the governor and judges shall adopt laws as hereinafter mentioned, estates in the said territory may be devised or bequeathed by wills in writing, signed and sealed by him or her in whom the estate may be (being of full age), and attested by three witnesses; and real estates may be conveyed by lease and release, or bargain and sale, signed, sealed and delivered by the person being of full age, in whom the estate may be, and attested by two witnesses, provided such wills be duly proved, and such conveyances be acknowledged, or the execution thereof duly proved, and be recorded within one year after proper magistrates, courts, and registers shall be appointed for that purpose; and personal property may be transferred by delivery; saving, however to the French and Canadian inhabitants, and other settlers of the Kaskaskies, St. Vincents and the

neighboring villages who have heretofore professed themselves citizens of Virginia, their laws and customs now in force among them, relative to the descent and conveyance, of property.

Sec. 3. *Be it ordained by the authority aforesaid,* That there shall be appointed from time to time by Congress, a governor, whose commission shall continue in force for the term of three years, unless sooner revoked by Congress; he shall reside in the district, and have a freehold estate therein in 1,000 acres of land, while in the exercise of his office.

Sec. 4. There shall be appointed from time to time by Congress, a secretary, whose commission shall continue in force for four years unless sooner revoked; he shall reside in the district, and have a freehold estate therein in 500 acres of land, while in the exercise of his office. It shall be his duty to keep and preserve the acts and laws passed by the legislature, and the public records of the district, and the proceedings of the governor in his executive department, and transmit authentic copies of such acts and proceedings, every six months, to the Secretary of Congress: There shall also be appointed a court to consist of three judges, any two of whom to form a court, who shall have a common law jurisdiction, and reside in the district, and have each therein a freehold estate in 500 acres of land while in the exercise of their offices; and their commissions shall continue in force during good behavior.

Sec. 5. The governor and judges, or a majority of them, shall adopt and publish in the district such laws of the original States, criminal and civil, as may be necessary and best suited to the circumstances of the district, and report them to Congress from time to time: which laws shall be in force in the district until the organization of the General Assembly therein, unless disapproved of by Congress; but afterwards the Legislature shall have authority to alter them as they shall think fit.

Sec. 6. The governor, for the time being, shall be commander in chief of the militia, appoint and commission all officers in the same below the rank of general officers; all general officers shall be appointed and commissioned by Congress.

Sec. 7. Previous to the organization of the general assembly, the governor shall appoint such magistrates and other civil officers in each county or township, as he shall find necessary for the preservation of the peace and good order in the same: After the general assembly shall be organized, the powers and duties of the magistrates and other civil officers shall be regulated and defined by the said assembly; but all magistrates and other civil officers not herein otherwise directed, shall during the continuance of this temporary government, be appointed by the governor.

Sec. 8. For the prevention of crimes and injuries, the laws to be adopted or made shall have force in all parts of the district, and for the execution of process, criminal and civil, the governor shall make proper divisions thereof; and he shall proceed from time to time as circumstances may require, to lay out the parts of the district in which the Indian titles shall have been extinguished, into counties and townships, subject, however, to such alterations as may thereafter be made by the legislature.

Sec. 9. So soon as there shall be five thousand free male inhabitants of full age in the district, upon giving proof thereof to the governor, they shall receive authority, with time and place, to elect a representative from their counties or townships to represent them in the general assembly: Provided, That, for every five hundred free male inhabitants, there shall be one representative, and so on progressively with the number of free male inhabitants shall the right of representation increase, until the number of representatives shall amount to twenty five; after which, the number and proportion of representatives shall be regulated by the legislature: Provided, That no person be eligible or qualified to act as a representative unless he shall have been a citizen of one of the United States three years, and be a resident in the district, or unless he shall have resided in the district three years; and, in either case, shall likewise hold in his own right, in fee simple, two hundred acres of land within the same; Provided, also, That a freehold in fifty acres of land in the district, having been a citizen of one of the states, and being resident in the district, or the like freehold and two years residence in the district, shall be necessary to qualify a man as an elector of a representative.

Sec. 10. The representatives thus elected, shall serve for the term of two years; and, in case of the death of a representative, or removal from office, the governor shall issue a writ to the county or township for which he was a member, to elect another in his stead, to serve for the residue of the term.

Sec. 11. The general assembly or legislature shall consist of the governor, legislative council, and a house of representatives. The Legislative Council shall consist of five members, to continue in office five years, unless sooner removed by Congress; any three of whom to be a quorum: and the members of the Council shall be nominated and appointed in the following manner, to wit: As soon as representatives shall be elected, the Governor shall appoint a time and place for them to meet together; and, when met, they shall nominate ten persons, residents in the district, and each possessed of a freehold in five hundred acres of land, and return their names to Congress; five of whom Congress shall appoint and commission to serve as aforesaid; and, whenever a vacancy shall happen in the council, by death or removal from office, the house of representatives shall nominate two persons, qualified as aforesaid, for each vacancy, and return their names to Congress; one of whom congress shall appoint and commission for the residue of the term. And every five years, four months at least before the expiration of the time of service of the members of council, the said house shall nominate ten persons, qualified as aforesaid, and return their names to Congress; five of whom Congress shall appoint and commission to serve as members of the council five years, unless sooner removed. And the governor, legislative council, and house of representatives, shall have authority to make laws in all cases, for the good government of the district, not repugnant to the principles and articles in this ordinance established and declared. And all bills, having passed by a majority in the house, and by a majority in the council, shall be referred to the governor for his assent; but no bill, or legislative act whatever, shall be of any force without his assent. The governor shall have power to convene, prorogue, and dissolve the general assembly, when, in his opinion, it shall be expedient.

