

| Big Idea Questions  | Guided Notes   | Areas of Concern |
|---|--|------------------|
| <p>Would you have benefitted from primogeniture?</p><br><br><br><br><br><br><br><br><br><p>Did Abigail’s wife John listen to her?</p> | <p style="text-align: center;"><b>The New Curriculum</b></p> <ul style="list-style-type: none"><li>● Key Concept 3.2 “The American Revolution’s democratic and republican ideals inspired new experiments with different forms of government.”<ul style="list-style-type: none"><li>• Page 38 of the Curriculum Framework</li></ul></li><li>● Big ideas:<ul style="list-style-type: none"><li>• _____</li><li>• _____</li></ul></li></ul> <p style="text-align: center;"><b>Key Concept 3.2, I</b></p> <p><b>“The ideals that inspired the revolutionary cause reflected new beliefs about politics, religion, and society that had been developing over the course of the 18<sup>th</sup> century.” - Page 38 of the Curriculum Framework</b></p> <p><b>A) Impact of Enlightenment on American political thinkers?</b></p> <ul style="list-style-type: none"><li>• Individual talent over hereditary privilege: _____<br/>_____ was outlawed in many states after the war<ul style="list-style-type: none"><li>● Eldest _____ inherits most, if not all, of property</li></ul></li><li>• _____ helped contribute to many Americans viewing themselves as blessed with liberty</li></ul> <p><b>B) T-Paine and the Declaration</b></p> <ul style="list-style-type: none"><li>• Thomas Paine’s _____:<ul style="list-style-type: none"><li>● Challenged _____ – it was “common sense” to break away from the corrupt monarch</li><li>● A little island could not rule a larger _____</li></ul></li><li>• Declaration of Independence:<ul style="list-style-type: none"><li>● Inspired by Enlightenment ideas – _____<br/>– and Thomas Paine</li><li>● All men had _____ of “Life, liberty, and the pursuit of happiness”</li></ul></li></ul> <p><b>C) Push for equality during and after Rev. War</b></p> <ul style="list-style-type: none"><li>• The push for equality after the Revolutionary War:<ul style="list-style-type: none"><li>● Some individuals called for the abolition of _____<ul style="list-style-type: none"><li>● Pennsylvania’s Gradual Abolition Law (1780):<ul style="list-style-type: none"><li>● Prohibited importation of slaves into PA</li><li>● ALL children born in PA would be _____, regardless if their parents were slaves</li><li>● Model for other northern states to _____</li></ul></li></ul></li><li>● Increased calls for greater political democracy:<ul style="list-style-type: none"><li>● Abigail Adams’ “_____”</li><li>● Judith Sargent Murray advocated _____ for females</li></ul></li></ul></li></ul> |                  |

**D) Republican Motherhood**

- Women were expected to instill republican values in children and families
- Increased \_\_\_\_\_ opportunities for women

**E) Impact of the American Rev. and D.O.I. on the world?**

- Inspired revolutions across the world
  - ⊙ \_\_\_\_\_ in 1789
  - ⊙ Haiti – Toussaint L’Ouverture helped \_\_\_\_\_ gain independence in 1804
  - ⊙ Latin America – many Spanish colonies gained \_\_\_\_\_ in the early 19<sup>th</sup> century

**Key Concept 3.1, II**

**“After declaring independence, American political leaders created new constitutions and declarations of rights that articulated the role of the state and federal governments while protecting individual liberties and limiting both centralized power and excessive popular influence.” - Page 39 of the Curriculum Framework**

**A) Politics of state constitutions**

- Feared strong \_\_\_\_\_ power a la Britain
- Articles and state constitutions had strong \_\_\_\_\_ branches
- \_\_\_\_\_ requirements for voting and citizenship – fear of the masses

**B) Challenges under the Articles:**

- Trade: each state could place \_\_\_\_\_ on goods from other states – discouraged trade between states
- Finances: each state could \_\_\_\_\_ its own \$ - differing values, high inflation in some states, also discouraged trade
  - ⊙ Many states had debt from Revolutionary War – increased \_\_\_\_\_
  - ⊙ Federal government could not \_\_\_\_\_ taxes
- Foreign Relations:
  - ⊙ Britain – refused \_\_\_\_\_ treaties with US, Congress could not control commerce (sanctions against Britain)
  - ⊙ Spain – cut off access to \_\_\_\_\_ River
  - ⊙ Both countries supplied Native Americans with \_\_\_\_\_
- Internal unrest:
  - ⊙ \_\_\_\_\_: - MA farmers demanded debt relief, attacked court houses

⊙ **These challenges helped many Americans realize a stronger central government was needed.....**

**C) Constitution created a limited government that embodied federalism and separation of powers**

- **Federalism** – division of power between \_\_\_\_\_
  - ⊙ Specific \_\_\_\_\_ for both the federal and state governments

**D) Constitutional compromises**

- Great Compromise (Connecticut Compromise) – \_\_\_\_\_

What is a tariff?

Why was the Mississippi River so important?

What does bicameral mean?

Why could the Bill of Rights be seen as a compromise?

- Combined VA Plan (large-states) and NJ Plan (small-states)
- Created a \_\_\_\_\_ legislature with one house based on population (House of Reps) and one with equal representation (Senate)
- A \_\_\_\_\_ would be taken every ten years to determine population
- 3/5 Compromise:
  - For the purpose of representation, 3/5 slaves would count as 1 person in the \_\_\_\_\_
- BOTH THE GREAT COMPROMISE AND 3/5 COMPROMISE SETTLED THE ISSUE OF \_\_\_\_\_

**E) Ratification of the Constitution**

- Federalists (\_\_\_\_\_) vs. anti-Federalists
- Federalist Papers (Hamilton, Madison, and Jay) – written to advocate the \_\_\_\_\_ of the Constitution
- Why was it finally ratified?
  - Federalists promised to add a \_\_\_\_\_ that protected individual rights and restricted powers of the federal government (no quartering troops – \_\_\_\_; no search and seizure without warrant – \_\_\_\_)

**Key Concept 3.2, III**

**“New forms of national culture and political institutions developed in the United States alongside continued regional variations and differences over economic, political, social, and foreign policy issues.” - Page 39 of the Curriculum Framework**

**A) Institutions and \_\_\_\_\_ established by Washington and Adams**

- 2-term tradition (until the \_\_\_\_\_ amendment) by Washington
- Creation of the \_\_\_\_\_
- Creation of the Bank of the US (BUS) by Alexander Hamilton

**B) Emergence of the Federalists (Hamilton) and Democratic-Republicans (Jefferson and Madison)**

- **Relationship between national government and states** – Federalists favored a \_\_\_\_\_ national government, Democratic-Republicans favored a \_\_\_\_\_ gov
  - VA and KY Resolutions – belief that states could \_\_\_\_\_ federal laws
- **Economic Policy** – Hamilton’s Financial Plan (Federalists) would \_\_\_\_\_ the federal government – the creation of the BUS was \_\_\_\_\_ mentioned in Constitution
  - Hamilton argued the \_\_\_\_\_, or elastic clause
- **Foreign Affairs** – Federalists favored Great Britain – trade and \$, Democratic-Republicans favored \_\_\_\_\_ – saw French Rev. as an extension of American Rev.

**C) Impacts of the expansion of slavery:**

- Antislavery sentiment began to grow in the \_\_\_\_\_
- Emergence of sectional attitudes towards slavery
  - South’s transition from “A necessary evil” to “\_\_\_\_\_”





