



## 8th Grade: American History

### Analysis of Documents Related to the Growth of Nationalism in America

#### **TEKS:**

- 8.5 History: The student understands the challenges confronted by the government and its leaders in the early years of the Republic. The student is expected to:  
(D) Explain the (causes of and) issues surrounding important events of the War of 1812.
- 8.14 Economics: The student understands how various economic forces resulted in the Industrial Revolution in the 19th century. The student is expected to:  
(A) Analyze the War of 1812 as a cause of economic changes in the nation.
- 8.30 Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology. The student is expected to:  
(D) Identify points of view from the historical context surrounding an event and frame of reference which influenced the participants.

#### **Objectives:**

- Recognize the importance of primary sources in the study of history.
- Analyze a primary source.
- Assess the importance of the primary source in history.
- Connect the primary source to our current world.

#### **Materials and Resources:**

- Documents either on transparency and/or printed copies:
  - The Star Spangled Banner
  - Andrew Jackson’s Call for Volunteers
  - War Message of President James Madison

#### **Procedures (allow 2 class periods):**

Students taking the AP\* U.S. history exam work extensively with the Document-Based Question. The DBQ presents a number of primary source documents and a question that is answered in essay format. Students can prepare for this task by frequently reading, analyzing, and writing responses to prompts based on primary sources. This lesson uses primary source documents from the war of 1812 with a variety of strategies.

1. The Big Picture Question is displayed for students at the start of the class period: How did the War of 1812 affect the way citizens felt about the United States?
2. Class opens with a discussion of “The Star Spangled Banner.” The strategy TPCASTT may be used as a guide for discussion:
  - a. *The Star Spangled Banner—Using the TPCASTT technique*
    - i. Title (literal): Flag with stars.
    - ii. Paraphrase: It is morning after a battle and the author is looking to see if the American flag is still flying.
    - iii. Connotation: The flag stands for our nation and what we stand for: freedom, bravery, unity.

- iv. Attitude: Patriotism, pride.
  - v. Shifts: From twilight to morning. From wondering if the flag is flying to a feeling of pride after seeing it still flying.
  - vi. Title (connotative): A symbol of American nationalism.
  - vii. Theme: Proud to be an American.
3. Depending on time and level of the class, the teacher may choose one of the following documents or both. The first, Andrew Jackson's Call for Volunteers, is meant to persuade young men to enlist and lends itself to use of the strategy SMELL.
- a. *Andrew Jackson's Call for Volunteers—Using the SMELL technique*
    - i. Sender-Receiver relationship: Commander to soldiers. Recruiter to recruits. Propagandist to citizenry.
    - ii. Message: Britain has threatened our prosperity and has not respected our rights. We are an independent republic and must fight for our rights as a nation.
    - iii. Effect: Pride. Patriotism. Anger.
    - iv. Logic: We have rights, liberties, and property, which cannot be taken away without a fight (inalienable rights concept).
    - v. Language: Inflammatory.
  - b. *War Message of President James Madison—Using the APPARTS technique*
    - i. Author: President James Madison
    - ii. Place and Time: Washington D.C., June 1, 1812
    - iii. Prior Knowledge: Neutrality of American ships was threatened by the British blockade of French ports and French seizure of ships trading with Britain. Some 10,000 American sailors were "impressed", kidnapped, by the British navy. A British warship, the Leopard, attacked an American ship, the Chesapeake, when she refused to allow the British to search her. Tecumseh, supported by British troops, threatened American expansion: The Battle of Tippecanoe was fought in 1811.
    - iv. Audience: U. S. Congress
    - v. Reason: Declare war on Britain.
    - vi. Thesis or main idea: Britain has impressed American sailors, interfered with our commerce, attacked our ships in neutral territory, helped Native Americans fight America, and it is our right to fight for our rights.
    - vii. Significance: America will fight a "Second War of Independence" which establishes a spirit of nationalism in the United States.
    - viii. Extension to writing: After reading and discussing all the documents, allow students to use their documents and notes to write an essay in response to the following prompt: Using the documents and your knowledge of US History, analyze ways in which the United States demonstrated an increase in nationalism as a response to the War of 1812.
    - ix. Extension to Writing: The Paragraph Development Strategy is used to provide a writing structure for students. This variation of the Dialectical Notebook can be used to encourage writing within one class session. Students fold notebook paper into fourths. The top half is divided into two boxes, labeled 1 and 2. The bottom half is left open and labeled 3. In box 1, students write facts from the documents that show how nationalism developed during the War of 1812. Some facts may include "The Star Spangled Banner," e.g., citizens must fight for their rights, prosperity of the nation, God given rights, and the idea of national character. In box 2, the students react to the facts. The teacher asks, "What about "The Star Spangled Banner"? A possible response might include, "The flag was a symbol of pride." A topic sentence is developed that answers the Big Picture

Question. This prepares students for the concept of the Thesis Statement. The topic sentence is written in Box 3 and the paragraph is completed. A rubric for a complete paragraph includes:

Paragraph Rubric

0 Not present

1 Present, but flawed and incomplete

2 Present

3 Present and sophisticated

Score \_\_\_\_\_ Topic sentence

Score \_\_\_\_\_ Evidence from documents

Score \_\_\_\_\_ Evidence from class notes

Score \_\_\_\_\_ Interpretive commentary

Score \_\_\_\_\_ Clincher sentence (closing)

***The Star Spangled Banner by Francis Scott Key, 1814 (first and last verses)***

O! say can you see, by the dawn's early light,  
What so proudly we hailed at the twilight's last gleaming:  
Whose broad stripes and bright stars,  
Through the perilous fight,  
O'er the ramparts we watched were so gallantly streaming,  
And the rocket's red glare, the bombs bursting in air,  
Gave proof through the night that our flag was still there...  
And this be our motto—"In God is our trust!"  
And the star-spangled banner in triumph shall wave  
O'er the land of the free and the home of the brave.

