

New Bedford Public Schools
Division of Adult & Continuing Education

New Bedford High School Evening Extension

2019 – 2020 School Year
Trimester III

Learning Packet
for
U.S. History I

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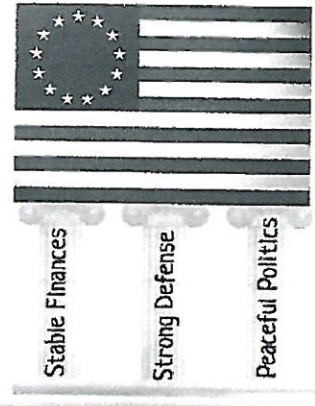
Due date: **April 7, 2020**

Nationbuilder in Chief

Name: _____

Warning: New Nation Could Self-Destruct!

What are the chances that thirteen fiercely independent states could band together strongly enough to become the most powerful nation in the world in less than two hundred years? A strong nation needs stable finances, effective self-defense, and a peaceful political system. But when the first president of the United States took office, America had major money problems, no effective military, and a brand new political system nobody had ever tried before. As if that weren't enough, many Americans actually *feared* the United States becoming a strong nation. They'd just won their freedom from an abusive government and didn't want to go through that again!



George Washington

President of the Not-So-United States

When George Washington became America's first president in 1789, he faced a difficult challenge: He led a government lots of people didn't want. The U.S. Constitution created a central government, but many Americans thought individual states should have most of the power. They were afraid to let the new government actually use the powers the Constitution gave it. Tensions ran high between those who thought America needed a strong federal government to solve its problems and those who wanted state-based solutions.

Goal: A Debt-Free America

When Washington took office, solving the nation's money problems was the number one priority. The United States had borrowed lots of money to pay for the war against Great Britain. Afterward, the nation's finances got so bad that America actually stopped paying back the money it owed to other countries. This made America look irresponsible and hurt its chances of getting loans again in the future. Most states had taken out loans, too, and they also owed money. The nation's debt was a big, disorganized mess that dragged down everyone's ability to be successful.



Even in the 1700s, war was expensive! What do you see that cost money?



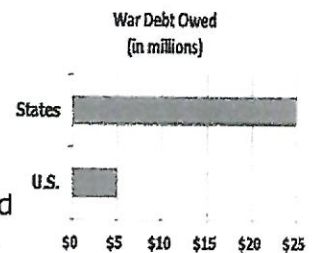
Department of the Treasury, original seal, 1778.

It's a Federal Thing

President Washington put Alexander Hamilton in charge of the Department of the Treasury. Hamilton believed America couldn't be successful without a strong central government. Under Washington's leadership, Hamilton arranged for the U.S. government to take responsibility for all the states' individual loans. Ho-hum, right? Wrong! This was a smart move that let America speak as one nation when talking money with foreign countries. Not only that, if the federal government was responsible for paying back all the loans, then it had a good reason to use its new power to collect taxes.

Now Wait Just a Minute...

Imposing taxes was another constitutional power many people didn't want the government to actually use. But times were desperate. Washington convinced Congress to pass a law taxing certain kinds of liquor made in America. It was the first time the U.S. government taxed Americans in addition to foreign products, and it caused an outrage! But by the time the third president took office and asked Congress to repeal the tax, money from this tax had stabilized America's finances.



Nationbuilder in Chief

Name: _____

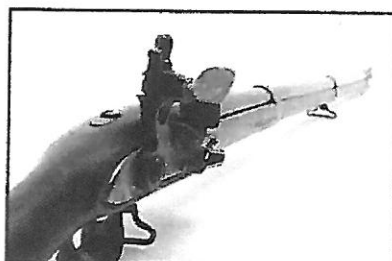
Defense? Do We Need That?

After the Revolutionary War ended, those in the U.S. government felt there was no need to keep a military standing around. Many states feared that keeping a military during peacetime would be really expensive—and really scary! What if the federal government used the military against the states? In the early years, many Americans opposed any kind of permanent United States military.



