

AMSCO Reading Guides for Period 3, 1754-1800

Chapters 4-5-6

2014-2015 Editions of Richardson Reading Guide Collection

These reading guides were written in **2014** to support student reading and comprehension of the **2015 edition** of AMSCO's *United States History Preparing for the Advanced Placement Examination* by John J. Newman and John M. Schmalbach. It was aligned with the APUSH framework implemented for the **redesigned course in 2014**. Since then, College Board has **revised the redesigned framework**. **Throughout the 2015-2016 school year, reading guides will be amended and updated to better align with the 2015 College Board® revisions of the APUSH framework. As these guides are amended, they will be posted on ffapush.com.**

A Note to Teachers:

Utilizing reading guides has been one of my most successful strategies in APUSH. This 2014-2015 edition reading guide was utilized by many teachers across the country last year, and their feedback along with my own data supports the value of this strategy. Although my students have a college level textbook and other supplements for this course, I strongly encourage my students to use the AMSCO guide regularly throughout the year. It is an optional purchase, and approximately 60-70% of my students will rely on it more than their textbook. It is more manageable than a long, detailed textbook; this is important as many of my students are in multiple advanced classes and extracurricular activities. More information about this recommended resource can be [found here](#).

Many of my colleagues require all students to complete reading guides, and that may be a choice you make as well; however, I would like to share my rationale for making them optional. In my experience, many students who enroll in APUSH have strong reading comprehension skills. This means that a percentage of students do not need reading guides to help them take notes and/or process content. By making reading guides mandatory, in my opinion, the teacher is creating busy work for higher level students. Also, making them mandatory increases the likelihood that students will simply “do” the activity, often accompanied by increased rates of copying others’ work. In addition, this strategy does not match with all learning styles; for example, students who are audio-visual may learn and progress better by relying more on video lectures or podcasts rather than reading a book.

I incentivize the guides by making them worth bonus points and/or recovery points. I also inform my students that over the years, this strategy has helped students maintain high averages, earn high test scores, and prepare for the AP exam. Each year, 90% (or higher) of students who complete them regularly maintain high grades and pass the exam.

Below are my basic purpose and directions included for each guide, but of course feel free to use this guide in whatever way serves your students’ needs best. In this copy, I have removed my personal directions in order to make it simpler for other teachers to utilize.

Purpose:

This guide is not only a place to record notes as you read, but also to provide a place and structure for *reflections and analysis* using higher level thinking skills with new knowledge gained from the reading. This guide, **if completed in its entirety BOP (Beginning of Period) by the due date** will earn up to 10 bonus points. The benefits, however, go far beyond bonus points. 😊 **Mastery of the course and AP exam await all who choose to process the information as they read/receive.** This is an optional assignment, but remember that 92% of students who completed reading guides regularly last year maintained an A average and passed the AP exam!

Directions:

Pre-Read: Read the prompts/questions within this guide before you read the chapter.

Skim: Flip through the chapter and note the titles and subtitles. Look at images and their read captions. *Get a feel for the content you are about to read.*

Read/Analyze: Read the chapter. **Highlight key events and people as you read.** Remember, the goal is not to “fish” for a specific answer(s) to reading guide questions, but to **consider questions in order to critically understand what you read!**

Write Write your notes and analysis in the spaces provided. Print the guide and complete in **INK** or use pdfescape or similar program to create your own digital guide which will be saved in your course online notebook.

The average student will require 60-90 minutes to read and complete each guide effectively. Students who process information more slowly or struggle to comprehend what they read are encouraged to create a study group where discussion of the text accompanies reading, note taking, and analyzing. These students will likely spent 90-120 minutes per chapter. If you have students who struggle in this way, I suggest having students read and complete the note taking portion on their own (center column of the guide in most cases), then meet with other students the next morning to discuss and complete the analysis questions. Students often completed this step in morning tutoring where I can help coach them in thinking more critically about what they read.

I also recommend that you provide your students with a copy of the newly revised framework to accompany their reading. Remind them that the framework is the skeleton of the course, providing many basic concepts as well as explicit terms they must know for success in the course. The new framework can also be used as a simpler guide for note taking and review or for those relying on audio – visual resources. You can access this new framework [here](#).



Key Concepts & Main Ideas	Notes	Analysis
<p>British imperial attempts to reassert control over its colonies and the colonial reaction to these attempts produced a new American republic, along with struggles over the new nation's social, political, and economic identity.</p>	<p>1763...End of French and Indian War led to...</p> <p>1783...Articles of Confederation led to...</p> <p>1789...new Constitution implemented...</p> <p>1800...election of Thomas Jefferson illustrated...</p> <p>Alternate View</p>	<p>List 3 reasons why the end of French and Indian War was an important turning point in U.S. history.</p> <ol style="list-style-type: none"> 1. 2. 3. <p>Besides the beginning and the end of this war, what else marks an important turning point to nationhood?</p>

Map Break! *Thirteen Colonies 1754*

Label colonies and highlight them **one** color.