Sec. 12. The governor, judges, legislative council, secretary, and such other officers as Congress shall appoint in the district, shall take an oath or affirmation of fidelity and

of office; the governor before the president of congress, and all other officers before the Governor. As soon as a legislature shall be formed in the district, the council and house assembled in one room shall have authority, by joint ballot, to elect a delegate to Congress, who shall have a seat in Congress, with a right of debating but not voting during this temporary government.

Sec. 13. And, for extending the fundamental principles of civil and religious liberty, which form the basis whereon these republics, their laws and constitutions are erected; to fix and establish those principles as the basis of all laws, constitutions, and governments, which forever hereafter shall be formed in the said territory: to provide also for the establishment of States, and permanent government therein, and for their admission to a share in the federal councils on an equal footing with the original States, at as early periods as may be consistent with the general interest:

Sec. 14. It is hereby ordained and declared by the authority aforesaid, That the following articles shall be considered as articles of compact between the original States and the people and States in the said territory and forever remain unalterable, unless by common consent, to wit:

Art. 1. No person, demeaning himself in a peaceable and orderly manner, shall ever be molested on account of his mode of worship or religious sentiments, in the said territory.

Art. 2. The inhabitants of the said territory shall always be entitled to the benefits of the writ of *habeas corpus*, and of the trial by jury; of a proportionate representation of the people in the legislature; and of judicial proceedings according to the course of the common law. All persons shall be bailable, unless for capital offenses, where the proof shall be evident or the presumption great. All fines shall be moderate; and no cruel or unusual punishments shall be inflicted. No man shall be deprived of his liberty or property, but by the judgment of his peers or the law of the land; and, should the public exigencies make it necessary, for the common preservation, to take any person's property,

or to demand his particular services, full compensation shall be made for the same. And, in the just preservation of rights and property, it is understood and declared, that no law ought ever to be made, or have force in the said territory, that shall, in any manner whatever, interfere with or affect private contracts or engagements, *bona fide*, and without fraud, previously formed.

Art. 3. Religion, morality, and knowledge, being necessary to good government and the happiness of mankind, schools and the means of education shall forever be encouraged. The utmost good faith shall always be observed towards the Indians; their lands and property shall never be taken from them without their consent; and, in their property, rights, and liberty, they shall never be invaded or disturbed, unless in just and lawful wars authorized by Congress; but laws founded in justice and humanity, shall from time to time be made for preventing wrongs being done to them, and for preserving peace and friendship with them.

Art. 4. The said territory, and the States which may be formed therein, shall forever remain a part of this Confederacy of the United States of America, subject to the **Articles of Confederation**, and to such alterations therein as shall be constitutionally made; and to all the acts and ordinances of the United States in Congress assembled, conformable thereto. The inhabitants and settlers in the said territory shall be subject to pay a part of the federal debts contracted or to be contracted, and a proportional part of the expenses of government, to be apportioned on them by Congress according to the same common rule and measure by which apportionments thereof shall be made on the other States; and the taxes for paying their proportion shall be laid and levied by the authority and direction of the legislatures of the district or districts, or new States, as in the original States, within the time agreed upon by the United States in Congress assembled. The legislatures of those districts or new States, shall never interfere with the primary disposal of the soil by the United States in Congress assembled, nor with any regulations Congress may find necessary for securing the title in such soil to the *bona fide* purchasers. No tax shall be imposed on lands the property of the United States; and, in no case, shall nonresident proprietors be taxed higher than residents. The navigable waters leading into the

Mississippi and St. Lawrence, and the carrying places between the same, shall be common highways and forever free, as well to the inhabitants of the said territory as to the citizens of the United States, and those of any other States that may be admitted into the confederacy, without any tax, impost, or duty therefore.

Art. 5. There shall be formed in the said territory, not less than three nor more than five States; and the boundaries of the States, as soon as Virginia shall alter her act of cession, and consent to the same, shall become fixed and established as follows, to wit: The western State in the said territory, shall be bounded by the Mississippi, the Ohio, and Wabash Rivers; a direct line drawn from the Wabash and Post Vincents, due North, to the territorial line between the United States and Canada; and, by the said territorial line, to the Lake of the Woods and Mississippi. The middle State shall be bounded by the said direct line, the Wabash from Post Vincents to the Ohio, by the Ohio, by a direct line, drawn due north from the mouth of the Great Miami, to the said territorial line, and by the said territorial line. The eastern State shall be bounded by the last mentioned direct line, the Ohio, Pennsylvania, and the said territorial line: *Provided, however,* and it is further understood and declared, that the boundaries of these three States shall be subject so far to be altered, that, if Congress shall hereafter find it expedient, they shall have authority to form one or two States in that part of the said territory which lies north of an east and west line drawn through the southerly bend or extreme of Lake Michigan. And, whenever any of the said States shall have sixty thousand free inhabitants therein, such State shall be admitted, by its delegates, into the Congress of the United States, on an equal footing with the original States in all respects whatever, and shall be at liberty to form a permanent constitution and State government: *Provided,* the constitution and government so to be formed, shall be republican, and in conformity to the principles contained in these articles; and, so far as it can be consistent with the general interest of the confederacy, such admission shall be allowed at an earlier period, and when there may be a less number of free inhabitants in the State than sixty thousand.