3rd New York Regimental Flag.

During the war, each state provided its own soldiers.



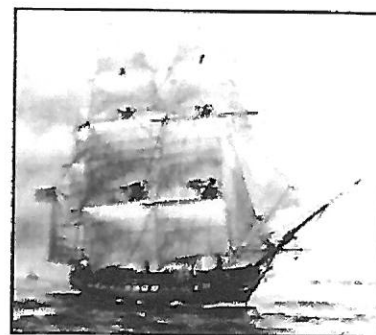
Army soldiers carried muskets like this one. With the flintlock mechanism, the soldier loaded gun powder and a lead ball separately.

Okay, Maybe an Army Would Be Good

At first, the U.S. kept a tiny army and mainly relied on volunteers from each state to be prepared to fight if necessary. But these militiamen were not trained soldiers. Americans were quickly settling new territory—and facing resistance from the Native Americans who lived there. As conflicts grew, the untrained militia failed at furthering U.S. goals on the frontier. Washington's Secretary of War got Congress to approve a plan to reorganize and train the army. The plan worked, but as soon as it wasn't needed anymore, Congress went back to the old way. Americans still feared a permanent military, but the army would never again be as small as it was when Washington took office.

Um... Maybe a Navy, Too

Security on the frontier wasn't the only problem America faced in the early years. While Washington was president, Barbary pirates off the coast of North Africa were attacking American ships. The American naval force had been disbanded after the Revolutionary War, but now, Washington convinced Congress to authorize a new force of six ships. When John Adams took office as America's second president, France was upset because of an agreement America had made with Britain. To retaliate, France was attacking American ships, too! Under President Adams, Congress created the Navy Department. It was President Jefferson who finally used the Navy to fight the Barbary pirates.



The USS Chesapeake, one of America's first six frigates.



John Adams

Threats on the Inside

The early Americans had their roots in Great Britain, which had always been ruled by a king or queen. Throughout history, a change of power from one ruler to the next often brought violence, such as plots to overthrow or even murder the new leader. Americans didn't want that. It helped that the United States had a system for electing leaders—not choosing them based on their family line. Even so, it was an important step when President Washington stepped down after two terms in office and America peacefully elected John Adams to be the next president.

Not Pretty, But It Works

Everything changed when Adams ran for president again. He and Thomas Jefferson represented two political parties with very different views about the balance of power between states and the federal government. The presidential campaign was nasty, with each side launching personal attacks and accusations. Despite all this drama, once Thomas Jefferson won the election and Adams lost, everything calmed down—proving that America could transfer power peacefully even with deep disagreements among citizens.



Banner from Jefferson's inauguration. Courtesy Smithsonian Nat'l Museum.

Reading p.2

Nationbuilder in Chief

Name: _____

A. Union of States. When George Washington decided not to run for a third term as president, he gave a speech to the nation. In his "Farewell Address," Washington was clearly worried that critics would convince people that America did not need its new government. He wanted Americans to value the union.



Read each quote from Washington's speech and each paraphrase. Write the letter of each quote next to what Washington meant.

What Washington Said...

- A. "Unity of government... is a main pillar in the edifice of your real independence, the support of your tranquility at home, your peace abroad..."
- B. "It is of infinite moment that you should properly estimate the immense value of your national union to your collective and individual happiness..."
- C. "The name of American, which belongs to you in your national capacity, must always exalt the just pride of patriotism more than any appellation derived from local discriminations."
- D. "Your union ought to be considered as a main prop of your liberty, and that the love of the one ought to endear to you the preservation of the other."
- E. "To the efficacy and permanency of your Union, a government for the whole is indispensable. No alliance, however strict, between the parts can be an adequate substitute..."
- F. "Respect for [the Constitution's] authority, compliance with its laws, acquiescence in its measures, are duties enjoined by the fundamental maxims of true liberty."

What Washington Meant...