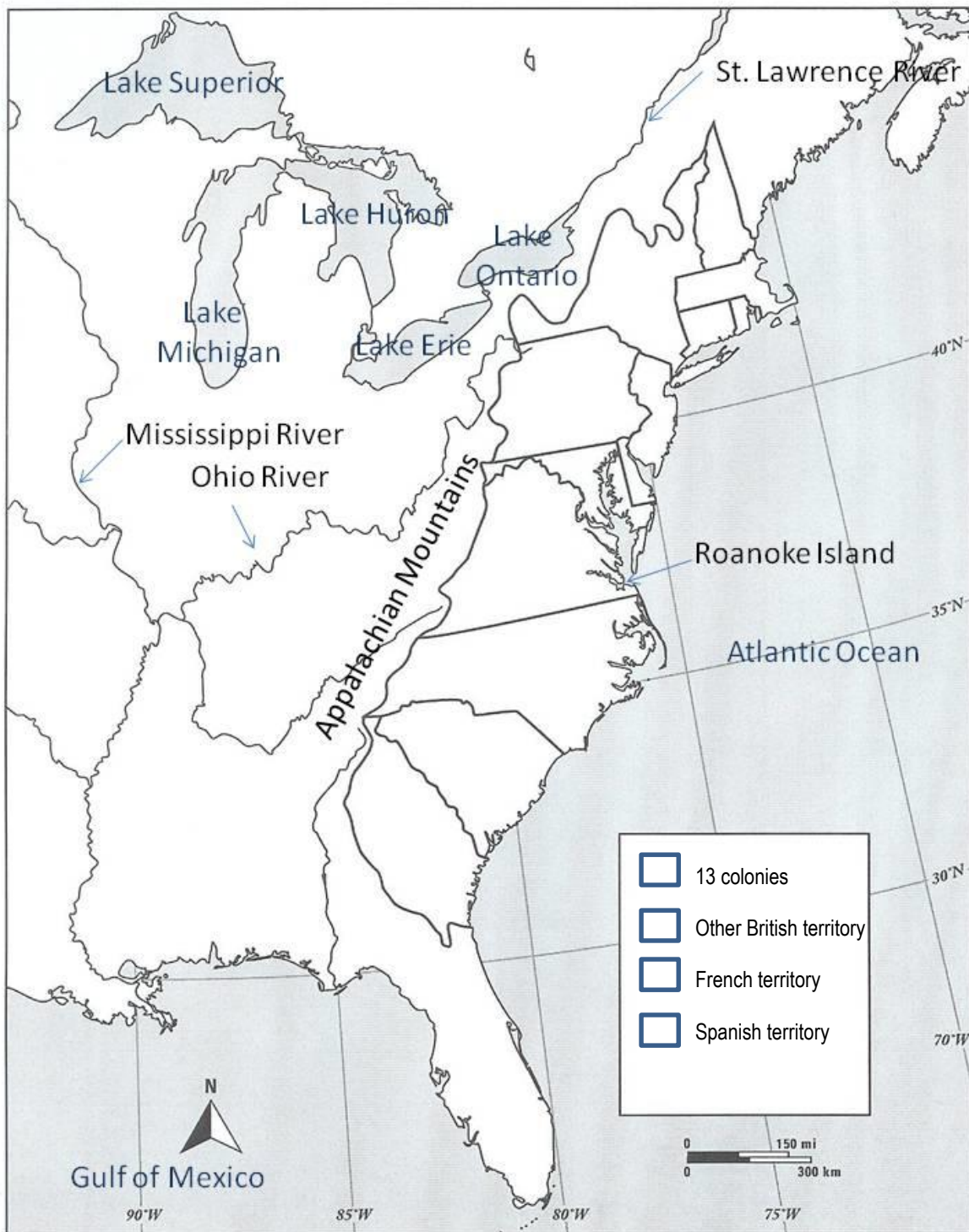
Label French territory and highlight them a **second** color.

Then label and highlight British territory a **third** color.

Then label and highlight Spanish territory a **fourth** color.

Create a key.

Write a caption summarizing the significance of territory in 1754 to the European powers and the colonists.



Caption:

2. Empires at War, pp 69-72

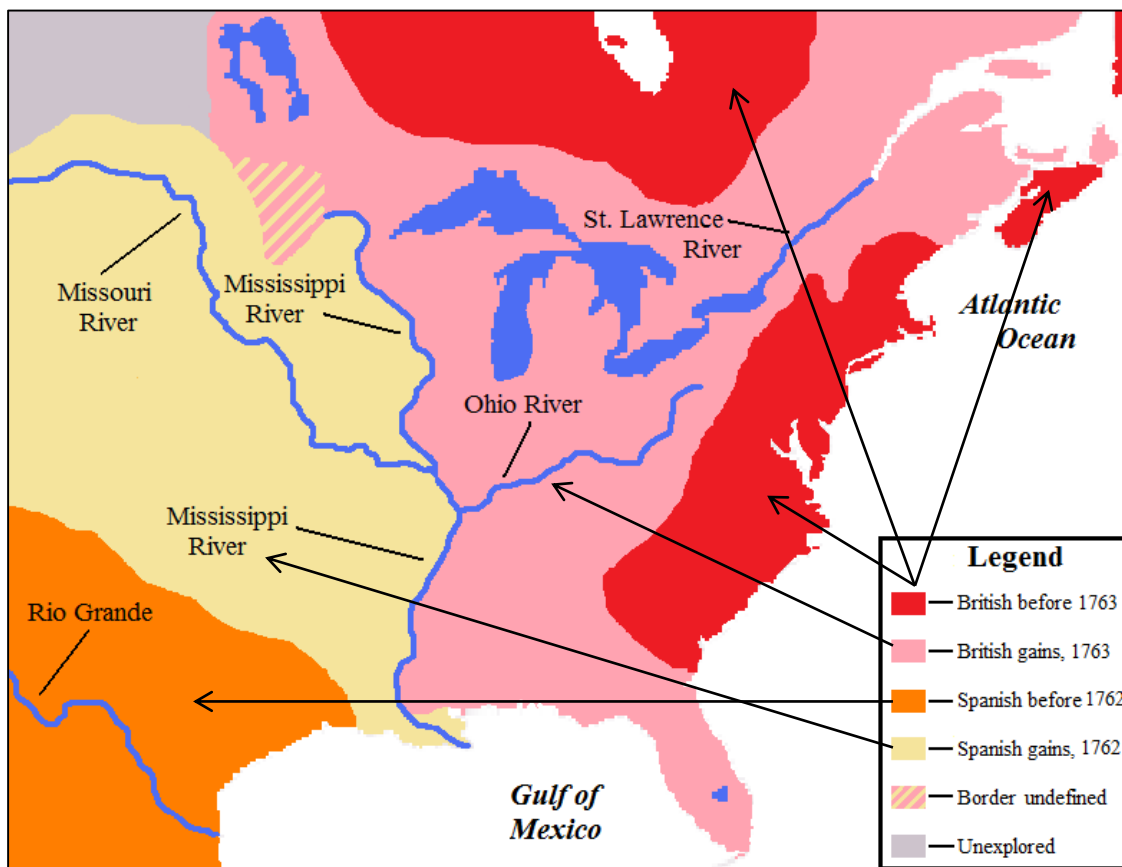
Key Concepts & Main Ideas	Notes	Analysis
Britain's victory over France in the imperial struggle for North America led to new conflicts among the British government, the North American colonists , and American Indians , culminating in the creation of a new nation, the United States.	Empires at War...	What was the chief reason for colonial discontent?
	The First Three Wars...	List three major ways England's war for empire impacted the colonies in North America. <ol style="list-style-type: none"> 1. 2. 3.
	The Seven Years' War (French and Indian War)...	List three reasons the Albany Plan, aka "Join or Die," failed. <ol style="list-style-type: none"> 1. 2. 3.
	Beginning of the War...	What was the most significant impact of the Treaty of Paris, 1763 (aka the Peace of Paris)? Explain your reasoning.
	The Albany Plan of Union...	
	British Victory...	
	Immediate Effects of the War...	Compare the British View to the Colonial View and explain why these opposing views are significant to the development of the United States.
	The British View...	
	The Colonial View...	