Art. 6. There shall be neither slavery nor involuntary servitude in the said territory, otherwise than in the punishment of crimes whereof the party shall have been duly

convicted: *Provided, always,* That any person escaping into the same, from whom labor or service is lawfully claimed in any one of the original States, such fugitive may be lawfully reclaimed and conveyed to the person claiming his or her labor or service as aforesaid.

Be it ordained by the authority aforesaid, That the resolutions of the 23rd of April, 1784, relative to the subject of this ordinance, be, and the same are hereby repealed and declared null and void.

Done by the United States, in Congress assembled, the 13th day of July, in the year of our Lord 1787, and of their sovereignty and independence the twelfth.

Flint Community Schools¹¹
History/Social Studies Lesson 9

Course: History/Social Studies Grade 8
Unit: A study of the events leading up to the Revolution
Objective: students will read information about the development of the Constitution to finalize their thinking about the essential questions and prepare for the unit test
Essential Question: (this should be posted in the classroom for all to easily see throughout the unit) How were the values of some people and the American economy used to shape early documents that established our country? How do historians analyze the past to inform our present and future?
Time Frame: 50 min. lesson
Materials/Resources/Preparation: copies of the More Perfect Union document, chart paper, notebooks

Introduction: (Anticipatory Set)	<i>“Today we are going to look at one last document to read about the development of the Constitution. I want you to read the section I assign to you to understand the incredible task of establishing a country and to think about how impossible a task this would have been if there were not some common values amongst a group of men from across the country.”</i>
Teaching/Input: (Modeling, inquiry, working with reading, film, slides)	Assign each group a section of the article. Explain that they are to take notes as they read (again using evidence and values columns) and be able to explain from their section how the Constitution was developed and what values and what aspects of the economy from previous documents are addressed in the Constitution.
Independent Practice: (Small group work, peer work, or independent work)	As students work through their task meet with them to offer guidance.
Closing:	Following the sequence of the sections in the article, have the groups share out. Model taking notes on chart paper and have students take notes as well.
Assessment: (How will we know the students understood today’s lesson?)	Based on the discussion, what do students understand about the thinking that went into the Constitution? How are they dealing with their section of the text as readers?
Homework:	Review the documents to understand the common values seen in them.

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A More Perfect Union: The Creation of the U.S. Constitution

May 25, 1787, freshly spread dirt covered the cobblestone street in front of the Pennsylvania State House, protecting the men inside from the sound of passing carriages and carts. Guards stood at the entrances to ensure that the curious were kept at a distance. Robert Morris of Pennsylvania, the "financier" of the Revolution, opened the proceedings with a nomination--Gen. George Washington for the presidency of the Constitutional Convention. The vote was unanimous. With characteristic ceremonial modesty, the general expressed his embarrassment at his lack of qualifications to preside over such an august body and apologized for any errors into which he might fall in the course of its deliberations.

To many of those assembled, especially to the small, boyish-looking, 36-year-old delegate from Virginia, James Madison, the general's mere presence boded well for the convention, for the illustrious Washington gave to the gathering an air of importance and legitimacy. But his decision to attend the convention had been an agonizing one. The Father of the Country had almost remained at home.

Suffering from rheumatism, despondent over the loss of a brother, absorbed in the management of Mount Vernon, and doubting that the convention would accomplish very much or that many men of stature would attend, Washington delayed accepting the invitation to attend for several months. Torn between the hazards of lending his reputation to a gathering perhaps doomed to failure and the chance that the public would view his reluctance to attend with a critical eye, the general finally agreed to make the trip. James Madison was pleased.

The Articles of Confederation

The determined Madison had for several years insatiably studied history and political theory searching for a solution to the political and economic dilemmas he saw plaguing America. The Virginian's labors convinced him of the futility and weakness of confederacies of independent states. America's own government under the Articles of Confederation, Madison was convinced, had to be replaced. In force since 1781, established as a "league of friendship" and a constitution for the 13 sovereign and independent states after the Revolution, the articles seemed to Madison woefully inadequate. With the states retaining considerable power, the central government, he believed, had insufficient power to regulate commerce. It could not tax and was generally impotent in setting commercial policy. It could not effectively support a war effort. It had little power to settle quarrels between states. Saddled with this weak government, the states were on the brink of economic disaster. The evidence was overwhelming. Congress was attempting to function with a depleted treasury; paper money was flooding the country, creating extraordinary inflation--a pound of tea in some areas could be purchased for a tidy \$100; and the depressed condition of business was taking its toll on many small farmers. Some of them were being thrown in jail for debt, and numerous farms were being confiscated and sold for taxes.

In 1786 some of the farmers had fought back. Led by Daniel Shays, a former captain in

the Continental army, a group of armed men, sporting evergreen twigs in their hats, prevented the circuit court from sitting at Northampton, MA, and threatened to seize muskets stored in the arsenal at Springfield. Although the insurrection was put down by state troops, the incident confirmed the fears of many wealthy men that anarchy was just around the corner. Embellished day after day in the press, the uprising made upper-class Americans shudder as they imagined hordes of vicious outlaws descending upon innocent citizens. From his idyllic Mount Vernon setting, Washington wrote to Madison: "Wisdom and good examples are necessary at this time to rescue the political machine from the impending storm."