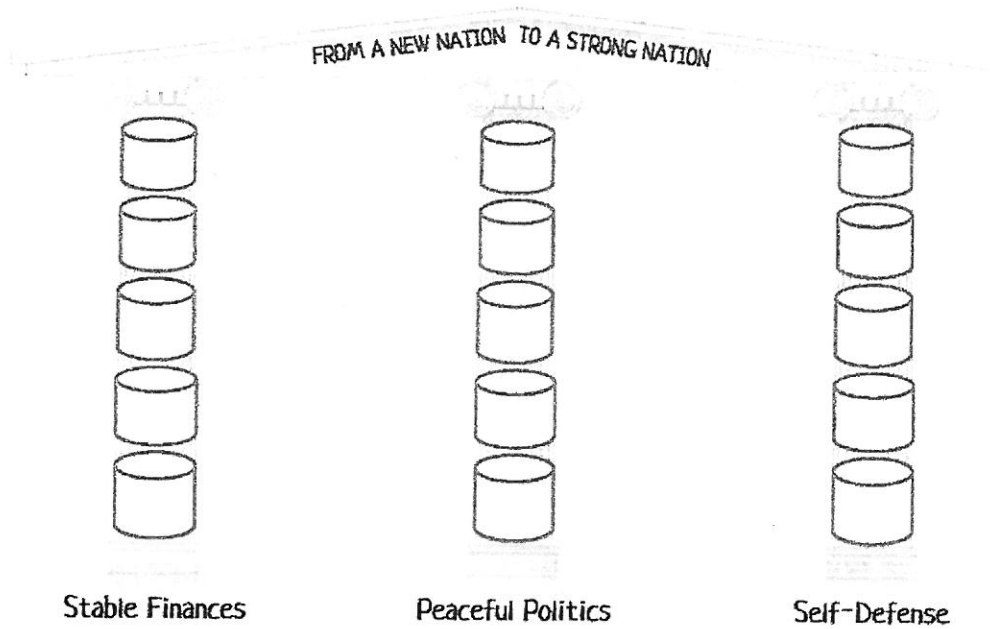


- ___ 1. You should always feel more pride because you're an American than because of the local area where you live.
- ___ 2. If you want real liberty, you have to respect and obey the Constitution.
- ___ 3. The union needs a central government in order to survive and work well. Just an agreement among the states cannot substitute for a central government.
- ___ 4. It is super important to realize how valuable the union is to your happiness, both as individuals and as a nation.
- ___ 5. You should see the union as the main thing preserving your liberty, and you should love the union because you love your liberty.
- ___ 6. A central government is the main thing keeping the nation independent and peaceful.

Nationbuilder in Chief

Name: _____

B. Strengthen That Nation! Each card gives an example of an action that represents one of the three pillars of a strong nation. Write the letter of each card on the pillar it supports.



A. After losing the election of 1800, President Adams moved home and spent his time writing.

B. President Jefferson sent the Navy to the coast of North Africa to fight pirates and make shipping safe for U.S. vessels.

C. As Secretary of the Treasury, Alexander Hamilton led creation of a national bank to take care of the government's money.

D. When Jefferson won the election in 1800, his opponents accepted the decision and stepped aside.

E. President Washington got Congress to impose a tax on liquor made in the U.S. so the government could pay off its war debts.

F. When the 1800 election was a tie, they followed the Constitution to decide who would win.

G. When violent protests broke out over President Washington's "Whiskey Tax," he led a national army to stop the rebellion.

H. To cut government spending and reduce the debt, President Jefferson made the military smaller during peacetime.

I. When the French Revolution began to affect America, Congress created the Navy Department and the Marine Corps.

J. When a financial panic happened in 1792, Alexander Hamilton had the Department of the Treasury take steps to help solve the problems.



K. In his last days as president, the worst thing Adams did was appoint a bunch of his favorite people to different positions.

L. During the election of 1800, presidential candidates spread nasty rumors but did not plot to physically harm each other.

M. After having some success against Barbary pirates, President Jefferson decided the navy should be increased.

N. President Washington signed a law that created the U.S. Mint for making coins and established the dollar as the unit of money.