***Andrew Jackson's Call for Volunteers in March 1812 (March 1, 1812)***

Major Andrew Jackson, a "War Hawk," calls for volunteers to help defend the United States in the upcoming war with Great Britain.

Citizens! Your government has at last yielded to the impulse of the nation. Your impatience is no longer restrained. The hour of national vengeance is now at hand. The eternal enemies of American prosperity are again to be taught to respect your rights....

A simple invitation is given to the young men of the country to arm for their own and their country's right. But another and nobler feeling should impel us to action. Who are we? And for what are going to fight? Are we the titled Slaves of George the Third? The military conscripts of Napoleon the great? Or sons of America: the citizens of the only republic now existing in the world: and the only people on earth who possess rights, liberties, and property which they dare call their own?

We are going to fight for the reestablishment of our national character.

***War Message of President James Madison (June 1, 1812)***

A call for declaration of war against Great Britain

"...the conduct of her (Great Britain) government presents a series of acts hostile to the United States as an independent and neutral nation.

British cruisers have been in the continued practice of violating the American flag on the great highway of nations, and of seizing and carrying off persons sailing under it...."

"...thousands of American citizens, under the safeguard of public law and of their national flag, have been torn from their country...."

"British cruisers have been in the practice also of violating the rights and peace of our coasts. They hover over and harass our entering and departing commerce..."

"Under pretended blockades, without the presence of an adequate force... or commerce has been plundered in every sea..."

"In reviewing the conduct of Great Britain toward the United States our attention is necessarily drawn to the warfare just renewed by the savages on one of our extensive frontiers.... It is difficult to account for the activity and combinations which have for some time been developing themselves among tribes in constant intercourse with British traders....

"Whether the United States shall continue passive... or, opposing force to force in defense of their natural rights, shall commit a just cause into the hands of the Almighty Disposer of Events...."

## **Assumptions behind Manifest Destiny**

### ***TEKS:***

- 8.6 History. The student understands westward expansion and its effects on the political, economic, and social development of the nation. The student is expected to:
  - (B) Explain the political, economic, and social roots of Manifest Destiny.
  - (C) Analyze the relationship between the concept of Manifest Destiny and the westward growth of the nation.

### ***Objectives:***

- Become more sophisticated in analysis of visual and textual primary sources; as students move into AP\* courses, they will be expected not merely to comprehend the speaker's views, but also to articulate and evaluate the assumptions upon which the speaker's views are based.
- Reinforce comfort and aptitude in applying social studies categories (political, economic, social) needed for essay organization in AP\* and Pre-AP\* courses.
- Develop the concept of nationalism, a major theme in AP courses in U.S. and European history.

### ***Materials and Resources:***

- Textbook section on Manifest Destiny, the Mexican War, and the nation's expansion in the 1840s
- Transparency or other visual of John Gast's "American Progress"
- Excerpts from articles by John L. O'Sullivan
- Charts on which students' records document observations and analysis

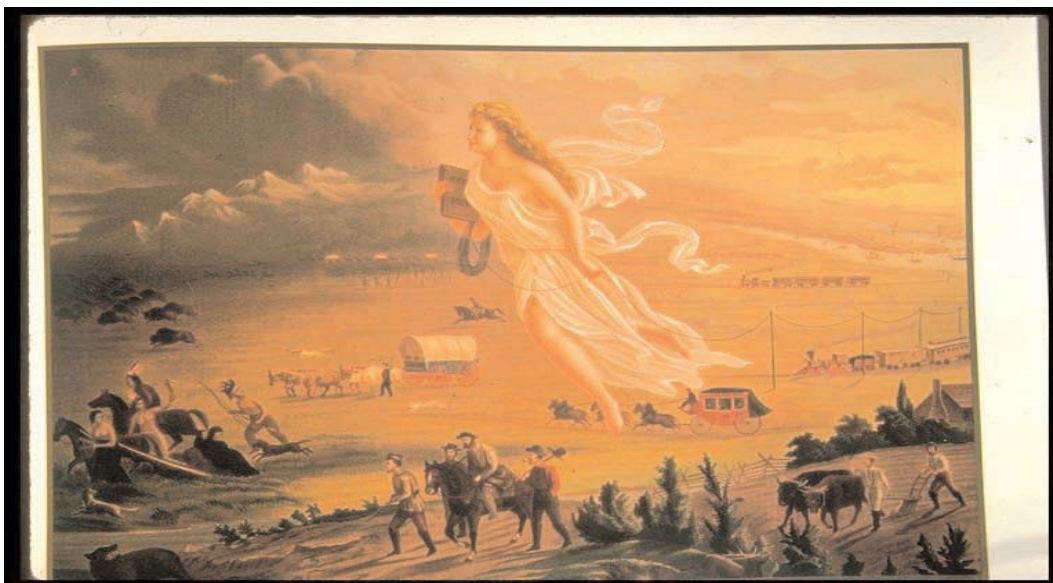
### ***Procedures (allow 2 class periods):***

Prior to the lesson, students should have read a textbook section on the ideas of Manifest Destiny and the events of 1840s expansionism.