Madison thought he had the answer. He wanted a strong central government to provide order and stability. "Let it be tried then," he wrote, "whether any middle ground can be taken which will at once support a due supremacy of the national authority," while maintaining state power only when "subordinately useful." The resolute Virginian looked to the Constitutional Convention to forge a new government in this mold.

The convention had its specific origins in a proposal offered by Madison and John Tyler in the Virginia assembly that the Continental Congress be given power to regulate commerce throughout the Confederation. Through their efforts in the assembly a plan was devised inviting the several states to attend a convention at Annapolis, MD, in September 1786 to discuss commercial problems. Madison and a young lawyer from New York named Alexander Hamilton issued a report on the meeting in Annapolis, calling upon Congress to summon delegates of all of the states to meet for the purpose of revising the Articles of Confederation. Although the report was widely viewed as a usurpation of congressional authority, the Congress did issue a formal call to the states for a convention. To Madison it represented the supreme chance to reverse the country's trend. And as the delegations gathered in Philadelphia, its importance was not lost to others. The squire of Gunston Hall, George Mason, wrote to his son, "The Eyes of the United States are turned upon this Assembly and their Expectations raised to a very anxious Degree. May God Grant that we may be able to gratify them, by establishing a wise and just Government."

The Delegates

Seventy-four delegates were appointed to the convention, of which 55 actually attended sessions. Rhode Island was the only state that refused to send delegates. Dominated by men wedded to paper currency, low taxes, and popular government, Rhode Island's leaders refused to participate in what they saw as a conspiracy to overthrow the established government. Other Americans also had their suspicions. Patrick Henry, of the flowing red Glasgow cloak and the magnetic oratory, refused to attend, declaring he "smelt a rat." He suspected, correctly, that Madison had in mind the creation of a powerful central government and the subversion of the authority of the state legislatures. Henry along with many other political leaders believed that the state governments offered the chief protection for personal liberties. He was determined not to lend a hand to any proceeding that seemed to pose a threat to that protection.

With Henry absent, with such towering figures as Jefferson and Adams abroad on foreign

missions, and with John Jay in New York at the Foreign Office, the convention was without some of the country's major political leaders. It was, nevertheless, an impressive assemblage. In addition to Madison and Washington, there were Benjamin Franklin of Pennsylvania--crippled by gout, the 81-year-old Franklin was a man of many dimensions printer, storekeeper, publisher, scientist, public official, philosopher, diplomat, and ladies' man; James Wilson of Pennsylvania--a distinguished lawyer with a penchant for ill-advised land-jobbing schemes, which would force him late in life to flee from state to state avoiding prosecution for debt, the Scotsman brought a profound mind steeped in constitutional theory and law; Alexander Hamilton of New York--a brilliant, ambitious former aide-de-camp and secretary to Washington during the Revolution who had, after his marriage into the Schuyler family of New York, become a powerful political figure; George Mason of Virginia--the author of the Virginia Bill of Rights whom Jefferson later called "the Cato of his country without the avarice of the Roman"; John Dickinson of Delaware--the quiet, reserved author of the "Farmers' Letters" and chairman of the congressional committee that framed the articles; and Gouverneur Morris of Pennsylvania-- well versed in French literature and language, with a flair and bravado to match his keen intellect, who had helped draft the New York State Constitution and had worked with Robert Morris in the Finance Office.

There were others who played major roles - Oliver Ellsworth of Connecticut; Edmund Randolph of Virginia; William Paterson of New Jersey; John Rutledge of South Carolina; Elbridge Gerry of Massachusetts; Roger Sherman of Connecticut; Luther Martin of Maryland; and the Pinckneys, Charles and Charles Cotesworth, of South Carolina. Franklin was the oldest member and Jonathan Dayton, the 27-year-old delegate from New Jersey was the youngest. The average age was 42. Most of the delegates had studied law, had served in colonial or state legislatures, or had been in the Congress. Well versed in philosophical theories of government advanced by such philosophers as James Harrington, John Locke, and Montesquieu, profiting from experience gained in state politics, the delegates composed an exceptional body, one that left a remarkably learned record of debate. Fortunately we have a relatively complete record of the proceedings, thanks to the indefatigable James Madison. Day after day, the Virginian sat in front of the presiding officer, compiling notes of the debates, not missing a single day or a single major speech. He later remarked that his self-confinement in the hall, which was often oppressively hot in the Philadelphia summer, almost killed him.

The sessions of the convention were held in secret--no reporters or visitors were permitted. Although many of the naturally loquacious members were prodded in the pubs and on the streets, most remained surprisingly discreet. To those suspicious of the convention, the curtain of secrecy only served to confirm their anxieties. Luther Martin of Maryland later charged that the conspiracy in Philadelphia needed a quiet breeding ground. Thomas Jefferson wrote John Adams from Paris, "I am sorry they began their deliberations by so abominable a precedent as that of tying up the tongues of their members."

