

AICE US History- Summer Assignment 2021: Due 8/19 or 8/20 (A/B)

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"Learning is not attained by chance; it must be sought for with ardor and attended to with diligence.
Abigail Adams, 1780

Welcome to Advanced International Certificate of Education (AICE) History I (AS Level), otherwise known as AICE US History. I am excited about the course this fall and look forward to getting to know each of you. To get a jumpstart on the course curriculum, you are required to complete the following assignment over the summer. Rest assured that all the summer work will be graded, and it is not busy work. All work should be handwritten in black or blue ink. Please DO NOT type your response.

In order to complete your summer assignment, you will need Internet to access the website listed with the assignments. You don't need a textbook for the assignment, but if you use another source for background information please cite it.

NAME _____ DATE _____ PERIOD _____

Directions: Read the passage below and answer the questions. **All work should be handwritten in black or blue ink. Please DO NOT type your response.**

American Revolution

The American Revolution was truly the first modern revolution. It enjoyed widespread popular support and marked the first time in history that a people fought for their independence in the name of certain universal principles of human rights and civil liberties.

- The American Revolution touched off an "age of revolution." Its example helped inspire revolutions across the entire western world.
- In Haiti, for the first time in history, slaves succeeded in winning their independence by force of arms. These revolutions were justified in terms of such ideas as "the rights of man" and "national independence," principles popularized by the American Revolution.
- The American patriots believed that all governments exist for the benefit of the governed. Whenever a government violated the peoples' fundamental rights, they had the right to change or overthrow it. These ideas were the founding principle of John Locke's *Two Treatises of Government* in 1689. In the *Second Treatise*, Locke posited some principles of government based on natural law. These principles include the idea that people are born with equal and unalienable rights, no one should deprive anyone else of those rights, and legitimate government is based on the consent of the governed. Locke pursued these principles to their logical applications regarding government. For example, rights with which humans are born are life, liberty, and property. Locke construed property broadly, starting with the idea of self-ownership. If each person owns himself, then he also owns his labor, the fruit of his labor, as well as his thoughts, talents, and his conscience. Each person has the right to defend himself and pursue happiness as long as he is not preventing anyone else from doing the same. Because all humans are equal with respect to their natural rights, no one has legitimate authority to rule over another without his/her consent, and

the people agree to obey a government whose role is to protect all their inalienable rights. The Declaration of Independence and Constitution are based on the following principles:

- Popular sovereignty means that the government can only exercise authority if it has been given permission to do so by the People. Therefore, popular sovereignty LIMITS THE POWERS OF GOVERNMENT. ... The only legitimate power that government has in a democracy comes from the CONSENT OF THE PEOPLE.
- Equality before the Law- At a time when most people in the western world were ruled by kings, the American patriots repudiated the idea that the people should be royal subjects. Instead, they insisted that the people should be regarded as citizens with equal rights, including the right to participate in governmental affairs.
- Constitutional Rights and Rule of Law- The American revolutionaries believed in the tyrannical oppression, including the right to trial by jury, freedom of speech and conscience, and freedom from arbitrary arrest and punishment. They also believed in constitutionalism-- that the peoples' rights and government's functions and powers needed to be spelled out in a written document.

1. Define and explain the significance of the following terms:

- Natural (unalienable) rights

- Consent of the governed

- Popular Sovereignty

- Rule of Law

2. How did Enlightenment author John Locke influence political beliefs during the Revolutionary Period?

Declaration of Independence

The Declaration of Independence was written by Thomas Jefferson in the summer of 1776 and formally adopted by the Continental Congress on July 4, 1776. It proclaims the colonies' desire for independence from Great Britain and lists several grievances against the actions of King George III.

Jefferson split the Declaration into five sections: an introduction, a preamble, a body with two subsections, and a conclusion. In the introduction, Jefferson establishes the intent of the colonies to declare independence from Great Britain, arguing that such an action is "necessary." The preamble contains the most famous words of the document: "We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty, and the pursuit of Happiness." The preamble argues that governments get their power from the "consent of the governed," meaning the support of the people. If this consent is betrayed, the people have a "right" and "duty" to overthrow their government and establish a new one that will prioritize their happiness and safety. The preamble claims that the British government engaged in "repeated injuries and usurpations" and tried to establish tyranny over the colonies, giving the colonists the right to reject its rule.

3. How did the political beliefs of Americans shape the government the Declaration of Independence?

Although the Declaration of Independence contains the words: "We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the Pursuit of Happiness" there was a contradiction to those words at the time they were first written. The existence of American slavery at that time is well known to all of us, yet the Founding Fathers did not acknowledge it in the published document. In fact, Jefferson's first draft of the Declaration *did* recognize the issue of slavery.