1. Project an image of John Gast's "American Progress" for class viewing, and conduct a discussion about what is portrayed in different parts of the painting. After a few initial examples interpreted as a class, have the students individually or in small groups complete the interpretation box below the picture (Attachment 1).
2. Have students perform an APPARTS analysis of the two article excerpts by John L. O'Sullivan (Attachment 2).
3. Ask students to consider what common assumptions unite the works. As students respond, ask them to identify the portion of the articles or the painting on which they are basing their answers. Use student responses to begin filling out the "Assumptions behind Manifest Destiny" chart (Attachment 3), and have students complete the chart on their own.
4. Have students classify the assumptions as political, economic, or social, and use them to fill in the outline below the chart.

## Attachment 1: John Gast, “American Progress”

Fill in the boxes below by describing and interpreting an object or image found in that region of the painting.



<p><u>Object:</u></p> <p><u>Two adjectives describing its appearance:</u></p> <p><u>What in history it might represent:</u></p> <p><u>Gast’s comment on what is represented:</u></p>	<p><u>Object:</u></p> <p><u>Two adjectives describing its appearance:</u></p> <p><u>What in history it might represent:</u></p> <p><u>Gast’s comment on what is represented:</u></p>	
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## Attachment 2: APPARTS Analysis

Our national birth was the beginning of a new history, the formation and progress of an untried political system, which separates us from the past and connects us with the future only; and so far as regards the entire development of the natural rights of man, in moral, political, and national life, we may confidently assume that our country is destined to be the great nation of futurity.

Truthful [history] of any nation furnish[es] abundant evidence that its happiness, its greatness, its duration, were always proportionate to the democratic equality in its system of government. . . What friend of human liberty, civilization, and refinement, can cast his view over the past history of the monarchies and aristocracies of antiquity, and not deplore that they ever existed? America is destined for better deeds.

John L.O'Sullivan,  
"The Great Nation of Futurity" (1839)

A \_\_\_\_\_

P \_\_\_\_\_

P \_\_\_\_\_

A \_\_\_\_\_

R \_\_\_\_\_

T \_\_\_\_\_

S \_\_\_\_\_

California will, probably, next fall away from [Mexico].... Imbecile and distracted, Mexico never can exert any real governmental authority over such a country.... The Anglo-Saxon foot is already on [California's] borders. Already the advance guard of the irresistible army of Anglo-Saxon emigration has begun to pour down upon it, armed with the plow and the rifle, and marking its trail with schools and colleges, courts and representative halls, mills and meetinghouses.... [All this will happen] in the natural flow of events, the spontaneous workings of principles.... And [the Californians] will have a right to independence, to self-government, to the possession of the homes conquered from the wilderness by their own labors and dangers, sufferings and sacrifices; a better and a truer right than the artificial title of sovereignty in Mexico a thousand miles away....The day is not distant when the Empires of the Atlantic and the Pacific would again flow together into one....

John L.O'Sullivan, (1845)

A \_\_\_\_\_

P \_\_\_\_\_

P \_\_\_\_\_

A \_\_\_\_\_

R \_\_\_\_\_

T \_\_\_\_\_

S \_\_\_\_\_

### Attachment 3: Assumptions behind Manifest Destiny

The three primary documents you've analyzed share certain assumptions – about government, culture, and history, among other things. In the table below, identify some of these assumptions by stating them in your own words, and point to the evidence (from the articles or the painting) on which you are basing your conclusion.

<i>What do Gast and O'Sullivan assume about...</i>	<i>Evidence</i>
the past of America under Native American, Spanish, or Mexican rule?	
the past history of the United States?	
the future of the United States/	
how the United States is different from other countries?	
what kinds of changes come with settlement by Anglo-Saxons?	
how history works (what kinds of forces are driving history)?	

Now add three additional assumptions not described on the previous page.

<i>What do Gast and O'Sullivan assume about...</i>	<i>Evidence</i>

Consider whether the assumptions you identified (last page and this page) are best described as POLITICAL, ECONOMIC, or SOCIAL. Use them to fill in the following outline.

Thesis: The expansion of the United States in the 1840s was driven by certain assumptions about the superiority of American political, economic, and social systems.

I. POLITICAL

- i.
- ii.

II. ECONOMIC

- i.
- ii.

III. SOCIAL

- i.
- ii.

## **Impact of British Economic Policies on the American Colonies**

### ***TEKS:***

- 8.4 History. The student understands significant political and economic issues of the revolutionary era. The student is expected to:
  - (A) Analyze causes of the American Revolution, including mercantilism and British economic policies following the French and Indian War.

### ***Objectives:***

- Understand and apply the basic premises of mercantile policy.
- Understand how mercantile policies affected the American colonies.
- Develop skills in constructing arguments in written form; practice on the basic task of supplying points in support of a main idea will help build writing habits toward the construction of essay paragraphs for Pre-AP and AP courses.