3. Reorganization of the British Empire, pp 71-72

Key Concepts & Main Ideas	Notes	Analysis
<p>After the British defeat of the French, white-Indian conflicts continued to erupt as native groups sought both to continue trading with Europeans and to resist the encroachment of British colonists on traditional tribal lands.</p>	<p>Reorganization of the British Empire...</p> <p>Pontiac's Rebellion...</p> <p>Proclamation of 1763...</p>	<p>Defend or refute the following statement: 1763 was an important watershed year.</p> <p>List three pieces of evidence to support your view:</p> <ol style="list-style-type: none"> 1. 2. 3. <p>Name one piece of evidence to support the opposing view:</p>

Map Break! The 13 Colonies 1763

The map below (captured from Wikipedia) shows North American territorial gains of Spain in 1762 and Britain in 1763.



Explain the significance of the territorial changes from 1754 to 1763.

Using a highlighter, trace the location of the Proclamation Line of 1763.

What was the purpose of this line?

If the United States bought Louisiana from France in 1803, why does this 1763 map show Louisiana as Spanish territory?

4. British Actions and Colonial Reactions, pp 72-73

Key Concepts & Main Ideas	Notes	Analysis
During and after the imperial struggles of the mid-18th century, new pressures began to unite the British colonies against perceived and real constraints on their economic activities and political rights, sparking a colonial independence movement and war with Britain.	<p>Proclamation of 1763...</p> <p>New Revenues and Regulations...</p> <p>Sugar Act (1764)...</p> <p>Quartering Act (1765)...</p> <p>Stamp Act (1765)...</p> <p>Declaratory Act (1776)...</p>	<p>Identify the major causes and effects of the Stamp Act controversy.</p> <p>Caused by:</p> <p>Effects of:</p> <p>What was the most significant cause of the controversy?</p> <p>What was the most significant effect of the controversy?</p> <p>The main source of resentment among colonists was:</p>

5. Second Phase of the Crisis, pp 73-74

Key Concepts & Main Ideas	Notes	Analysis
During and after the imperial struggles of the mid-18th century, new pressures began to unite the British colonies against perceived and real constraints on their economic activities and political rights, sparking a colonial independence movement and war with Britain.	<p>The Townshend Acts...</p> <p>Continued on next page...</p>	<p>Explain the limitations of the repeal [of the Townshend Acts] in restoring positive relations between England and its '13 colonies' in North America.</p>

<p>The resulting independence movement was fueled by established colonial elites, as well as by grassroots movements that included newly mobilized laborers, artisans, and women, and rested on arguments over the rights of British subjects, the rights of the individual, and the ideas of the Enlightenment.</p>	<p>Repeal of the Townshend Acts...</p> <p>Boston Massacre...</p>	<p>Of the following, whose contribution was most significant to the emerging American identity? Charles Townshend, John Dickenson, James Otis, Samuel Adams, Lord North, Crispus Attucks</p> <p>Defend your answer with specific evidence.</p> <ol style="list-style-type: none"> 1. 2. 3.
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6. Renewal of the Conflict, pp 74-75

Key Concepts & Main Ideas	Notes	Analysis
<p>Great Britain's massive debt from the Seven Years' War resulted in renewed efforts to consolidate imperial control over North American markets, taxes, and political institutions — actions that were supported by some colonists but resisted by others.</p>	<p>Renewal of the Conflict...</p> <p>The Gaspee...</p> <p>Boston Tea Party...</p>	<p>Explain <i>how</i> Committees of Correspondence and intercolonial committees sharpened the divisions between Britain and the colonies in the early 1770's.</p> <p>In what way does the Gaspee incident illustrate the overall turning point of 1763?</p> <p>Were the Sons of Liberty justified in the Boston Tea Party? Defend your answer with three pieces of evidence.</p> <ol style="list-style-type: none"> 1. 2. 3.

7. Intolerable Acts and the Philosophical Foundations of the American Revolution, pp 75-77

Key Concepts & Main Ideas	Notes	Analysis
<p>Great Britain's massive debt from the Seven Years' War resulted in renewed efforts to consolidate imperial control over North American markets, taxes, and political institutions — actions that were supported by some colonists but resisted by others.</p> <p>The resulting independence movement was fueled by established colonial elites, as well as by grassroots movements that included newly mobilized laborers, artisans, and women, and rested on arguments over the rights of British subjects, the rights of the individual, and the ideas of the Enlightenment.</p>	<p>Intolerable Acts...</p> <p>The Coercive Acts (1774)...</p> <p>Quebec Act (1774)...</p> <p>Philosophical Foundations of the American Revolution...</p> <p>Enlightenment Ideas...</p>	<p>Explain how the Coercive Acts (Intolerable Acts) were both an effect of colonial actions and a cause of colonial action.</p> <p>Explain the role of religion in colonial resistance to the new imperial policies of 1774.</p> <p>Review the Enlightenment ideas located on the last page of your Period 2 Term Review, "Part 4 Looking Ahead." List the most three most significant ideas that influenced our founding fathers as they resisted new imperial policies.</p> <ol style="list-style-type: none"> 1. 2. 3.

Section 2: HIPP+

If at length it becomes undoubted that an inveterate resolution is formed to annihilate the liberties of the governed, the English history affords frequent examples of resistance by force. What particular circumstances will in any future case justify such resistance can never be ascertained till they happen. Perhaps it may be allowable to say generally, that it never can be justifiable until the people are fully convinced that any further submission will be destructive to their happiness.

Source: Letter III, Letters From a Farmer in Pennsylvania, John Dickenson, 1767, Public Domain

Historical Context:

Intended Audience:

Author's Purpose:

Author's Point of View:

✚Other Context (Similar in Kind, In a Different Time)

Guided Reading & Analysis: The American Revolution and Confederation, 1774-1787

Chapter 5- The American Revolution and Confederation, pp 85-102

Reading Assignment:

Ch. 5 AMSCO or other resource for content corresponding to Period 3.