O. President Washington recognized America's limits and kept the nation from getting involved when war broke out in Europe.

Founding Mothers

Name: _____

We've heard a lot about the role the Founding Fathers played in the early United States, but what role did our Founding Mothers play? When our country was born, women had almost no voice in politics. Women did not have the same access to education as men. They could not vote, let alone run for office. Yet many women cared deeply for the public welfare. They believed in the young nation's future, and in their own ways fought for the independence of the American colonies. And although women could not contribute directly to the documents that gave birth to our country, they still played an important role in forming the principles and values of the U.S. government.



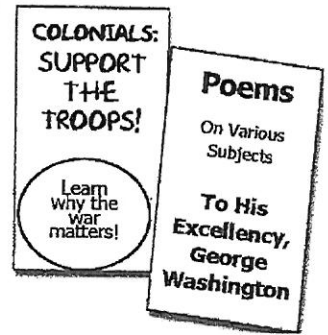
There are several reports of women taking over firing canons on the battlefield.

Fighting For Freedom on the Battlefield...

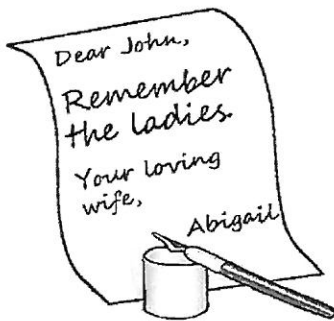
During the Revolutionary War, many men left their homes to fight. Often, their wives followed them to the battlefield to cook and care for them. But some women actually fought in the war! In the heat of battle, Margaret Corbin helped her husband load and fire a cannon. Her husband got killed, but Margaret kept loading and firing until she herself was badly wounded. Another woman, Catherine Moore Barry, helped an officer named General Morgan at the Battle of Cowpens. He asked Catherine for help because she knew the area around the battlefield like the back of her hand. Catherine not only helped think up a trap for the British troops, she also rounded up women and men in her community to help with the fight.

...And at Home.

Many other women stayed home but took on new roles in their communities. They managed family farms and businesses on their own. Some women even took to spreading the views of the patriots fighting for independence. Mercy Otis Warren wrote hundreds of pamphlets in order to educate the public about why the patriots were fighting for independence. Her pamphlets helped many decide to support the patriots' cause. Phillis Wheatley wrote poetry praising America's fight for freedom. Despite being a woman and a slave, she became the first African-American woman to publish a book. Her poems spread across the colonies and to Europe, convincing many people to support the cause. These women proved that without even picking up a gun, they could support the revolutionary cause in their own way.



"Remember the Ladies"



Abigail Adams was the wife of John Adams, who was a politician and became the 2nd president of the United States. Like many women of her time, she didn't get a formal education. But she was very smart, and she learned about governments from books in her father's library. Later, she exchanged many letters about politics with her husband. John Adams came to rely on her advice while he served in the Continental Congress and later as President. She became so active helping her husband run the country that people called her Mrs. President. Abigail used her influence to fight for equal education for both girls and boys and for women to have more power in their communities.

New Country, New Role for Women

At the time of the Revolutionary War, women's role in society was very different from today. Women were expected to run the home and care for the family, leaving community matters to the men. But these Founding Mothers proved that they could do so much more. Although they could not directly influence what the American government would look like, they set in motion the idea that women were full citizens of this country and could contribute just as much as men.

Founding Mothers

Name: _____

Remember the Ladies. Read the passage from Abigail Adam's most famous letter to her husband John Adams. Use the reading and the passage to answer the questions below.

As a woman, think about Abigail Adam's role in society.

What things <i>couldn't</i> she do?	What things could she do?

"Remember the ladies, and be more generous and favorable to them than your ancestors. Do not put such unlimited power into the hands of the Husbands. Remember all Men would be tyrants if they could. If particular care and attention is not paid to the Ladies we are determined to foment a Rebellion, and will not hold ourselves bound by any Laws in which we have no voice, or Representation."