### ***Materials and Resources:***

- Textbook section on mercantilism and British taxation of the American colonies after the French and Indian War
- Handout “Basic Premises of Mercantilism”
- Excerpts of Benjamin Franklin’s testimony before Parliament on the Stamp Act
- Map diagrams on imperial trade patterns
- London Times – “Point-Counterpoint on Imperial Trade”

### ***Procedures (allow 1 class period):***

Prior to the lesson, students should have read a textbook section on mercantilism and the British taxation of the American colonies after the French and Indian War.

1. Distribute or make a transparency of “Basic Premises of Mercantilism” (Attachment 1). Discuss the three principles listed, and ask students to classify the scenarios listed at the bottom of the page as approved or prohibited by mercantile policies.
2. On Attachment 2, have students apply what they read by labeling the arrows in the top half of the map showing the intended trade patterns under the mercantile system.
3. Read and discuss Benjamin Franklin’s testimony before Parliament (Attachment 3).
4. Have students label the arrows on the bottom half of the map, summarizing the key points of Franklin’s testimony.
5. Pair students up, and have each student take a position in the Point-Counterpoint (Attachment 4). Be sure that they justify their statements with supporting detail.

### **Attachment 1: Basic Premises of Mercantilism**

1. The real wealth of a nation consists of its supply of precious metals (gold and silver).
2. The goal of an empire is to be a net exporter.
3. The role of a colony is to serve the mother country.

Approved by Mercantilism?

Answer "Yes" or "No." If "No," be ready to explain which premise of mercantilism is violated and how.

\_\_\_ The American colonies export raw materials to England.

\_\_\_ The American colonies purchase finished goods from France.

\_\_\_ The American colonies purchase finished goods from England.

\_\_\_ The American colonies manufacture finished goods and sell them to England.

\_\_\_ England buys raw materials from France.

\_\_\_ The American colonies import raw materials from the Spanish West Indies.

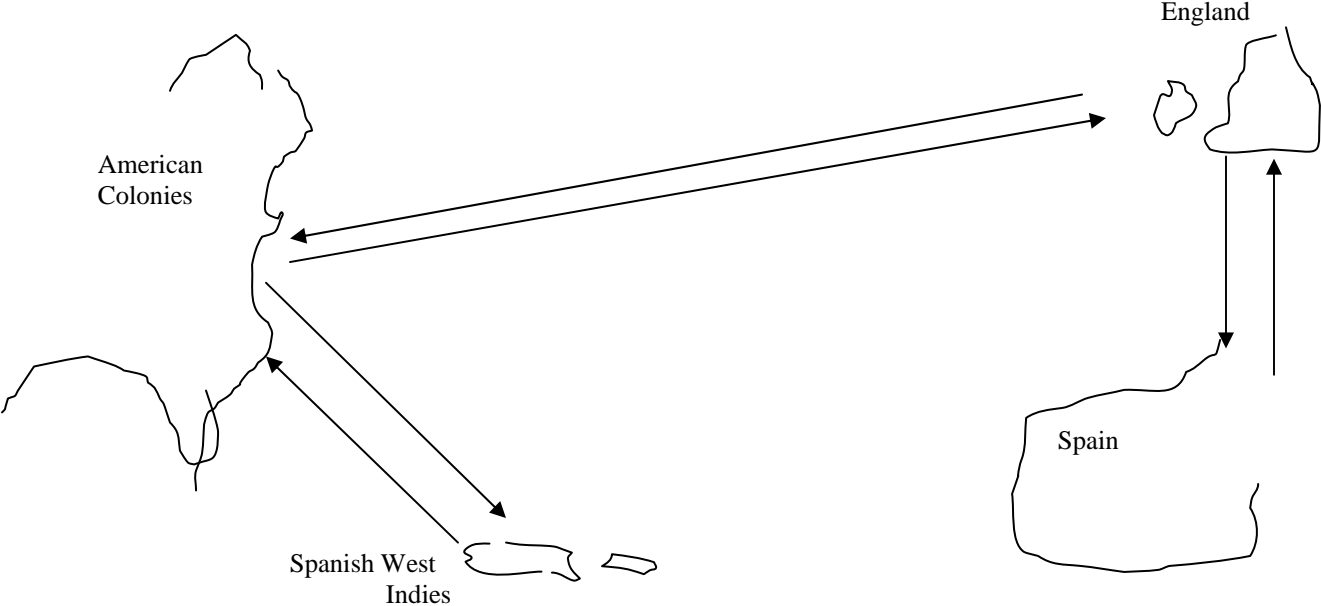
\_\_\_ England manufactures finished goods and sells them to France.

\_\_\_ The American colonies manufacture finished goods and sell them to Spain.