In Jefferson's words:

...He (George III) has waged cruel war against human nature itself, violating its most sacred rights of life and liberty in the persons of a distant people who never offended him, captivating & carrying them into slavery in another hemisphere or to incur miserable death in their transportation thither. This piratical warfare, the opprobrium of infidel powers, is the warfare of the Christian King of Great Britain. Determined to keep open a market where Men should be bought & sold, he has prostituted his negative for suppressing every legislative attempt to prohibit or restrain this execrable commerce.

4. Why do you think Jefferson wanted to include this grievance against King George III in the Declaration of Independence?

In Jefferson's words:

The pusillanimous idea that we had friends in England worth keeping terms with, still haunted the minds of many. For this reason those passages which conveyed censure on the people of England were struck out, lest they should give them offense. The clause too, reprobating the enslaving the inhabitants of Africa, was struck out in compliance to South Carolina and Georgia, who had never attempted to restrain the importation of slaves, and who on the contrary still wished to continue it. Our Northern brethren also I believe felt a little tender under these censures; for tho' their people have very few slaves themselves yet they had been pretty considerable carriers of them to others.

— Notes of Proceedings in the Continental Congress, July 2, 1776

5. Why did Jefferson believe it was necessary to remove the passage on slavery from the Declaration of Independence? Do you agree with the decision to not include any reference to slavery in the Declaration of Independence?

On many occasions, some Founders spoke and wrote statements showing they wanted slavery abolished gradually. The Founders knew that not taking any action would ultimately put the country in grave danger. Thomas Jefferson, who enslaved over 600 people, twice tried to bring emancipation, yet he also held slaves until his death.

Through it all, in creating the language that ***all men are created equal***, Jefferson created the ideals and goals that have driven a nation and instilled a concept of what is the American mind for over 200 years.

Source A

In a sense we have come to our nation's capital to cash a check. When the architects of our republic wrote the magnificent words of the Constitution and the Declaration of Independence, they were signing a promissory note to which every American was to fall heir. This note was a promise that all men, yes, black men as well as white men, would be guaranteed the unalienable rights of life, liberty, and the pursuit of happiness.

— From Martin Luther King Jr's *I have a Dream* speech, August 28, 1963

Source B

The main proposition decided by the Supreme Court is that under the Constitution of the United States a negro, descended from slave parents imported from Africa, is not and cannot be a citizen of the United States. We are told by the leaders of the Republican or Abolition party that this proposition is cruel, inhuman and infamous and should not be obeyed by any good citizen. Wherein is the cruelty, the inhumanity, the infamy? They quote the Declaration of Independence, which says, 'We hold these truths to be self-evident that all men are created equal' and insist that this language was intended to include

negroes as well as white men. Did any of the thirteen states abolish slavery – much less place the negro on an equality with the white man? History records the emphatic answer – No.

— From a speech by Senator Stephen Douglas in Springfield, Illinois, June 12, 1857

6. Compare and contrast the interpretations of the Declaration of Independence given in Sources A and B.

7. Analyzing Sources, A & B using **OMCL**.

- **Origin**- Author, Date, Audience
- **Message**- The Big Message or main idea of the document and significance
- **Connections**- What contextual evidence do we need to evaluate this document? How does this relate to outside knowledge? Current events, other historical periods, Literature/art...
- **Limitations**- What must we consider before taking this at face value? What are the circumstances that affect the message? Reliability?

Articles of Confederation, 1777–1781

The Articles of Confederation served as the written document that established the functions of the national government of the United States after it declared independence from Great Britain. It established a weak central government that mostly, but not entirely, prevented the individual states from conducting their own foreign diplomacy. Congress was given the authority to make treaties and alliances, maintain armed forces and coin money. However, the central government lacked the ability to levy taxes and regulate commerce, issues that led to the Constitutional Convention in 1787 for the creation of new federal laws under The United States Constitution.

U.S. Constitution

The Constitution was written during the summer of 1787 in Philadelphia, Pennsylvania, by 55 delegates to a Constitutional Convention that was called ostensibly to amend the Articles of Confederation (1781–89), the country's first written constitution. The Constitution was the product of political compromise after long and often rancorous debates over issues such as states' rights, representation, and slavery. Delegates from small and large states disagreed over whether the number of representatives in the new federal legislature should be the same for each state—as was the case under the Articles of Confederation—or different depending on a state's population. In addition, some delegates from Northern states sought to abolish slavery or, failing that, to make representation dependent on the size of a state's free population. At the same time, some Southern delegates threatened to abandon the convention if their demands to keep slavery, slave trade legal and to count slaves for representation purposes were not met.

The Constitution and Slavery

On the 200th anniversary of the U.S. Constitution, Thurgood Marshall, the first African American to sit on the Supreme Court, said that the Constitution was "defective from the start." He points out that the framers had left out a majority of Americans when they wrote the phrase, "We the People." While some members of the Constitutional Convention voiced "eloquent objections" to slavery, Marshall said they "consented to a document which laid a foundation for the tragic events which were to follow."