- Abigail Adams, March 1776

How do you think the list above influenced this letter?

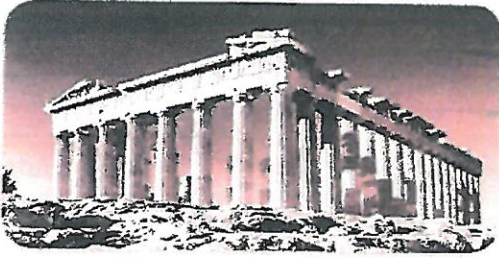
Support Our Troops. Take on the role of Mercy Otis Warren and create a pamphlet urging other women to join in the revolutionary cause. Be sure to include 1) a slogan for your campaign, 2) three ways the women could get involved in the war effort at that time, and 3) an illustration.

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A Dive Into Democracy

Name: _____

When the Founding Fathers sat down to create a government, they didn't just make it up off the top of their heads. They did a little comparing first. They studied different philosophies, the Native American and British governments, and they flipped through their history books to look at what had worked in the past. That brought them to ancient Athens.



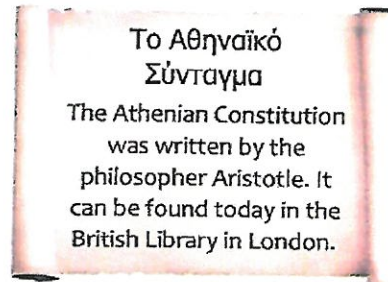
The Parthenon was a temple built between 447 and 432 BCE and still stands in Athens.

Athens: Leader of the Pack

In about 507 B.C.E., after centuries of oppressive tyrants and rule by a select few, the people of Athens (a Greek city-state) decided to shake things up. They formed a **democracy**, a government that gets its power from the people, not kings or military dictators. To empower people even more, they practiced **direct democracy** where citizens create and vote on the laws themselves, not through elected representatives.

Gotta Get this Down on Papyrus

Sounds simple, right? Not quite. Democracy didn't just happen. Like any government, it needed rules and structures to make it run smoothly. But people can't follow rules unless they know them. So the Athenians wrote several **constitutions**—documents that describe the laws and organization of a nation—and included their history and customs in them as well. By writing it down on paper...er, papyrus, the Athenians established a shared standard for how people should behave and guidelines for what to do if they didn't.



Not exactly a government of *all* the people: Athens's population was about 250,00–300,000 yet only 30,00–40,000 were citizens! And only about 5,000 of them regularly attended the Assembly.

Who Runs this Place?

The people. Well... certain people. To function, democracy required **civic participation**, meaning all citizens had to be active in their government. They had to serve in the military and hold public office. In return, the government gave them rights and promised protection.

So was everyone a citizen? Nope. Not even close. If you were a woman, a slave, a child, or a foreigner, you were not a citizen. You had no rights. But if you were a free male, 18 or older, and your parents were Athenians, you were a citizen. That meant you were treated equally under the law, had freedom of speech, and **voting rights**—the power to approve or disapprove Athens's laws.

How to Make a Law, Part 1

Two or three times a month, the citizens of Athens gathered together to vote on laws. This gathering was called the **Assembly**. (You know, like a school assembly, but with a slightly different list of things to discuss.) The Assembly was a **legislative body**, or group of people who made laws. At their meetings any citizen could speak their mind and the group discussed everything from financial issues and war to trade, public festivals, and even how the ferry boats should run. To encourage citizen participation, they were paid to attend. Once a law was discussed, the citizens voted on it. How? By raising their hands, of course. Whichever side received the most votes, won. And that was it. The law passed or it didn't.



A Dive Into Democracy

Name: _____



How to Make a Law, Part 2

But meeting two or three times a month isn't very often. Athens needed a group that could meet frequently and handle the city's day-to-day affairs. So a "full time" government called the **Council of 500** also existed. The Council was another legislative body. They wrote authoritative orders called **decrees**, discussed proposed laws, and created the list of issues the Assembly voted on. The Assembly could not vote on a law unless the Council had debated it first. (So, really this was more like part one.) But, during a crisis or war, the Council could make laws without the Assembly.