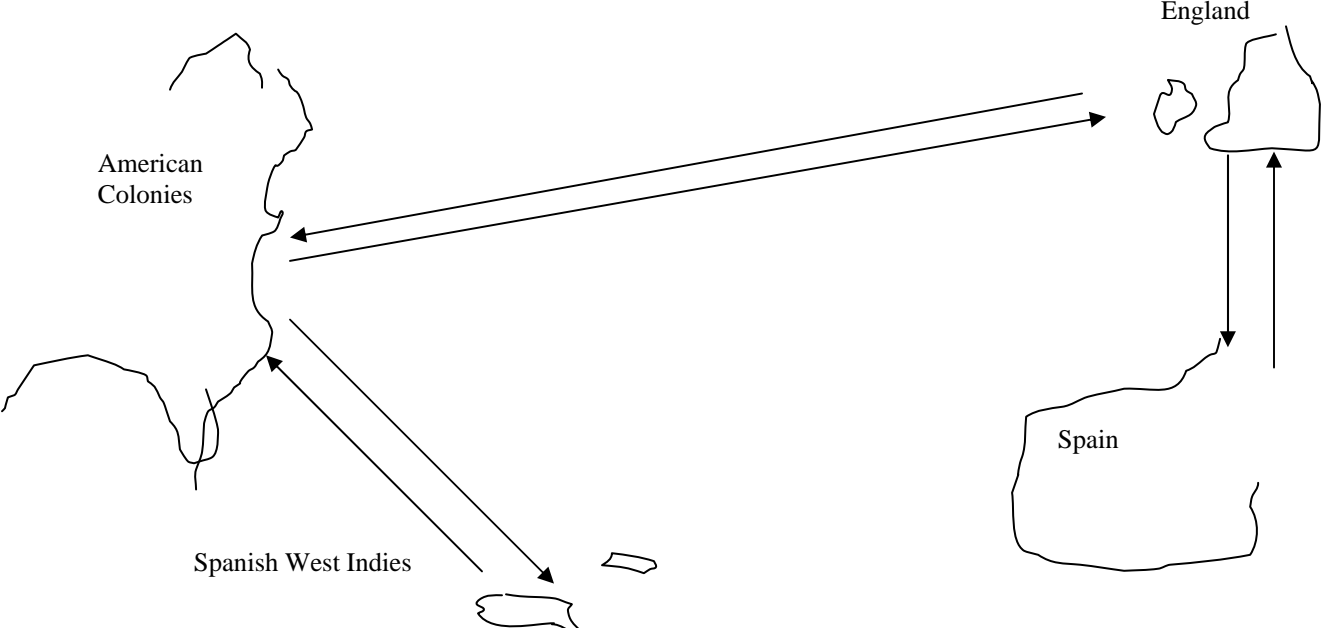
**Attachment 2: Trade Patterns**

Directions: Label the arrows on the top map to show how the mercantile system is supposed to work – in other words, whether goods are supposed to be traded on each trade route, and what types of goods (raw goods, finished goods) are supposed to be going each direction. On the bottom map, label the arrows to summarize what Benjamin Franklin is reporting to Parliament in his 1766 testimony.

**Mercantilism**



**Reality (according to Benjamin Franklin)**



### **Attachment 3: Benjamin Franklin's Testimony before Parliament (1766)**

In 1766, Benjamin Franklin was serving as a colonial agent in Britain. He was summoned to testify before Parliament about American commerce and how it was affected by British law. In this excerpt Franklin tries to explain why trade with the West Indies (part of which was outside the British Empire) was so important to the American colonies.

Q. What may be the amount of one year's imports into Pennsylvania from Britain?

A. I have been informed that our merchants compute the imports from Britain to be above 500,000 Pounds.

Q. What may be the amount of the produce your province exported to Britain?

A. It must be small, as we produce little that is wanted in Britain. I suppose it cannot exceed 40,000 Pounds.

Q. How then do you pay the balance?

A. The balance is paid by our produce carried to the West Indies, and sold in our own islands, or to the French, Spaniards, Danes, and Dutch; by the same carried to other colonies in North America, as to New England, Nova Scotia, Newfoundland, Carolina and Georgia; by the same carried to different parts of Europe, as Spain, Portugal, and Italy. In all which places we receive either money, bills of exchange, or commodities that suit for remittance to Britain; which, together with all the profits on the industry of our merchants and mariners, arising in those circuitous voyages, and the freights made by their ships, center finally in Britain, to discharge the balance, and pay for British manufactures continually used in the province, or sold to foreigners by our traders.

Q. Have you heard of any difficulties lately laid on the Spanish trade?

A. Yes, I have heard that it has been greatly obstructed by some new regulations, and by the English men-of-war and cutters stationed all along the coast in America.

**Attachment 4: Point-Counterpoint**

*London Times*

May 17, 1766

Point-Counterpoint on Imperial Trade

In today's Special Feature, we have a Point-Counterpoint debate between two guest columnists on whether our mercantile policies help or harm our glorious Empire. Focusing specifically on our American colonies, Columnist A describes the benefits to England, while Columnist B argues that the policies are unwise.

Position A (thesis):

Statement

Supporting fact:

Supporting fact:

Statement

Supporting fact:

Supporting fact:

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Position B (thesis):

Statement

Supporting fact:

Supporting fact:

Statement

Supporting fact:

Supporting fact:

## **Strengths and Weaknesses of the Articles of Confederation**

### ***TEKS:***

- 8.6 History. The student understands westward expansion and its effects on the political, economic, and social development of the nation. The student is expected to:
  - (A) Explain how the Northwest Ordinance established principles and procedures for orderly expansion of the United States.
- 8.16 Government. The student understands the American beliefs and principles reflected in the U.S. Constitution and other important historic documents. The student is expected to:
  - (B) Summarize the strengths and weaknesses of the Articles of Confederation.

### ***Materials and Resources:***

- Incident Report form (adapted for this lesson)
- Four Case Studies on challenges of the Articles of Confederation period
- Articles of Confederation –Effective or Not?

### ***Procedures (allow 2-3 class periods):***

This lesson adapts material and ideas from a unit developed by the Choices Education Program of the Watson Institute for International Studies at Brown University. Choices curriculum materials for a range of courses are available at [www.choices.edu](http://www.choices.edu).