Purpose:

This guide is not only a place to record notes as you read, but also to provide a place and structure for *reflections and analysis* using higher level thinking skills with new knowledge gained from the reading.

Basic Directions:

- Pre-Read:** Read the prompts/questions within this guide before you read the chapter.
- Skim:** Flip through the chapter and note the titles and subtitles. Look at images and their read captions. *Get a feel for the content you are about to read.*
- Read/Analyze:** Read the chapter. Remember, the goal is not to "fish" for a specific answer(s) to reading guide questions, but to ***consider questions in order to critically understand what you read!***
- Write** Write your notes and analysis in the spaces provided.



(Image captured from <https://gcps.desire2learn.com>)

Key Concepts FOR PERIOD 3:

British imperial attempts to reassert control over its colonies and the colonial reaction to these attempts produced a new American republic, along with struggles over the new nation's social, political, and economic identity.

Key Concept 3.1: Britain's victory over France in the imperial struggle for North America led to new conflicts among the British government, the North American colonists, and American Indians, culminating in the creation of a new nation, the United States.

Key Concept 3.2: In the late 18th century, new experiments with democratic ideas and republican forms of government, as well as other new religious, economic, and cultural ideas, challenged traditional imperial systems across the Atlantic World.

Key Concept 3.3: Migration within North America, cooperative interaction, and competition for resources raised questions about boundaries and policies, intensified conflicts among peoples and nations, and led to contests over the creation of a multiethnic, multiracial national identity.

Guided Reading, pp 85-95

As you read the chapter, jot down your notes in the middle column. Consider your notes to be elaborations on the Objectives and Main Ideas presented in the left column. When you finish the section, analyze what you read by answering the question in the right hand column.

1. The First Continental Congress p. 85-86

Key Concepts & Main Ideas	Notes	Analysis
British imperial attempts to reassert control over its colonies and the colonial reaction to these attempts produced a new American republic, along with struggles over the new nation's social, political, and economic identity.	Significance of the Intolerable Acts...	Summarize the purpose of the First Continental Congress.
	The First Continental Congress...	
	The Delegates...	What was the most significant act of this Congress? Defend your answer.
	Actions of the Congress...	

2. Fighting Begins, pp 86-87

Key Concepts & Main Ideas	Notes	Analysis
<p>During and after the imperial struggles of the mid-18th century, new pressures began to unite the British colonies against perceived and real constraints on their economic activities and political rights, sparking a colonial independence movement and war with Britain.</p>	<p>Fighting Begins...</p> <p>Lexington and Concord...</p> <p>Bunker Hill...</p>	<p>What was the chief reason for colonial discontent just prior to the first shots?</p> <p>Explain how the fighting between British troops and colonists illustrated the cultural conflict that had evolved.</p>

3. The Second Continental Congress, pp 87-88

Key Concepts & Main Ideas	Notes	Analysis
<p>The resulting independence movement was fueled by established colonial elites, as well as by grassroots movements that included newly mobilized laborers, artisans, and women, and rested on arguments over the rights of British subjects, the rights of the individual, and the ideas of the Enlightenment.</p> <p>The colonists' belief in the superiority of republican self-government based on the natural rights of the people found its clearest American expression in Thomas Paine's Common Sense and in the Declaration of Independence.</p>	<p>Second Continental Congress...</p> <p>Military Actions...</p> <p>Peace Efforts...</p> <p>Thomas Paine's Argument for Independence...</p> <p>The Declaration of Independence...</p>	<p>What was the <i>most</i> significant accomplishment of the Second Continental Congress? Defend your answer.</p> <p>What was the <i>most</i> powerful argument by Thomas Paine for independence? Explain your reasoning.</p>

4. The Revolutionary War, pp 88-91

Key Concepts & Main Ideas	Notes	Analysis
Despite considerable loyalist opposition, as well as Great Britain's apparently overwhelming military and financial advantages, the patriot cause succeeded because of the colonists' greater familiarity with the land, their resilient military and political leadership, their ideological commitment, and their support from European allies.	<p>The Revolutionary War...</p> <p>Patriots....</p> <p>African Americans....</p> <p>Loyalists.... Tories...</p> <p>American Indians...</p> <p>Initial American Losses and Hardships...</p> <p>Alliance with France...</p> <p>Victory...</p>	<p>Explain how the American Revolution was essentially a Civil War.</p> <p>What was a common motivation for African Americans and American Indians fighting in the Revolution?</p> <p>Why is the Battle of Saratoga the turning point of the war?</p> <p>List 4 important reasons why the British lost the war.</p> <ol style="list-style-type: none"> 1. 2. 3. 4. <p>List 4 important provisions of the Treaty of Paris, 1783.</p> <ol style="list-style-type: none"> 1. 2. 3. 4.

5. Organization of New Governments pp 91-93

Key Concepts & Main Ideas	Notes	Analysis
<p>During the 18th century, new ideas about politics and society led to debates about religion and governance, and ultimately inspired experiments with new governmental structures.</p> <p>Many new state constitutions and the national Articles of Confederation, reflecting republican fears of both centralized power and excessive popular influence, placed power in the hands of the legislative branch and maintained property qualifications for voting and citizenship.</p> <p>The policies of the United States that encouraged western migration and the orderly incorporation of new territories into the nation both extended republican institutions and intensified conflicts among American Indians and Europeans in the trans-Appalachian West.</p>	<p>Organization of New Governments...</p> <p>State Governments...</p> <p>List of Rights...</p> <p>Separation of Powers...</p> <p>Voting...</p> <p>Office Holding...</p> <p>The Articles of Confederation...</p> <p>Ratification...</p> <p>Structure of Government...</p> <p>Powers...</p> <p>Accomplishments...</p> <p>Problems with the Articles...</p>	<p>Explain how the following Colonial Era events influenced the creation of new state constitutions:</p> <p>House of Burgesses:</p> <p>Roger Williams Founds Rhode Island:</p> <p>John Locke and other Enlightenment thinkers theorize on the relationship between man and government:</p> <p>The First Great Awakening:</p> <p>What was the most significant accomplishment of the AOC? Explain your reasoning.</p> <p>What was the most significant weakness of the AOC? Explain your reasoning.</p>