The Virginia Plan

On Tuesday morning, May 29, Edmund Randolph, the tall, 34-year- old governor of

Virginia, opened the debate with a long speech decrying the evils that had befallen the country under the Articles of Confederation and stressing the need for creating a strong national government. Randolph then outlined a broad plan that he and his Virginia compatriots had, through long sessions at the Indian Queen tavern, put together in the days preceding the convention. James Madison had such a plan on his mind for years. The proposed government had three branches--legislative, executive, and judicial--each branch structured to check the other. Highly centralized, the government would have veto power over laws enacted by state legislatures. The plan, Randolph confessed, "meant a strong *consolidated* union in which the idea of states should be nearly annihilated." This was, indeed, the rat so offensive to Patrick Henry.

The introduction of the so-called Virginia Plan at the beginning of the convention was a tactical coup. The Virginians had forced the debate into their own frame of reference and in their own terms.

For 10 days the members of the convention discussed the sweeping and, to many delegates, startling Virginia resolutions. The critical issue, described succinctly by Gouverneur Morris on May 30, was the distinction between a federation and a national government, the "former being a mere compact resting on the good faith of the parties; the latter having a complete and *compulsive* operation." Morris favored the latter, a "supreme power" capable of exercising necessary authority not merely a shadow government, fragmented and hopelessly ineffective.

The New Jersey Plan

This nationalist position revolted many delegates who cringed at the vision of a central government swallowing state sovereignty. On June 13 delegates from smaller states rallied around proposals offered by New Jersey delegate William Paterson. Railing against efforts to throw the states into "hotchpot," Paterson proposed a "union of the States merely federal." The "New Jersey resolutions" called only for a revision of the articles to enable the Congress more easily to raise revenues and regulate commerce. It also provided that acts of Congress and ratified treaties be "the supreme law of the States."

For 3 days the convention debated Paterson's plan, finally voting for rejection. With the defeat of the New Jersey resolutions, the convention was moving toward creation of a new government, much to the dismay of many small-state delegates. The nationalists, led by Madison, appeared to have the proceedings in their grip. In addition, they were able to persuade the members that any new constitution should be ratified through conventions of the people and not by the Congress and the state legislatures--another tactical coup. Madison and his allies believed that the constitution they had in mind would likely be scuttled in the legislatures, where many state political leaders stood to lose power. The nationalists wanted to bring the issue before "the people," where ratification was more likely.

Hamilton's Plan

On June 18 Alexander Hamilton presented his own ideal plan of government. Erudite and polished, the speech, nevertheless, failed to win a following. It went too far. Calling the British government "the best in the world," Hamilton proposed a model strikingly similar an executive to serve during good behavior or life with veto power over all laws; a senate with members serving during good behavior; the legislature to have power to pass "all laws whatsoever." Hamilton later wrote to Washington that the people were now willing to accept "something not very remote from that which they have lately quitted." What the people had "lately quitted," of course, was monarchy. Some members of the convention fully expected the country to turn in this direction. Hugh Williamson of North Carolina, a wealthy physician, declared that it was "pretty certain . . . that we should at some time or other have a king." Newspaper accounts appeared in the summer of 1787 alleging that a plot was under way to invite the second son of George III, Frederick, Duke of York, the secular bishop of Osnaburgh in Prussia, to become "king of the United States."

Strongly militating against any serious attempt to establish monarchy was the enmity so prevalent in the revolutionary period toward royalty and the privileged classes. Some state constitutions had even prohibited titles of nobility. In the same year as the Philadelphia convention, Royall Tyler, a revolutionary war veteran, in his play *The Contract*, gave his own jaundiced view of the upper classes:

Exult each patriot heart! this night is shewn A piece, which we may fairly call our own;
Where the proud titles of "My Lord!" "Your Grace!" To humble Mr. and plain Sir give place.

Most delegates were well aware that there were too many Royall Tylers in the country, with too many memories of British rule and too many ties to a recent bloody war, to accept a king. As the debate moved into the specifics of the new government, Alexander Hamilton and others of his persuasion would have to accept something less.

By the end of June, debate between the large and small states over the issue of representation in the first chamber of the legislature was becoming increasingly acrimonious. Delegates from Virginia and other large states demanded that voting in Congress be according to population; representatives of smaller states insisted upon the equality they had enjoyed under the articles. With the oratory degenerating into threats and accusations, Benjamin Franklin appealed for daily prayers. Dressed in his customary gray homespun, the aged philosopher pleaded that "the Father of lights . . . illuminate our understandings." Franklin's appeal for prayers was never fulfilled; the convention, as Hugh Williamson noted, had no funds to pay a preacher.

On June 29 the delegates from the small states lost the first battle. The convention approved a resolution establishing population as the basis for representation in the House of Representatives, thus favoring the larger states. On a subsequent small-state proposal that the states have equal representation in the Senate, the vote resulted in a tie. With large-state delegates unwilling to compromise on this issue, one member thought that the convention "was on the verge of dissolution, scarce held together by the strength of a hair."

By July 10 George Washington was so frustrated over the deadlock that he bemoaned "having had any agency" in the proceedings and called the opponents of a strong central government "narrow minded politicians . . . under the influence of local views." Luther Martin of Maryland, perhaps one whom Washington saw as "narrow minded," thought otherwise. A tiger in debate, not content merely to parry an opponent's argument but determined to bludgeon it into eternal rest, Martin had become perhaps the small states' most effective, if irascible, orator. The Marylander leaped eagerly into the battle on the representation issue declaring, "The States have a right to an equality of representation. This is secured to us by our present articles of confederation; we are in possession of this privilege."