1. After discussion or textbook reading about the Articles of Confederation, divide the class into four groups. Give each a Case Study (Attachment 1), and give each student four copies of the Incident Report form.
2. Have groups work together on completing an Incident Report based on their case study. Then, have each group present its Incident Report (Attachment 2). The students in the other three groups should complete their three blank Incident Reports based on the information shared in the presentations.
3. Distribute “Articles of Confederation – Effective or Not?” (Attachment 3). Have each student use the information on their Incident Reports to complete the two-columned chart showing strengths and weaknesses of the Articles. Then have each student compose a thesis sentence and three supporting topic sentences responding to the question shown (based on 1985 Document-Based Question on the AP\* U.S. history exam).

### **Attachment 1: Case Study #1 – Settling the National Debt**

Because the state representatives who drew up the Articles of Confederation in 1777 feared the growth of a strong national government, they did not give the national government power to raise money directly by taxing property, people, or imported goods. Only the states could collect taxes. Congress decided how much each state should contribute to pay for the army and other national expenses. But then Congress could only send requests to the states to pay their shares – Congress had no way to make them pay.

During the War for Independence, Congress fell deep into debt. Many states failed to pay their shares of common expenses. Americans who had fought in the war, or who had supplied goods to the army, were given loan certificates from Congress promising annual interest payments for a number of years and then payment at a future date of the full amount owed. Congress, however, failed even to make the annual interest payments.

In early 1781, Congress appointed Robert Morris to serve as secretary of finance and try to deal with the wartime financial crisis. Morris decided that the Articles of Confederation should be amended to allow Congress to place a five percent tax on imports. By the terms of the Articles, all 13 states had to agree to any amendment. Twelve states quickly agreed to Morris's proposed amendment. Rhode Island, however, said no. Rhode Island declared that giving Congress that power would make Congress "independent of [the states]; and so the proposed impost [tax] is [harmful] to the liberty of the United States."

When the war ended, Congress owed \$34 million to Americans and \$10 million to foreign lenders. Because it was most important that the young nation maintain a good reputation with foreign countries, the little money that Congress had went to pay the foreign debt. American lenders were forced to wait and continue holding certificates that looked worthless.

## **Case Study #2 – The Pirates of North Africa**

During the second half of the 18th century, much of the North African coast was controlled by pirate chieftains. They supported themselves mainly by attacking merchant ships in the Mediterranean Sea. Ships and cargoes that fell into their hands were sold, while the captured crew members and passengers were either ransomed or forced to work as slaves.

Rather than going to the expense of stationing naval forces in the region, most European countries chose to pay the pirate chieftains a yearly tribute to ensure the safety of the ships flying their national flags. The annual cost of protection ranged from roughly \$100,000 to nearly \$1 million.

Before 1776, America was part of Britain's empire, so Britain's payments to the Barbary pirates covered American ships. However, when the American colonies declared their independence in 1776, their merchant ships lost British protection.

Under the Articles of Confederation, the United States had very limited national military power to protect its own ships. Short of money, Congress sold off the last ship from the Continental Navy two years after the war ended. Congress could not draft troops – it could only request them from the states.

In March 1785, Congress authorized John Adams, Benjamin Franklin, and Thomas Jefferson to spend up to \$85,000 to make peace treaties with the pirates. No agreement was reached, however, and in July 1785, two American merchant ships were captured by pirates operating from Algiers. The ruler of Algiers refused to discuss a peace treaty, and instead demanded \$59,000 in ransom. At the same time, the ruler of Tripoli insisted that the United States pay him an annual tribute of \$100,000.

Thomas Jefferson recommended that the United States team up with European nations to defeat the pirates, but Congress informed him that they could not provide the money to participate in the plan. Because the United States had neither the strength to fight the pirates nor the money to pay them off, the Americans remained imprisoned for ten years.

### **Case Study #3 – Soldiers in the Time of Peace**

After their experience under the British government, Americans were especially suspicious of a standing army. They feared that a standing army could be a tool for imposing tyranny on the people.

Because of Congress's weak finances, the soldiers in the Continental Army were poorly treated. Food and clothing were often lacking, while the enlistment bonuses and wages that had been promised to soldiers were never fully paid. On several occasions during the war, entire regiments threatened to mutiny over back pay. George Washington and many of his officers spent large sums of their own money to equip themselves and their troops. In 1780, Congress promised to grant them a lifelong pension equaling half their regular pay once the war was over. Within two years, however, the promise was broken.

The problems did not end after the British surrendered at Yorktown in October 1781. The officers feared that, once the Continental Army was broken up and sent home, they would lose all influence, and Congress would never fulfill its promises. Some secretly joined forces and discussed a plan to threaten a military coup (takeover) as a way of pressuring the states to give Congress more power. When George Washington learned of the plot, he criticized his officers and ended it. Even after Congress announced on April 11, 1783, that the war was officially over, many soldiers refused to put down their weapons and return home until the issue of back pay was settled.

Under the Articles of Confederation, Congress lacked the authority to maintain a standing army in peacetime. America's entire military force, stationed mainly along the frontier, consisted of fewer than 700 soldiers.

Some officers from the Continental Army believed that they, not the politicians in Congress or the state legislatures, were best equipped to guide the young nation, and formed the Society of Cincinnati. The Massachusetts legislature viewed the Society as an effort to create a military aristocracy and strengthen national power. They criticized it as "dangerous to the peace, liberty, and safety of the United States."