6. Social Change, pp 93-94

Key Concepts & Main Ideas	Notes	Analysis
<p>While the new governments continued to limit rights to some groups, ideas promoting self-government and personal liberty reverberated around the world.</p> <p>The constitutional framers postponed a solution to the problems of slavery and the slave trade, setting the stage for recurring conflicts over these issues in later years.</p> <p>New voices for national identity challenged tendencies to cling to regional identities, contributing to the emergence of distinctly American cultural expressions.</p>	<p>Social Change...</p> <p>Abolition of Church and State...</p> <p>Women...</p> <p>Slavery...</p>	<p>Explain <i>how</i> close the new nation came to ending slavery.</p> <p>Explain <i>how</i> close the new nation came to gender equality.</p> <p>Which one came closer, racial or gender equality?</p>

7. Historical Perspectives, p. 95

Opposing Viewpoints on the "Radical" nature of the Revolution-NOTES	Analysis-Context
<p>Crane Brinton...</p> <p>Differences between American Revolution and the French and Russian Revolutions...</p> <p>Divergent interpretations of the Sons of Liberty...</p> <p>Similarities of Revolution to the post WWII rebellions in Africa and Asia...</p> <p>Similarities between Revolution and the post WWII rebellions in Cuba and Vietnam...</p>	<p>American Revolution Local Context:</p> <p>Broad Context:</p> <p>Other Context:</p> <p>(if you cannot complete this analysis, see the contextualization activity in the Writing section of your notebook for instruction.)</p>

Section 2: HIPP+

Excerpt from *Common Sense*

"I have heard it asserted by some, that as America hath flourished under her former connection with Great Britain, the same connection is necessary towards her future happiness, and will always have the same effect. Nothing can be more fallacious than this kind of argument."

"We have boasted the protection of Great Britain without considering that her motive was *interest*, not *attachment*; and that she did not protect us from *our enemies on our account*, but from her enemies on her own account. . . ."

"But Britain is the parent country, say some. Then the more shame upon her conduct. Even brutes do not devour their young, nor savages make war upon their families. . . ."

"I challenge the warmest advocate for reconciliation, to show a single advantage that this continent can reap, by being connected with Great Britain. I repeat the challenge; not a single advantage is derived."

"Small islands, not capable of protecting themselves, are the proper objects for kingdoms to take under their care; but there is something absurd, in supposing a continent to be perpetually governed by an island. In no instance hath nature made the satellite larger than its primary planet."

"Nothing but independence . . . can keep the peace of the continent. . . . A government of our own is our natural right: and when a man seriously reflects on the precariousness of human affairs, he will become convinced, that it is infinitely wiser and safer, to form a constitution of our own in a cool deliberate manner, while we have it in our power. . . ."

Historical Context:

Intended Audience:

Author's Purpose:

Author's Point of View:

✚Other Context (Similar in Kind, In a Different Time)



Historical Context for map

(map image captured from mapsite.blogspot.com)

Significant changes in North America following the Treaty of Paris 1783:

Reading Guide written by Rebecca Richardson, Allen High School

Sources include but are not limited to: 2015 edition of AMSCO's *United States History Preparing for the Advanced Placement Examination*, College Board Advanced Placement United States History Framework, writing strategies developed by Mr. John P. Irish, Carroll High School, 12th edition of *American Pageant*, and other sources as cited in document and collected/adapted over 20 years of teaching and collaborating..

Guided Reading & Analysis: The Constitution and The New Republic, 1787 - 1800

Chapter 6- The Constitution and New Republic, pp 103-129

Reading Assignment:

Ch. 6 AMSCO or other resource for content corresponding to Period 3.

Purpose:

This guide is not only a place to record notes as you read, but also to provide a place and structure for *reflections and analysis* using higher level thinking skills with new knowledge gained from the reading.

Basic Directions:

Pre-Read:

Read the prompts/questions within this guide before you read the chapter.

Skim:

Flip through the chapter and note the titles and subtitles. Look at images and their read captions. *Get a feel for the content you are about to read.*

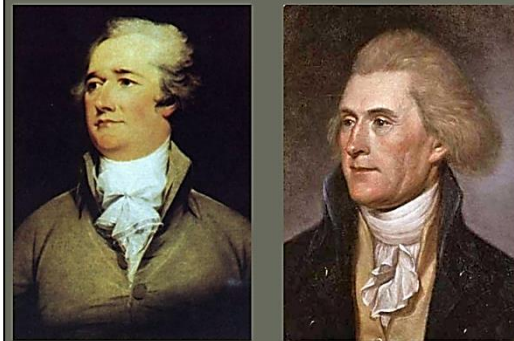
Read/Analyze:

Read the chapter. Remember, the goal is not to "fish" for a specific answer(s) to reading guide questions, but to **consider questions in order to critically understand what you read!**

Write

Write your notes and analysis in the spaces provided.

Hamilton vs. Jefferson: Balancing Order & Liberty



(Image captured from docstoc.com)

Key Concepts FOR PERIOD 3:

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Section 1: HIPP+

Source: Articles of Confederation : March 1, 1781, National Archives, Public Domain

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.

Historical Context:

Choose 1 of the following:

Intended Audience:

Author's Purpose:

Author's Point of View:

+Other Context (Similar in Kind, In a Different Time)

Section 2 Guided Reading, pp 103-119

As you read the chapter, jot down your notes in the middle column. Consider your notes to be elaborations on the Objectives and Main Ideas presented in the left column. When you finish the section, analyze what you read by answering the question in the right hand column.