It's Not About Being Popular

So how did someone get on the Council? By chance, mostly. The Council of 500 wasn't elected, they were chosen by lottery—kind of like pulling a name out of a hat. And not just anybody could have the job. A Council member had to be a citizen, at least 30 years old, and could only serve for one year. (Though, he could serve two one-year terms.) Like the Assembly, the members got paid. To make sure all the regions in the city-state were represented, Council members were chosen from each of Athens's 139 territories. How many representatives did each territory get? That depended on the region's population. The larger the territory's population, the more representatives it had on the Council.



The Council of 500 met at the Bouleuterion or council house. The structure had leveled seating so members could easily hear and see each other during political discussions.

That Law Doesn't Apply to Me, Does It?

If citizens made the laws, then who had to follow them? Everyone, actually. The Athenians believed in the **rule of law**. That meant everyone had to follow the law—citizens, non-citizens, rich, or poor. No matter how famous or powerful someone was, they still had to obey. And if they didn't, they were punished just like everyone else. Nobody was an exception.



After a trial, jurors voted for the winner by placing a pebble into one of two urns.

A Jury of Their... Peers and Peers and Peers

To deal with those charged with a crime or if someone wanted to challenge a law they didn't like, the Athenians created the **People's Court**. But this court didn't have a courtroom, lawyers, or a judge. It was a **trial by jury** which means decisions about a case were made by the people... and a lot of them. The smallest jury size was 201. Sometimes there were 501 jurors and for really important trials, they had 1,001 or 1,501 jurors! But once again, only citizens could volunteer to be jurors and they had to be at least 30 years old. During a trial, a person from each side of the case gave a speech to the jury who then took a vote. Whoever got the most votes, won the case.

Something to Think About

Athenian democracy lasted over 200 years and that impressed America's Founding Fathers. As they designed the United States government, they incorporated many ideas from the ancient Athenians. Most importantly, democracy—the idea that a government gets its power from the people.



Source: U.S. Supreme Court

Even our buildings were modeled after the Greeks.

A Dive Into Democracy

Name: _____

A. Match 'Em Up. Connect the definition to the political term.

- | | |
|----------------------------|---------------------------------------------------------------------|
| ___ 1. Legislative body | a. a government where citizens vote on laws themselves |
| ___ 2. Voting rights | b. the idea that no one is above or an exception to the law |
| ___ 3. Civic participation | c. citizens take an active role in government |
| ___ 4. Constitution | d. citizens decide the outcome of a legal case |
| ___ 5. Rule of law | e. power to approve or disapprove laws |
| ___ 6. Trial by jury | f. group of people who make laws |
| ___ 7. Direct democracy | g. document that outlines the organization and laws of a government |



B. Fill in the Box. There were three main political institutions in Athens. Write the name of each at the top of the box. Below the name, write what each group did. Then place a check mark in the box if citizenship was required to participate.

C. Citizens Rule. Citizens were the foundation of government. List the requirements for being a citizen in ancient Athens.

1. _____
2. _____
3. _____
4. _____



D. Math Moment! Use the information from the reading to answer the questions.



1. What was the average population of ancient Athens?
2. What was the average number of citizens?
3. Using the numbers above, what percentage of Athens's total population were citizens?
4. What percentage of citizens actually attended the Assembly? (Use the reading to help you.)

Hint: $Percentage = (Number\ of\ the\ part/whole) \times 100$

A Dive Into Democracy

Name: _____

E. Consider This. Answer the questions on the left based on the reading. Then discuss the questions on the right with your group. Write your answers in the space provided.