The Great Compromise

Also crowding into this complicated and divisive discussion over representation was the North-South division over the method by which slaves were to be counted for purposes of taxation and representation. On July 12 Oliver Ellsworth proposed that representation for the lower house be based on the number of free persons and three-fifths of "all other persons," a euphemism for slaves. In the following week the members finally compromised, agreeing that direct taxation be according to representation and that the representation of the lower house be based on the white inhabitants and three-fifths of the "other people." With this compromise and with the growing realization that such compromise was necessary to avoid a complete breakdown of the convention, the members then approved Senate equality. Roger Sherman had remarked that it was the wish of the delegates "that some general government should be established." With the crisis over representation now settled, it began to look again as if this wish might be fulfilled.

For the next few days the air in the City of Brotherly Love, although insufferably muggy and swarming with blue-bottle flies, had the clean scent of conciliation. In this period of welcome calm, the members decided to appoint a Committee of Detail to draw up a draft constitution. The convention would now at last have something on paper. As Nathaniel Gorham of Massachusetts, John Rutledge, Edmund Randolph, James Wilson, and Oliver Ellsworth went to work; the other delegates voted themselves a much needed 10-day vacation.

During the adjournment, Gouverneur Morris and George Washington rode out along a creek that ran through land that had been part of the Valley Forge encampment 10 years earlier. While Morris cast for trout, Washington pensively looked over the now lush ground where his freezing troops had suffered, at a time when it had seemed as if the American Revolution had reached its end. The country had come a long way.

The First Draft

On Monday August 6, 1787, the convention accepted the first draft of the Constitution. Here was the article-by-article model from which the final document would result some 5 weeks later. As the members began to consider the various sections, the willingness to compromise of the previous days quickly evaporated. The most serious controversy

erupted over the question of regulation of commerce. The southern states, exporters of raw materials, rice, indigo, and tobacco, were fearful that a New England-dominated Congress might, through export taxes, severely damage the South's economic life. C. C. Pinckney declared that if Congress had the power to regulate trade, the southern states would be "nothing more than overseers for the Northern States."

On August 21 the debate over the issue of commerce became very closely linked to another explosive issue--slavery. When Martin of Maryland proposed a tax on slave importation, the convention was thrust into a strident discussion of the institution of slavery and its moral and economic relationship to the new government. Rutledge of South Carolina, asserting that slavery had nothing at all to do with morality, declared, "Interest alone is the governing principle with nations." Sherman of Connecticut was for dropping the tender issue altogether before it jeopardized the convention. Mason of Virginia expressed concern over unlimited importation of slaves but later indicated that he also favored federal protection of slave property already held. This nagging issue of possible federal intervention in slave traffic, which Sherman and others feared could irrevocably split northern and southern delegates, was settled by, in Mason's words, "a bargain." Mason later wrote that delegates from South Carolina and Georgia, who most feared federal meddling in the slave trade, made a deal with delegates from the New England states. In exchange for the New Englanders' support for continuing slave importation for 20 years, the southerners accepted a clause that required only a simple majority vote on navigation laws, a crippling blow to southern economic interests.

The bargain was also a crippling blow to those working to abolish slavery. Congregationalist minister and abolitionist Samuel Hopkins of Connecticut charged that the convention had sold out: "How does it appear . . . that these States, who have been fighting for liberty and consider themselves as the highest and most noble example of zeal for it, cannot agree in any political Constitution, unless it indulge and authorize them to enslave their fellow men . . . Ah! these unclean spirits, like frogs, they, like the Furies of the poets are spreading discord, and exciting men to contention and war." Hopkins considered the Constitution a document fit for the flames.

On August 31 a weary George Mason, who had 3 months earlier written so expectantly to his son about the "great Business now before us," bitterly exclaimed that he "would sooner chop off his right hand than put it to the Constitution as it now stands." Mason despaired that the convention was rushing to saddle the country with an ill-advised, potentially ruinous central authority. He was concerned that a "bill of rights," ensuring individual liberties, had not been made part of the Constitution. Mason called for a new convention to reconsider the whole question of the formation of a new government. Although Mason's motion was overwhelmingly voted down, opponents of the Constitution did not abandon the idea of a new convention. It was futilely suggested again and again for over 2 years.

One of the last major unresolved problems was the method of electing the executive. A number of proposals, including direct election by the people, by state legislatures, by state governors, and by the national legislature, were considered. The result was the Electoral College, a master stroke of compromise, quaint and curious but politically

expedient. The large states got proportional strength in the number of delegates; the state legislatures got the right of selecting delegates, and the House the right to choose the president in the event no candidate received a majority of electoral votes. Mason later predicted that the House would probably choose the president 19 times out of 20.

In the early days of September, with the exhausted delegates anxious to return home, compromise came easily. On September 8 the convention was ready to turn the Constitution over to a Committee of Style and Arrangement. Gouverneur Morris was the chief architect. Years later he wrote to Timothy Pickering: "That Instrument was written by the Fingers which wrote this letter." The Constitution was presented to the convention on September 12, and the delegates methodically began to consider each section. Although close votes followed on several articles, it was clear that the grueling work of the convention in the historic summer of 1787 was reaching its end.