1. The United States Under the Articles pp 103-104

Key Concepts & Main Ideas	Notes	Analysis
<p>After experiencing the limitations of the Articles of Confederation, American political leaders wrote a new Constitution based on the principles of federalism and separation of powers, crafted a Bill of Rights, and continued their debates about the proper balance between liberty and order.</p> <p>Difficulties over trade, finances, and interstate and foreign relations, as well as internal unrest, led to calls for significant revisions to the Articles of Confederation and a stronger central government.</p>	<p>Benjamin Franklin quote and intro paragraph...</p> <p>The United States Under the Articles, 1781-1787...</p> <p>Foreign Problems...</p> <p>Economic Weaknesses and Interstate Quarrels...</p> <p>The Annapolis Convention...</p>	<p>List three motivations of those organizing and attending the Annapolis Convention.</p> <p>1.</p> <p>2.</p> <p>3.</p> <p>What was the conclusion reached at the Annapolis Convention?</p>

2. Drafting the Constitution at Philadelphia, pp 104-106

Key Concepts & Main Ideas	Notes	Analysis
<p>Delegates from the states worked through a series of compromises to form a Constitution for a new national government, while providing limits on federal power.</p>	<p>Drafting the Constitution at Philadelphia...</p> <p>The Delegates...</p> <p>Key Issues...</p> <p>Continued on next page...</p>	<p>Why did James Madison and Alexander Hamilton want to draft an entirely new document rather than just amending the Articles of Confederation?</p> <p>1.</p> <p>2.</p> <p>3.</p> <p>Why did Rhode Island refuse to participate?</p>

<p>Delegates from the states worked through a series of compromises to form a Constitution for a new national government, while providing limits on federal power.</p>	<p>Representation...</p> <p>Slavery....</p> <p>Trade...</p> <p>The Presidency...</p> <p>Ratification...</p>	<p>Explain the role of compromise at the Convention in Philadelphia.</p> <p>Why did the framers decide only 9 of 13 states would need to ratify the Constitution, rather than 13 of 13 needed for the Articles of Confederation?</p>
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3. Federalists and Anti-Federalists, pp 106-107

Key Concepts & Main Ideas	Notes	Analysis
<p>Delegates from the states worked through a series of compromises to form a Constitution for a new national government, while providing limits on federal power.</p>	<p>Federalists and Anti-Federalists...</p> <p>The Federalists Papers...</p> <p>Outcome...</p> <p>Debating the Constitution (comparing Federalists and Anti-Federalists Chart)</p> <p>Leaders...</p> <p>Arguments...</p> <p>Strategy..</p> <p>Advantages...</p> <p>Disadvantages...</p> <p>Continue on next page...</p>	<p>What was the most significant argument of the Anti-Federalists?</p> <p>How did George Clinton respond differently than Benjamin Franklin to the proposition that the new federal government have a strong executive branch?</p> <p>Look up (Google) and List the writers of the Federalist Papers.</p> <ol style="list-style-type: none"> 1. 2. 3. <p>List the writers of the Anti-Federalist Responses.</p> <ol style="list-style-type: none"> 1. 2. 3. 4.

<p>Delegates from the states worked through a series of compromises to form a Constitution for a new national government, while providing limits on federal power.</p>	<p>Virginia...</p> <p>Final States...</p>	<p>Thomas Jefferson was not at the Convention. He was serving as minister to France and was abroad. He called the Convention "An Assembly of Demigods." Does this indicate a tendency toward the Federalist or Anti-Federalist side of the Constitutional debate?</p>
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4. Adding the Bill of Rights, pp 108-109

Key Concepts & Main Ideas	Notes	Analysis
<p>Calls during the ratification process for greater guarantees of rights resulted in the addition of a Bill of Rights shortly after the Constitution was adopted.</p>	<p>Adding the Bill of Rights...</p> <p>Arguments for a Bill of Rights...</p> <p>Arguments Against a Bill of Rights...</p> <p>The First Ten Amendments</p> <p>First Amendment...</p> <p>Second Amendment...</p> <p>Third Amendment...</p> <p>Fourth Amendment...</p> <p>Fifth Amendment...</p> <p>Sixth Amendment...</p> <p>Seventh Amendment...</p> <p>Eighth Amendment...</p> <p>Ninth Amendment...</p> <p>Tenth Amendment...</p>	<p>How does the Bill of Rights differ today than their original intent in 1791?</p> <p>Which Amendment was the most important to the Anti-Federalists? Explain why.</p> <p>Which Amendment is the most important to you? Explain why.</p> <p>Which Amendment do you think is at the highest risk of being removed? Explain why.</p>

5. Washington's Presidency pp 109-113

Key Concepts & Main Ideas	Notes	Analysis
<p>In response to domestic and international tensions, the new United States debated and formulated foreign policy initiatives and asserted an international presence.</p> <p>The continued presence of European powers in North America challenged the United States to find ways to safeguard its borders, maintain neutral trading rights, and promote its economic interests.</p> <p>The French Revolution's spread throughout Europe and beyond helped fuel Americans' debate not only about the nature of the United States' domestic order, but also about its proper role in the world.</p> <p>The American Revolution and the ideals set forth in the Declaration of Independence had reverberations in France, Haiti, and Latin America, inspiring future rebellions.</p> <p>As the first national administrations began to govern under the Constitution, continued debates about such issues as the relationship between the national government and the states, economic policy, and the conduct of foreign affairs led to the creation of political parties.</p>	<p>Washington's Presidency...</p> <p>Organizing the Federal Government...</p> <p>Executive Departments...</p> <p>Federal Court System...</p> <p>Hamilton's Financial Program...</p> <p>Debt...</p> <p>National Bank...</p> <p>Foreign Affairs...</p> <p>The French Revolution...</p> <p>Proclamation of Neutrality (1793)...</p> <p>"Citizen" Genet...</p> <p>The Jay Treaty (1794)...</p> <p>The Pinckney Treaty (1795)...</p> <p>Continued on next page...</p>	<p>Summarize Thomas Jefferson's response to each of the following parts of Alexander Hamilton's financial plan.</p> <p>a. Assumption of debt</p> <p>b. Tariffs</p> <p>c. National bank</p> <p>d. Excise taxes</p> <p>How did Thomas Jefferson's view of the French Revolution differ from Alexander Hamilton's?</p> <p>Following Jay's Treaty, George Washington's approval rating, to borrow a modern phrase, plummeted and there was even talk in the House of impeaching him. Why was this treaty so offensive to some?</p> <p>Pinckney's Treaty was the silver lining on the cloud of Jay's Treaty. What was the long term impact of this treaty?</p>