The word "slave" does not appear in the Constitution. The framers consciously avoided the word, recognizing that it would sully the document. Nevertheless, slavery received important protections in the Constitution. The notorious Three-fifths clause--which counted three fifths of the slave population in apportioning representation--gave the South extra representation in the House and extra votes in the Electoral College. Thomas Jefferson would have lost the election of 1800 if not for the Three-fifths compromise. The Constitution also prohibited Congress from outlawing the Atlantic slave trade for twenty years. A fugitive slave clause required the return of runaway slaves to their owners. The Constitution gave the federal government the power to put down domestic rebellions and insurrections.

The framers of the Constitution believed that concessions on slavery were the price for the support of southern delegates for a strong central government. They were convinced that if the Constitution restricted the slave trade, South Carolina and Georgia would refuse to join the Union. But by sidestepping the slavery issue, the framers left the seeds for future conflict. After the convention approved the great compromise, Madison wrote: "It seems now to be pretty well understood that the real difference of interests lies not between the large and small but between the northern and southern states. The institution of slavery and its consequences form the line of discrimination."

8. What precedent did the U.S. Congress make regarding slavery and their authority to regulate it?

9. Why do you think that antislavery northern delegates were reluctant to speak out openly against slavery at the Constitutional Convention?

10. How were the seeds of conflict planted in the early national period?

11. Define and explain the significance of the following terms:

○ Articles of Confederation

○ Northwest Ordinance Act

○ Constitution

○ 3/5 Compromise

○ Great (Connecticut) Compromise

○ Fugitive Slave Law 1793

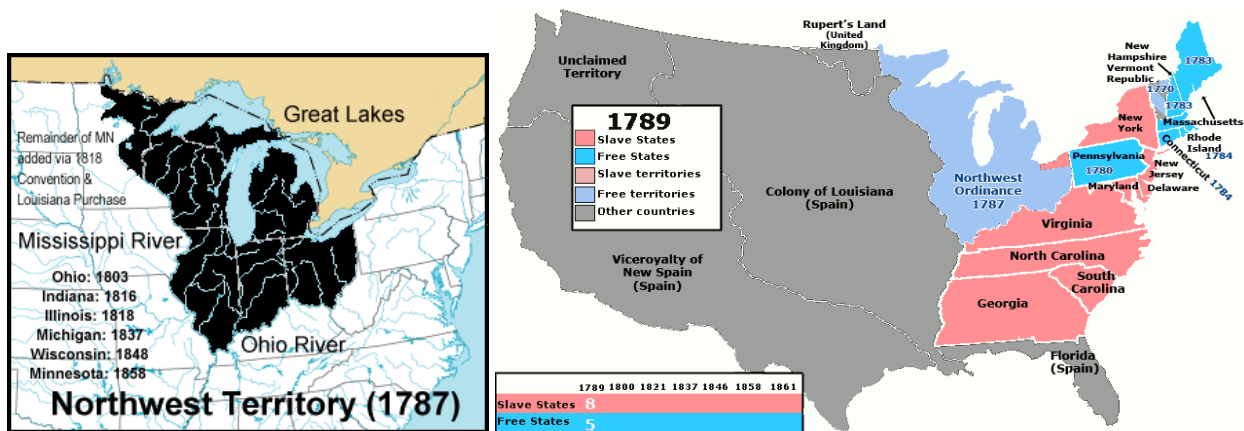
○ Slave Trade Compromise (Slave Trade Clause)

Source C

An Ordinance for the government of the Territory of the United States northwest of the River Ohio –
Passed by the National Legislature under the Articles of Confederation

Art. 6. There shall be neither slavery nor involuntary servitude in the said territory, otherwise than in the punishment of crimes whereof the party shall have been duly convicted: Provided, always, That any person escaping into the same, from whom labor or service is lawfully claimed in any one of the original States, such fugitive may be lawfully reclaimed and conveyed to the person claiming his or her labor or service as aforesaid.

— From Northwest Ordinance; July 13, 1787



Source D

Article I, Sec. 2... Representatives and direct Taxes shall be apportioned among the several States which may be included within this Union, according to their respective Numbers, which shall be determined by adding to the whole Number of free Persons, including those bound to Service for a Term of Years, and excluding Indians not taxed, three fifths of all other Persons...

Article I, Sec. 9... The Migration or Importation of such Persons as any of the States now existing shall think proper to admit, shall not be prohibited by the Congress prior to the Year one thousand eight hundred and eight, but a Tax or duty may be imposed on such Importation, not exceeding ten dollars for each Person...

Article IV, Sec. 2... No Person held to Service or Labour in one State, under the Laws thereof, escaping into another, shall, in Consequence of any Law or Regulation therein, be discharged from such Service or Labour, but shall be delivered up on Claim of the Party to whom such Service or Labour may be due...

— From the U.S. Constitution, September 17, 1787

12. Analyzing Sources, C & D using OMCL.