Before the final vote on the Constitution on September 15, Edmund Randolph proposed that amendments be made by the state conventions and then turned over to another general convention for consideration. He was joined by George Mason and Elbridge Gerry. The three lonely allies were soundly rebuffed. Late in the afternoon the roll of the states was called on the Constitution, and from every delegation the word was "Aye."

On September 17 the members met for the last time, and the venerable Franklin had written a speech that was delivered by his colleague James Wilson. Appealing for unity behind the Constitution, Franklin declared, "I think it will astonish our enemies, who are waiting with confidence to hear that our councils are confounded like those of the builders of Babel; and that our States are on the point of separation, only to meet hereafter for the purpose of cutting one another's throats." With Mason, Gerry, and Randolph withstanding appeals to attach their signatures, the other delegates in the hall formally signed the Constitution, and the convention adjourned at 4 o'clock in the afternoon.

Weary from weeks of intense pressure but generally satisfied with their work, the delegates shared a farewell dinner at City Tavern. Two blocks away on Market Street, printers John Dunlap and David Claypoole worked into the night on the final imprint of the six-page Constitution, copies of which would leave Philadelphia on the morning stage. The debate over the nation's form of government was now set for the larger arena.

As the members of the convention returned home in the following days, Alexander Hamilton privately assessed the chances of the Constitution for ratification. In its favor were the support of Washington, commercial interests, men of property, creditors, and the belief among many Americans that the Articles of Confederation were inadequate. Against it were the opposition of a few influential men in the convention and state politicians fearful of losing power, the general revulsion against taxation, the suspicion that a centralized government would be insensitive to local interests, and the fear among debtors that a new government would "restrain the means of cheating Creditors."

The Federalists and the Anti-Federalists

Because of its size, wealth, and influence and because it was the first state to call a ratifying convention, Pennsylvania was the focus of national attention. The positions of the Federalists, those who supported the Constitution, and the anti-Federalists, those who opposed it, were printed and reprinted by scores of newspapers across the country. And passions in the state were most warm. When the Federalist-dominated Pennsylvania assembly lacked a quorum on September 29 to call a state ratifying convention, a Philadelphia mob, in order to provide the necessary numbers, dragged two anti-Federalist members from their lodgings through the streets to the State House where the bedraggled representatives were forced to stay while the assembly voted. It was a curious example of participatory democracy.

On October 5 anti-Federalist Samuel Bryan published the first of his "Centinel" essays in Philadelphia's *Independent Gazetteer*. Republished in newspapers in various states, the essays assailed the sweeping power of the central government, the usurpation of state sovereignty, and the absence of a bill of rights guaranteeing individual liberties such as freedom of speech and freedom of religion. "The United States are to be melted down," Bryan declared, into a despotic empire dominated by "well-born" aristocrats. Bryan was echoing the fear of many anti-Federalists that the new government would become one controlled by the wealthy established families and the culturally refined. The common working people, Bryan believed, were in danger of being subjugated to the will of an all-powerful authority remote and inaccessible to the people. It was this kind of authority, he believed, that Americans had fought a war against only a few years earlier.

The next day James Wilson, delivering a stirring defense of the Constitution to a large crowd gathered in the yard of the State House, praised the new government as the best "which has ever been offered to the world." The Scotsman's view prevailed. Led by Wilson, Federalists dominated in the Pennsylvania convention, carrying the vote on December 12 by a healthy 46 to 23.

The vote for ratification in Pennsylvania did not end the rancor and bitterness. Franklin declared that scurrilous articles in the press were giving the impression that Pennsylvania was "peopled by a set of the most unprincipled, wicked, rascally and quarrelsome scoundrels upon the face of the globe." And in Carlisle, on December 26, anti-Federalist rioters broke up a Federalist celebration and hung Wilson and the Federalist chief justice of Pennsylvania, Thomas McKean, in effigy; put the torch to a copy of the Constitution; and busted a few Federalist heads.

In New York the Constitution was under siege in the press by a series of essays signed "Cato." Mounting a counterattack, Alexander Hamilton and John Jay enlisted help from Madison and, in late 1787, they published the first of a series of essays now known as the *Federalist Papers*. The 85 essays, most of which were penned by Hamilton himself, probed the weaknesses of the Articles of Confederation and the need for an energetic national government. Thomas Jefferson later called the *Federalist Papers* the "best commentary on the principles of government ever written."

Against this kind of Federalist leadership and determination, the opposition in most states was disorganized and generally inert. The leading spokesmen were largely state-centered

men with regional and local interests and loyalties. Madison wrote of the Massachusetts anti-Federalists, "There was not a single character capable of uniting their wills or directing their measures. . . . They had no plan whatever." The anti-Federalists attacked wildly on several fronts: the lack of a bill of rights, discrimination against southern states in navigation legislation, direct taxation, the loss of state sovereignty. Many charged that the Constitution represented the work of aristocratic politicians bent on protecting their own class interests. At the Massachusetts convention one delegate declared, "These lawyers, and men of learning and moneyed men, that . . . make us poor illiterate people swallow down the pill . . . they will swallow up all us little folks like the great Leviathan; yes, just as the whale swallowed up Jonah!" Some newspaper articles, presumably written by anti-Federalists, resorted to fanciful predictions of the horrors that might emerge under the new Constitution pagans and deists could control the government; the use of Inquisition-like torture could be instituted as punishment for federal crimes; even the pope could be elected president.