<p>Migration within North America, cooperative interaction, and competition for resources raised questions about boundaries and policies, intensified conflicts among peoples and nations, and led to contests over the creation of a multiethnic, multiracial national identity.</p> <p>The French withdrawal from North America and the subsequent attempt of various native groups to reassert their power over the interior of the continent resulted in new white-Indian conflicts along the western borders of British and, later, the U.S. colonial settlement and among settlers looking to assert more power in interior regions.</p> <p>Migrants from within North America and around the world continued to launch new settlements in the West, creating new distinctive backcountry cultures and fueling social and ethnic tensions.</p> <p>The Spanish, supported by the bonded labor of the local Indians, expanded their mission settlements into California, providing opportunities for social mobility among enterprising soldiers and settlers that led to new cultural blending.</p>	<p>Domestic Concerns...</p> <p>American Indians...</p> <p>Whiskey Rebellion...</p> <p>Western Lands...</p>	<p>To what extent did the British honor the Treaty of 1783 which stated they recognized the United States and its new boundaries? What does this foreshadow?</p> <p>How did the Whiskey Rebellion end differently than Shays' Rebellion?</p> <p>What is the significance of this difference?</p> <p>How did westward migration impact American Indians living in the Ohio Valley and Mississippi Territory?</p> <p>How did California differ from the United States in terms of interactions of Whites and Natives?</p>
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6. Political Parties, pp 113-115

Key Concepts & Main Ideas	Notes	Analysis
<p>As the first national administrations began to govern under the Constitution, continued debates about such issues as the relationship between the national government and the states, economic policy, and the conduct of foreign affairs led to the creation of political parties.</p>	<p>Political Parties...</p> <p>Origins...</p> <p>Differences Between the Parties...</p>	<p>Explain how the first two-party system illustrated the evolving American System and American identity.</p>

Main Idea: Although George Washington's **Farewell Address** warned about the dangers of divisive **political parties** and **permanent foreign alliances**, European conflict and tensions with Britain and France fueled increasingly bitter **partisan** debates throughout the 1790s.

George Washington's FAREWELL ADDRESS - Read and highlight main points (make sure you note each key concept as summarized in your AMSCO test!) (Excerpts captured from <https://www.mtholyoke.edu/acad/intrel/gwfare.htm>)

To the People of the United States. September 17th, 1796

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31 Observe good faith and justice towards all Nations; cultivate peace and harmony with all. Religion and Morality enjoin this conduct; and can it be, that good policy does not equally enjoin it? It will be worthy of a free, enlightened, and, at no distant period, a great Nation, to give to mankind the magnanimous and too novel example of a people always guided by an exalted justice and benevolence. Who can doubt, that, in the course of time and things, the fruits of such a plan would richly repay any temporary advantages, which might be lost by a steady adherence to it? Can it be, that Providence has not connected the permanent felicity of a Nation with its Virtue? The experiment, at least, is recommended by every sentiment which ennobles human nature. Alas! Is it rendered impossible by its vices?

32 In the execution of such a plan, nothing is more essential, than that permanent, inveterate antipathies against particular Nations, and passionate attachments for others, should be excluded; and that, in place of them, just and amicable feelings towards all should be cultivated. The Nation, which indulges towards another an habitual hatred, or an habitual fondness, is in some degree a slave. It is a slave to its animosity or to its affection, either which is sufficient to lead it astray from its duty and its interest. Antipathy in one nation against another disposes each more readily to offer insult and injury, to lay hold of slight causes of umbrage, and to be haughty and intractable, when accidental or trifling occasions of dispute occur. Hence frequent collisions, obstinate, envenomed, and bloody contests. The Nation, prompted by ill-will and resentment, sometimes impels to war the Government, contrary to the best calculations of policy. The Government sometimes participates in the national propensity, and adopts through passion what reason would reject; at other times, it makes the animosity of the nation subservient projects of hostility instigated by pride, ambition, and other sinister and pernicious motives. The peace often, sometimes perhaps the liberty, of Nations has been the victim.

33 So likewise, a passionate attachment of one Nation for another produces a variety of evils. Sympathy for the favorite Nation, facilitating the illusion of an imaginary common interest, in cases where no real common interest exists, and infusing into one the enmities of the other, betrays the former into a participation in the quarrels and wars of the latter, without adequate inducement or justification. It leads also to concessions to the favorite Nation of privileges denied to others, which is apt doubly to injure the Nation making the concessions; by unnecessarily parting with what ought to have been retained; and by exciting jealousy, ill-will, and a disposition to retaliate, in the parties from whom equal privileges are withheld. And it gives to ambitious, corrupted, or deluded citizens, (who devote themselves to the favorite nation,) facility to betray or sacrifice the interests of their own country, without odium, sometimes even with popularity; gilding, with the appearances of a virtuous sense of obligation, a commendable deference for public opinion, or a laudable zeal for public good, the base or foolish compliances of ambition, corruption, or infatuation.

34 As avenues to foreign influence in innumerable ways, such attachments are particularly alarming to the truly enlightened and independent Patriot. How many opportunities do they afford to tamper with domestic factions, to practice the arts of seduction, to mislead public opinion, to influence or awe the Public Councils! Such an attachment of a small or weak, towards a great and powerful nation, dooms the former to be the satellite of the latter.

35 Against the insidious wiles of foreign influence (I conjure you to believe me, fellow-citizens,) the jealousy of a free people ought to be constantly awake; since history and experience prove, that foreign influence is one of the most baneful foes of Republican Government. But that jealousy, to be useful, must be impartial; else it becomes the instrument of the very influence to be avoided, instead of a defense against it. Excessive partiality for one foreign nation, and excessive dislike of another, cause those whom they actuate to see danger only on one side, and serve to veil and even second the arts of influence on the other. Real patriots, who may resist the intrigues of the favorite, are liable to become suspected and odious; while its tools and dupes usurp the applause and confidence of the people, to surrender their interests.

36 The great rule of conduct for us, in regard to foreign nations, is, in extending our commercial relations, to have with them as little political connection as possible. So far as we have already formed engagements, let them be fulfilled with perfect good faith. Here let us stop.

37 Europe has a set of primary interests, which to us have none, or a very remote relation. Hence she must be engaged in frequent controversies, the causes of which are essentially foreign to our concerns. Hence, therefore, it must be unwise in us to implicate ourselves, by artificial ties, in the ordinary vicissitudes of her politics, or the ordinary combinations and collisions of her friendships or enmities.

38 Our detached and distant situation invites and enables us to pursue a different course. If we remain one people, under an efficient government, the period is not far off, when we may defy material injury from external annoyance; when we may take such an attitude as will cause the neutrality, we may at any time resolve upon, to be scrupulously respected; when belligerent nations, under the impossibility of making acquisitions upon us, will not lightly hazard the giving us provocation; when we may choose peace or war, as our interest, guided by justice, shall counsel.

