

Name: _____

Key Concept 3.2 Video Guide

Big Idea Questions	Guided Notes	Areas of Concern
<p>Would you benefit from primogeniture if it still existed?</p>	<p style="text-align: center;">The New Curriculum</p> <ul style="list-style-type: none">• 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.”<ul style="list-style-type: none">• Page 34 of the Curriculum Framework• Big ideas:<ul style="list-style-type: none">• _____• _____• _____	
	<p style="text-align: center;">Key Concept 3.2, I</p> <ul style="list-style-type: none">• “During the 18th century, new ideas about politics and society led to debates about religion and governance, and ultimately inspired experiments with new government structures.” - Page 34 of the Curriculum Framework• Protestant evangelical religious fervor (_____) helped promote a new “American” identity<ul style="list-style-type: none">• Less of a focus on Anglican Church; 10,000s of colonists _____• Appealed to women and younger sons (those that were not given as _____)• “New Lights” challenged “Old Lights”• “The Enlightenment inspired American political thinkers to emphasize individual talent over hereditary privilege” – page 34<ul style="list-style-type: none">• Similar to the Great Awakening, The Enlightenment challenged _____• Jean-Jacques Rousseau:<ul style="list-style-type: none">• Enlightenment thinker that advocated legal and political _____, as well as the end of special privileges for _____• After the Revolutionary War, _____ was outlawed in many states<ul style="list-style-type: none">• Eldest son inherits most, if not all, of property• Colonial legislatures allowed for a significant amount of _____, which most colonists held dear<ul style="list-style-type: none">• As Britain began to _____ more, colonists resisted these acts• They were ok with _____ taxes, NOT Parliament taxes<ul style="list-style-type: none">• Colonial legislatures were elected by _____, Parliament was not• Thomas Paine’s <i>Common Sense</i>:<ul style="list-style-type: none">• Challenged KG3 – it was “ _____ ” to break	

away from the corrupt monarch

- _____
- Declaration of Independence:
 - Inspired by Enlightenment ideas – John Locke – and Thomas Paine
 - All men had natural rights of “ _____ ”
- Articles of Confederation and state constitutions:
 - Feared strong _____ power a la Britain
 - Articles and state constitutions had strong _____ branches
 - _____ requirements for voting and citizenship – fear of the masses

Key Concept 3.2, II

- “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.” - Page 34 of the Curriculum Framework
- Challenges under the Articles:
 - Trade: each state could place _____ on goods from other states – discouraged trade between states
 - Finances: each state could coin its own ____ - differing values, high _____ in some states, also discouraged trade
 - Many states had debt from Revolutionary War – increased taxes
 - Federal government could not require _____
 - 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.....
- Compromises at the Constitutional Convention:
 - _____ (Connecticut Compromise) – Roger Sherman
 - Combined ____ Plan (large-states) and ____ Plan (small-states)
 - Created a _____ with one house based on population (House of Reps) and one with equal representation (Senate)
 - A _____ would be taken every ten years to

What does bicameral mean?

determine _____

- 3/5 Compromise:
 - For the purpose of _____, 3/5 slaves would count as 1 person in the South
- BOTH THE GREAT COMPROMISE AND 3/5 COMPROMISE SETTLED THE ISSUE OF _____
- Limits on federal power under constitution:
 - **Federalism** – division of power between _____

 - Specific powers for both the _____ governments
- Why was the Constitution finally ratified?
 - _____ (those that favored the constitution) promised to add a _____ that protected liberties
 - The 1st 10 amendments were added shortly after the Constitution was ratified
- Political parties emerged over the following issues:
 - **Relationship between national government and states** – Federalists favored a _____, Democratic-Republicans _____
 - VA and KY Resolutions – belief that states could _____
 - **Economic Policy** – Hamilton’s Financial Plan (Federalists) would strengthen the federal government – the creation of the _____

 - Hamilton argued the _____
 - **Foreign Affairs** – Federalists favored _____ – trade and \$, Democratic-Republicans favored _____ – saw French Rev. as an extension of American Rev.

Key Concept 3.2, III

- “While the new governments continued to limit rights of some groups, ideas promoting self-government and personal liberty reverberated around the world.” - Page 35 of the Curriculum Framework
- The push for equality after the Revolutionary War:
 - Some individuals called for the abolition of slavery
 - _____ (1780):
 - Prohibited importation of slaves into PA
 - ALL children born in PA would be _____, regardless if their parents were slaves
 - Model for other northern states to follow
 - Increased calls for greater political democracy:
 - Abigail Adams’ “_____”
 - Judith Sargent Murray advocated _____ for females
- The Constitutional framers postponed a solution to slavery:
 - Since slavery was allowed under the Constitution, it led to conflicts in the 19th century, and ultimately, the Civil War

Did John Adams
“Remember the
Ladies?”