One anti-Federalist argument gave opponents some genuine difficulty--the claim that the territory of the 13 states was too extensive for a representative government. In a republic embracing a large area, anti-Federalists argued, government would be impersonal, unrepresentative, dominated by men of wealth, and oppressive of the poor and working classes. Had not the illustrious Montesquieu himself ridiculed the notion that an extensive territory composed of varying climates and people, could be a single republican state? James Madison, always ready with the Federalist volley, turned the argument completely around and insisted that the vastness of the country would itself be a strong argument in favor of a republic. Claiming that a large republic would counterbalance various political interest groups vying for power, Madison wrote, "The smaller the society the fewer probably will be the distinct parties and interests composing it; the fewer the distinct parties and interests, the more frequently will a majority be found of the same party and the more easily will they concert and execute their plans of oppression." Extend the size of the republic, Madison argued, and the country would be less vulnerable to separate factions within it.

Ratification

By January 9, 1788, five states of the nine necessary for ratification had approved the Constitution--Delaware, Pennsylvania, New Jersey, Georgia, and Connecticut. But the eventual outcome remained uncertain in pivotal states such as Massachusetts, New York, and Virginia. On February 6, with Federalists agreeing to recommend a list of amendments amounting to a bill of rights, Massachusetts ratified by a vote of 187 to 168. The revolutionary leader, John Hancock, elected to preside over the Massachusetts ratifying convention but unable to make up his mind on the Constitution, took to his bed with a convenient case of gout. Later seduced by the Federalists with visions of the vice presidency and possibly the presidency, Hancock, whom Madison noted as "an idolater of popularity," suddenly experienced a miraculous cure and delivered a critical block of votes. Although Massachusetts was now safely in the Federalist column, the recommendation of a bill of rights was a significant victory for the anti-Federalists. Six of the remaining states later appended similar recommendations.

When the New Hampshire convention was adjourned by Federalists who sensed imminent defeat and when Rhode Island on March 24 turned down the Constitution in a popular referendum by an overwhelming vote of 10 to 1, Federalist leaders were apprehensive. Looking ahead to the Maryland convention, Madison wrote to Washington, "The difference between even a postponement and adoption in Maryland may . . . possibly give a fatal advantage to that which opposes the constitution." Madison had little reason to worry. The final vote on April 28 63 for, 11 against. In Baltimore, a huge parade celebrating the Federalist victory rolled through the downtown streets, highlighted by a 15-foot float called "Ship Federalist." The symbolically seaworthy craft was later launched in the waters off Baltimore and sailed down the Potomac to Mount Vernon.

On July 2, 1788, the Confederation Congress, meeting in New York, received word that a reconvened New Hampshire ratifying convention had approved the Constitution. With South Carolina's acceptance of the Constitution in May, New Hampshire thus became the ninth state to ratify. The Congress appointed a committee "for putting the said Constitution into operation."

In the next 2 months, thanks largely to the efforts of Madison and Hamilton in their own states, Virginia and New York both ratified while adding their own amendments. The margin for the Federalists in both states, however, was extremely close. Hamilton figured that the majority of the people in New York actually opposed the Constitution, and it is probable that a majority of people in the entire country opposed it. Only the promise of amendments had ensured a Federalist victory.

http://www.archives.gov/national-archives-experience/charters/print_friendly.html?page=constitution_history_content.html&title=NARA%20%7C%20The%20Constitution%20of%20the%20United%20States%3A%20A%20History

Flint Community Schools¹²
History/Social Studies Lesson 10

Course: History/Social Studies Grade 8
Unit: A study of the events leading up to the Revolution
Objective: students will apply their learning regarding the common values and ability to analyze to a new document, the Constitution
Essential Question: (this should be posted in the classroom for all to easily see throughout the unit) How were the values of some people and the American economy used to shape early documents that established our country? How do historians analyze the past to inform our present and future?
Time Frame: 50 min. lesson
Materials/Resources/Preparation: all previous documents, notebooks, copies of the Constitution, and paper for writing

Introduction: (Anticipatory Set)	<i>“We have been invited as experts in our field to submit a paper concerning the values reflected in the Constitution and previous documents leading up to the Constitution. You can use notes and writing in your notebooks and also any of the documents we have used in class. I will provide you with a copy of the Constitution. At the conclusion of our writing we will participate in a historians’ forum, a time when those with papers gather to read to their peers and discuss the ideas that they wrote about.”</i>
Teaching/Input: (Modeling, inquiry, working with reading, film, slides)	
Independent Practice: (Small group work, peer work, or independent work)	Students work.
Closing:	<i>Today we are going to participate in a historians’ forum. You have each been asked as experts to develop a paper including specific content and your opinions. We will now use the time to not only share each paper but also discuss the thoughts in the paper. This means that as your peer reads you should formulate questions to start a discussion after the reading.</i> Ask students to reflect on this forum and what they learned from others and how the format helped them learn.

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Assessment: (How will we know the students understood today's lesson?)	Depending on the time, it may be that you hold the forum on the next day and allow the student to finish their work over the evening. I suggest that you rearrange your room in a circle for the forum or secure an appropriate place on campus such as the library.
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