39 Why forego the advantages of so peculiar a situation? Why quit our own to stand upon foreign ground? Why, by interweaving our destiny with that of any part of Europe, entangle our peace and prosperity in the toils of European ambition, rival ship, interest, humor, or caprice?

40 It is our true policy to steer clear of permanent alliances with any portion of the foreign world; so far, I mean, as we are now at liberty to do it; for let me not be understood as capable of patronizing infidelity to existing engagements. I hold the maxim no less applicable to public than to private affairs, that honesty is always the best policy. I repeat it, therefore, let those engagements be observed in their genuine sense. But, in my opinion, it is unnecessary and would be unwise to extend them.

41 Taking care always to keep ourselves, by suitable establishments, on a respectable defensive posture, we may safely trust to temporary alliances for extraordinary emergencies.

42 Harmony, liberal intercourse with all nations, are recommended by policy, humanity, and interest. But even our commercial policy should hold an equal and impartial hand; neither seeking nor granting exclusive favors or preferences; consulting the natural course of things; diffusing and diversifying by gentle means the streams of commerce, but forcing nothing; establishing, with powers so disposed, in order to give trade a stable course, to define the rights of our merchants, and to enable the government to support them, conventional rules of intercourse, the best that present circumstances and mutual opinion will permit, but temporary, and liable to be from time to time abandoned or varied, as experience and circumstances shall dictate; constantly keeping in view, that it is folly in one nation to look for disinterested favors from another; that it must pay with a portion of its independence for whatever it may accept under that character; that, by such acceptance, it may place itself in the condition of having given equivalents for nominal favors, and yet of being reproached with ingratitude for not giving more. There can be no greater error than to expect or calculate upon real favors from nation to nation. It is an illusion, which experience must cure, which a just pride ought to discard.

How long did the nation follow Washington's lead on 2-term limit?

How long did the nation follow Washington's lead on neutrality?

Why did Washington believe political parties were dangerous?

What did Washington fear in America's future?

Food For Thought: Why is George Washington's Farewell Address read aloud on the floor of the Senate annually...every year since 1862?

7. John Adams' Presidency, pp 115-117

Key Concepts & Main Ideas	Notes	Analysis
As national political institutions developed in the new United States, varying regionally based positions on economic, political, social, and foreign policy issues promoted the development of political parties .	John Adams' presidency...	Explain the weakness in the Presidential election process in 1796. What does this flaw reveal about the Framers?
	Continued on next page...	

<p>As national political institutions developed in the new United States, varying regionally based positions on economic, political, social, and foreign policy issues promoted the development of political parties.</p> <p>As the first national administrations began to govern under the Constitution, continued debates about such issues as the relationship between the national government and the states, economic policy, and the conduct of foreign affairs led to the creation of political parties.</p>	<p>Comparison of Federalist and Democratic-Republican Parties (chart)</p> <p>Leaders...</p> <p>View on Constitution...</p> <p>Foreign Policy...</p> <p>Military Policy...</p> <p>Economic Policy...</p> <p>Chief Supporters...</p> <p>The XYZ Affair...</p> <p>The Alien and Sedition Acts...</p> <p>The Kentucky and Virginia Resolutions...</p>	<p>These two political parties are NOT the same as the Federalists and Anti-Federalists of the Constitutional Convention and ratification process.</p> <p>What is similar? (between Feds & Anti-Feds and the first two political parties)</p> <p>What is different? (between Feds & Anti-Feds and the first two political parties)</p> <p>John Adams is one of the most underrated presidents. Support, refute, or modify this statement.</p> <p>Explain how James Madison and Thomas Jefferson illustrated the continued American spirit of rebellion after independence and the creation new republic?</p>
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8. The Election of 1800, pp 117-118

Key Concepts & Main Ideas	Notes	Analysis
<p>... continued debates about such issues as the relationship between the national government and the states, economic policy, and the conduct of foreign affairs led to the creation of political parties.</p>	<p>The election of 1800...</p> <p>Election Results...</p> <p>Continued on next page...</p>	<p>What role did Alexander Hamilton play in the election of 1800?</p> <p>Did this cause his death?</p>

	A Peaceful Revolution...	Why is this election sometimes called the “Revolution of 1800?”
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9. Historical Perspectives: What Does the Constitution Mean? pp 118-119

Contextualization of the Constitution... notes on Historical Perspectives	Analysis-Context
Continuing subject of controversy...	Anti-Federalists vs Federalists, 1780s
Unresolved dispute...	Local Context:
Pre-Civil War chief issue...	Broad Context:
Post-Civil War chief issue...	Other Context:
Charles Beard's <i>An Economic Interpretation of the Constitution</i> ...	
Opposing viewpoint to Beard...	

Food For Thought

<p>“I have been greatly abused, have been obliged to do more than my part in the war; been loaded with class rates, town rates, province rates, Continental rates and all rates... been pulled and hauled by sheriffs, constables and collectors, and had my cattle sold for less than they were worth... The great men are going to get all we have and I think it is time for us to rise and put a stop to it, and have no more courts, nor sheriffs, nor collectors nor lawyers.”</p> <p>Source: A Massachusetts farmer and “Shays-ite,” 1786</p> <p>How much power should government have?</p> <p>Is anarchy preferable to a powerful government?</p>
<p>“New claims will arise; women will demand the vote; lads from 12-21 will think their rights not enough attended to; and every man who has not a farthing, will demand an equal voice with any other.” Source: John Adams, warning against expanding suffrage, 1776</p> <p>“Give the votes to the people who have no property, and they will sell them to the rich.” Source: Gouverneur Morris, 1787</p> <p>Who had the right to vote in the early republic?</p> <p>Why were some founders afraid of universal suffrage?</p> <p>In what ways has suffrage changed since the early republic?</p>

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Sources include but are not limited to: 2015 edition of AMSCO's *United States History Preparing for the Advanced Placement Examination*, College Board Advanced Placement United States History Framework, Food For Thought quotes pulled from *The Mental Floss History of the United States*, Erik Sass, writing strategies developed by Mr. John P. Irish, Carroll High School, 12th edition of *American Pageant*, and other sources as cited in document and collected/adapted over 20 years of teaching and collaborating..