Comprehension

Group Discussion

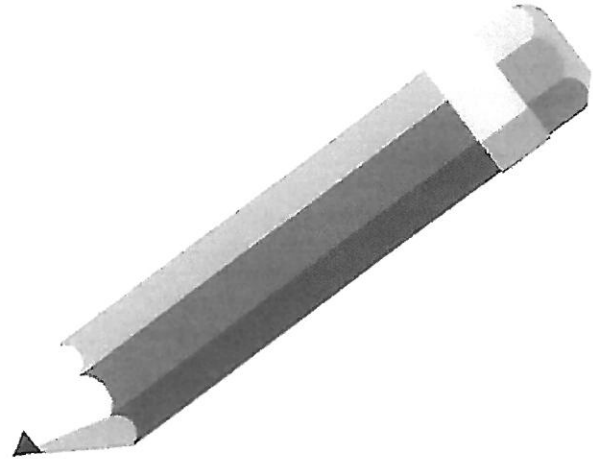
<p>1. At what age could citizens:</p> <p>a. Vote in the Assembly?</p> <p>b. Serve on the Council?</p> <p>c. Be a juror?</p>	<p>Why do you think there were different ages for these varying positions?</p>
<p>2. How long could someone serve on the Council of 500?</p>	<p>Why do you think Athenians made this rule? (Hint: think about their government experiences before democracy)</p> <p>What is an advantage to limiting a member's service?</p> <p>What is a disadvantage?</p>
<p>3. How was someone chosen to be on the Council?</p>	<p>Why do you think Athenians chose to do it this way?</p> <p>What is an advantage of this system?</p> <p>What is a disadvantage?</p>
<p>4. What were the sizes of juries?</p>	<p>Why do you think they made them an odd number?</p>

A Dive Into Democracy

Name: _____

F. Brainstorm. Now that you've learned about Athenian democracy, what terms and structures do you think we borrowed in creating the government of the United States? Make a list. Your list can include things that seem similar to, but somewhat different from, Athenian democracy too. Number your list. We started you off, but you can always add more!

Influences from
ancient Greece



1.

2.

3.

4.

5.

6.

7.

8.

A Dive Into Democracy

Name: _____

EXTENSION ACTIVITY

Find the Athenians in the U.S. Constitution. We know that Athenian democracy influenced the Framers of the Constitution. Now we'll see how. Read the sections of the Constitution listed. Use a dictionary to look up words you don't know. Answer the questions one at a time, working from left to right. Remember, our Constitution won't be exactly the same as the Greeks, but things will be similar.

From the U.S. Constitution

1. Read: Article I, Section 1:

All legislative (lawmaking) powers were vested in (given to) a Congress of the United States which is made up of how many groups?

2. Read: Article I, Section 2, paragraph 2:

How old do Representatives need to be?

Do they need to be a citizen?

3. Read: Article I, Section 2, paragraph 3:

The number of representatives shall be apportioned (assigned) to each state according to their respective what?*

*(*This means the number of representatives each state gets is based on the size of the state's population.)*

4. Read: Article I, Section 3, paragraph 3:

How old do Senators need to be?

Do they need to be a citizen?

How is this similar to Greek democracy?

1. In Athens...

2. In Athens, to be a member of the Assembly...

3. In Athens...

4. In Athens, to be on the Council...

A Dive Into Democracy

Name: _____

From the U.S. Constitution

5. Read: Article I, Section 2, paragraph 1:

How often are members of the House of Representatives chosen?

6. Read: Article I, Section 6, paragraph 1:

What shall the Senators and Representatives receive for their services? (*Look up the word if you don't know what it means.*)

How is this similar to Greek democracy?

5. In Athens, this is like...

6. In Athens...

For the next section, you will be looking at Article III of the Constitution which discusses the Judicial Branch and the court system:

7. Read: Article III, Section 2, paragraph 3:

The trial of all crimes except impeachment shall be by what?

7. In Athens, this is like...

Extra Challenge: (*This is a tough one.*)

8. Read: Article II, Section 4:

This section says the President, Vice President and all civil officers shall be impeached (removed from office) if they are convicted (found guilty) of what things? (*Look up these words if you don't know them.*)*

8. In Athens, this is like...

(*Hint: think about who the law applies to*)

(*This section means no matter how powerful a person is, if they break the law, they will be punished.)