### **Case Study #4 – Western Lands**

Disagreement over what to do with the lands west of the Appalachian Mountains delayed adoption of the Articles of Confederation. In several cases, two states laid claim to the same land; the colonial charters by which they had originally been granted lands from the King of England were often worded in vague ways or in terms that contradicted each other. The states that had no claim to the western lands, such as Maryland and Delaware, argued that territories should be shared among all the states. This issue was settled by January 1781. All states with claims to western lands surrendered them to the national government, and Congress promised that the western lands would “be settled and formed into distinct republican states.”

Questions about how these territories would be settled also caused problems. Some settlers, called squatters, moved onto land without having legal ownership of it. Only after the squatters had labored to clear the land and make it suitable for farming would another person appear with evidence that they owned the land. In some cases, these people, called speculators, claimed to have purchased thousands of acres from Indian tribes. Squatters claimed in opposition that they were entitled to the land, because their labor had increased its value. Often the conflicting claims led to violence, forcing government troops to restore peace.

In 1785, Congress created a system for surveying and selling the western lands, so that ownership would be officially registered. Then, in July 1787, Congress approved the Northwest Ordinance, a plan for settling the western lands bounded by the Great Lakes, the Ohio River, and the Mississippi River. It included these terms:

- As soon as 5,000 free male adults settled in a district, they could elect representatives to represent their county in the territory’s general assembly.
- When the population of the territory reached 60,000, it would be admitted by Congress into the Union on equal footing with the original states, and could adopt a state constitution based on republican principles
- Guarantees of religious freedom and trial by jury, and outlawing of slavery.

**Attachment 2: Incident Report-Case Study # \_\_\_\_\_**

Summary of Important Events

Who:

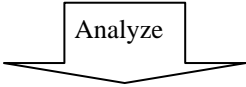
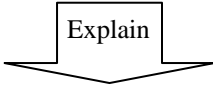
What:

When:

Where:

How:

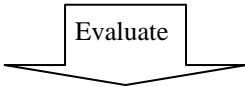
Sketch a map, picture, diagram, or visual metaphor to represent this situation.



What were the causes?	What were the effects?
-----------------------	------------------------

Whose interests were pitted against each other?

vs.



Was the national government able to solve the problem effectively?  
Why or why not?

How would you change the Articles to help the government respond?

### **Attachment 3: Articles of Confederation–Effective or Not?**

**Directions:** Using the information on your four Incident Reports, list below strengths and weaknesses of the Articles of Confederation government. Then, respond to the question below by writing a thesis statement that sums up these strengths and weaknesses. (Note: A good thesis will address both strengths and weaknesses.) Finally, write three topic sentences that you would use to support your thesis statement.

*Strengths*

*Weaknesses*

**Question:** In the years 1781-1789, did the Articles of Confederation provide the United States with an effective government?

Thesis:

Topic Sentence 1:

Topic Sentence 2:

Topic Sentence 3:

## **Basic Principles Reflected in the U.S. Constitution**

### ***TEKS:***

- 8.16 Government. The student understands the American beliefs and principles reflected in the U.S. Constitution and other important historic documents. The student is expected to:  
(D) Analyze how the U.S. Constitution reflects the principles of limited government, republicanism, checks and balances, federalism, separation of powers, popular sovereignty, and individual rights.

### ***Materials and Resources:***

- Transparency or handout of “Basic Principles Reflected in the United States Constitution”

### ***Procedures:***

The standard lesson below is from the Texas Education Agency’s Social Studies Center.

After the standard lesson, suggestions are provided as to how a Pre-AP\* teacher might enhance it for additional focus on the writing and analytical skills needed for AP\* course work.

1. Make a transparency or handout of “Basic Principles Reflected in the United States Constitution” (Attachment 1). Ask students to read the information in the table and recall the principles stated in the Magna Carta, the English Bill of Rights, the Mayflower Compact, and the Declaration of Independence.
2. Give students a few minutes to study the information. Then ask them to make inferences, based on their knowledge of earlier documents, about the protections guaranteed to citizens of the United States.
3. Have students draw conclusions about the impact of these basic principles on the stability of the U.S. government and the freedom of its citizens.
4. Have students discuss this generalization: The governments of both the United States and England support the basic principles of limited government and individual rights.

### Attachment 1: Basic Principles Reflected in the United States Constitution

Basic Principles	Description	Location in the Constitution
<b>Limited Government</b>	Powers of government are restricted by the Constitution.	Articles I, II, III
<b>Republicanism</b>	Voters hold the sovereign power and elect representatives to exercise power for them.	Preamble and Article I
<b>Checks and Balances</b>	Each of the three branches of government exercises some control over the others, sharing power among them.	Articles I, II, III
<b>Federalism</b>	Power is divided between the national and state governments, limiting central power.	10th Amendment
<b>Separation of Powers</b>	Each branch of government has its own responsibilities and limitations.	Articles I, II, III
<b>Popular Sovereignty</b>	Authority for government flows from the people, and they rule through their representatives.	Amendment IX and Preamble
<b>Individual Rights</b>	Unalienable rights are guaranteed to all citizens.	Preamble and Bill of Rights

## **Constitution: Enhancement for Additional Development of Pre-AP\* Skills**

### ***TEKS:***

- 8.16 Government. The student understands the American beliefs and principles reflected in the U.S. Constitution and other important historic documents. The student is expected to:  
(D) Analyze how the U.S. Constitution reflects the principles of limited government, republicanism, checks and balances, federalism, separation of powers, popular sovereignty, and individual rights.

### ***Objectives:***

- Understand the fundamental principles of the U.S. Constitution, analyze how these principles are effected in the document, and place these principles in historical context.
- Strengthen skills of classifying and making generalizations.
- Practice developing paragraphs by citing relevant factual detail in support of a generalization and composing this detail into well-ordered paragraphs.

### ***Materials and Resources:***

- Constitution Matrix: Basic Principles (blank – student copy)
- Constitution Matrix: Basic Principles (key) (teacher copy)
- Outline: Approaches to Limiting Government

### ***Procedures (allow 2 class periods):***

1. Through reading or class discussion, introduce the meaning and importance of the seven basic principles of the Constitution.
2. Decide how many student groups you wish to use. Laminate enough copies of the blank Constitution Matrix (Attachment 1) so that each group has one, and laminate and cut up enough copies of the Matrix Key (Attachment 2) to create a set of 21 cards for each group. Ask each group to arrange the cards correctly on the Matrix. Have each group present and explain their reasoning in placing one of the rows of cards. Each student should also have a copy of the blank Matrix, on which they write notes after the correct answer is presented. (It is also possible to give students partially completed matrices, so that, for example, each row contains a clue as to the contents of the other boxes.)
3. Distribute “Outline – Approaches to Limiting Government” (Attachment 3). Review the prompt on the outline, and ask students to consider how the seven principles on the Matrix could be grouped into three broad approaches to answer the question. Have students write two additional topic sentences to accompany the one provided on the outline, and use their completed matrices to supply supporting detail for the topic sentences.
4. If desired, have students write three-paragraph essays using their outlines.

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SUGGESTED OUTLINE (other answers are possible):

Approach 1: including specific limits on all government power

- A. limited government
- B. individual rights

Approach 2: dividing power between different branches and levels of government

- A. separation of powers
- B. checks and balances
- C. federalism

Approach 3: giving the people oversight and ultimate control over the operations of government

- A. republicanism
- B. popular sovereignty

**Attachment 1: Constitution Matrix-Basic Principals**

<b>Basic principles</b>	<b>Description</b>	<b>Illustrative provisions in the Constitution's text</b>	<b>Declaration grievance/ historical experience that framers were reacting against</b>
<b>Limited Government</b>			
<b>Republicanism</b>			
<b>Checks and Balances</b>			
<b>Federalism</b>			
<b>Separation of Powers</b>			
<b>Popular Sovereignty</b>			
<b>Individual Rights</b>			

**Attachment 2: Constitution Matrix-Basic Principles (Key)**

<b>Basic principles</b>	<b>Description</b>	<b>Illustrative provisions in the Constitution's text</b>	<b>Declaration grievance/historical experience that framers were reacting against</b>
<b>Limited Government</b>	Government has only the authority that the people have given to it; government must obey the law.	Art. I, § 9, cl. 3: "No Bill of Attainder or ex post Facto law shall be passed."	In the absolute monarchies of Europe, the rulers claimed the authority of God, and their power was total.
<b>Republicanism</b>	The people elect representatives to exercise power for them.	Art. I, § 2, cl. 1: "The House of Representatives shall be composed of Members chosen every second year by the People."	"For imposing Taxes on us without our Consent"
<b>Checks and Balances</b>	Each of the three branches of government exercises some control over the others.	Art. II, § 2, cl. 2: "[The President] shall have Power, by and with the Advice and Consent of the Senate, to make Treaties, provided two thirds of the Senators present concur."	"[The King] has made Judges dependent on his Will alone for the tenure of their offices."
<b>Federalism</b>	Power is divided between the national and state governments, limiting central power.	Amendment 10: "The powers not delegated to the United States by the Constitution . . . are reserved to the States."	Colonial assemblies could be suspended or abolished by Parliament – all power rested with the central government.
<b>Separation of Powers</b>	Each branches of government has its own responsibilities and limitations.	Art. I: legislative power Art. II: executive power Art. III: judicial power	Concentration of executive, legislative, and judicial power in the same hands creates tyranny (Montesquieu).
<b>Popular Sovereignty</b>	Authority for the government flows from the people.	Preamble: "We the People . . . do ordain and establish this Constitution"	"[The King] has affected to render the Military independent of, and superior to, the Civil Power"
<b>Individual Rights</b>	Unalienable rights guaranteed to all citizens.	Amendment 6: "In all criminal prosecutions, the accused shall enjoy the right to a speedy and public trial, by an impartial jury "	"For depriving us, in many cases, of the benefits of Trial by Jury"

### **Attachment 3: Outline–Approaches to Limiting Government**

**PROMPT:** How did the framers of the U.S. Constitution limit government’s power and protect individual rights? Analyze the document by (a) describing three general approaches; (b) explaining for each the constitutional principles that show this approach and (c) citing specific provisions of the Constitution that illustrate these principles.

**THESIS:**

TS 1: One approach of the constitutional framers was to include specific limits that government is required to observe.

A. principle:

illustrative provision:

B. principle:

illustrative provision:

TS 2:

A. principle:

illustrative provision:

B. principle:

illustrative provision:

C. principle:

illustrative provision:

TS 3:

A. principle:

illustrative provision:

B. principle:

illustrative provision: