Hammond KHHS-United States History 2014

Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Hr:\_\_\_\_\_\_\_\_\_\_

**Unit 1: Foundations in U.S. History and Geography**

****

How might this relate to our class?

Free- write- What is the purpose of the core of an apple?

**Core Ideals**?:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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i.e. (examples)

Core Ideals… in your words:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Are these examples protected and valued by all of humanity? Yes\_\_\_\_ No\_\_\_\_\_\_\_

Use this space to take notes on our discussions and examples… (ask if you need help!)

**“I can...” self-assessment**: The following lessons are readings will help us to answer YES to 1-6. If you are struggling with any of these please see another student or Mr. H for assistance.

***1. I can***... identify the core ideals of American society as reflected in the **Declaration of Independence.**

**YES\_\_\_NO\_\_\_\_**

***2. I can..***. analyze the ways the **Declaration of Independence** moved American society toward or away from its core ideals.

**YES\_\_\_\_NO\_\_\_\_**

***3. I can..***. identify the core ideals of American society as reflected in the **United States Constitution (including the Preamble).**

**YES\_\_\_\_NO\_\_\_\_**

***4. I can...*** analyze the ways the **United States Constitution (including the Preamble)** moved American society toward or away from its core ideals.

**YES\_\_\_\_NO\_\_\_\_**

***5. I can...*** identify the core ideals of American society as reflected in the **Bill of Rights**.

**YES\_\_\_\_NO\_\_\_\_**

***6. I can...*** analyze the ways the **Bill of Rights** moved American society toward or away from its core ideals.

**YES\_\_\_\_NO\_\_\_\_**

****

**Core Ideals- represented in the founding documents of the United States of America.**

**Declaration of Independence** 1776 (ref. I Can #1 and #2)

**Articles of Confederation 1781**

**Preamble 1789** (ref. I Can #3 and #4)

**Constitution 1789** (ref. I Can #3 and #4)

Article I\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Article II\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Article III\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Article IV\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Article V\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Article VI\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Bill of Rights 1791** (ref. I Can #5 and #6)

**Personal statement: Take a few moments to reflect on what you have thought about through our lessons and discussions related to ideals and our founding documents and write down some new understandings that you have come to…. If no new thoughts, restate support for thoughts you already had. (i.e. Can you identify some of your own “personal” ideals that you value? Do we have any core ideals at Kenowa Hills High School? Is so, what are they? How well to do adhere to them? And/or Which core ideals are the most difficult for our world to follow and possible reasons why?**

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***I can...*** identify the core ideals of American society as reflected in the **Gettysburg Address.**

**YES\_\_\_\_NO\_\_\_\_**

***I can...*** analyze the ways the **Gettysburg Address** moved American society toward or away from its core ideals.

**YES\_\_\_\_NO\_\_\_\_**

**Abraham Lincoln: Gettysburg Address (1863)**

[](http://americanhistory.abc-clio.com/Search/Display/254610?sid=254610&cid=0&view=print)

*On November 19, 1863, in a ceremony to commemorate the Battle of Gettysburg fought the previous July, President Abraham Lincoln delivered this brief address to a crowd of 15,000 people as he dedicated a cemetery for the battle's dead. Both at the time and since, Americans have looked to this address as representing the noblest vision of America and the sacrifice that is often called upon to attain that vision.*   
 **Source type**:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Four score and seven years ago our fathers brought forth on this continent a new nation, conceived in Liberty, and dedicated to the proposition that all men are created equal.   
Now we are engaged in a great civil war, testing whether that nation or any nation so conceived and so dedicated, can long endure. We are met on a great battle-field of that war. We have come to dedicate a portion of that field, as a final resting place for those who here gave their lives that that nation might live. It is altogether fitting and proper that we should do this.   
But, in a larger sense, we cannot dedicate—we cannot consecrate—we cannot hallow—this ground. The brave men, living and dead, who struggled here, have consecrated it, far above our poor power to add or detract. The world will little note, nor long remember what we say here, but it can never forget what they did here. It is for us the living, rather, to be dedicated here to the unfinished work which they who fought here have thus far so nobly advanced. It is rather for us to be here dedicated to the great task remaining before us—that from these honored dead we take increased devotion to that cause for which they gave the last full measure of devotion—that we here highly resolve that these dead shall not have died in vain—that this nation, under God, shall have a new birth of freedom—and that government of the people, by the people, for the people, shall not perish from the earth.

**MLA** "Abraham Lincoln: Gettysburg Address (1863)." *American History*. ABC-CLIO, 2014. Web. 17 Aug. 2014.

**Source type**:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***I can...*** identify the core ideals of American society as reflected in the **13th Amendment.**

**YES\_\_\_\_NO\_\_\_\_**

***I can...*** analyze the ways the **13th Amendment** moved American society toward or away from its core ideals. **YES\_\_\_\_NO\_\_\_\_**

**Thirteenth Amendment (ratified 1865)**

*The first of three Reconstruction Amendments enacted in the years immediately following the Civil War, the Thirteenth Amendment officially prohibited slavery in the United States and its territories. Originally proposed by Senator John Henderson in January 1864, the amendment failed to secure enough votes. It was reintroduced in January 1865, when Republicans had more members in the House and the amendment had President Abraham Lincoln's support. The amendment was almost immediately adopted by the U.S. Congress, although not without considerable debate. It received the requisite number of state endorsements on December 18, 1865.* **Source type**:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
  
Section 1. Neither slavery nor involuntary servitude, except as a punishment for crime whereof the party shall have been duly convicted, shall exist within the United States, or any place subject to their jurisdiction.   
  
Section 2. Congress shall have power to enforce this article by appropriate legislation.

**MLA** "Thirteenth Amendment (ratified 1865)." *American History*. ABC-CLIO, 2014. Web. 17 Aug. 2014

**Source type**:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Towards (ideals) Away (ideals)

**Core ideals represented**

***I can...*** identify the core ideals of American society as reflected in the **14th Amendment.**

**YES\_\_\_\_NO\_\_\_\_**

***I can...*** analyze the ways the **14th Amendment** moved American society toward or away from its core ideals. **YES\_\_\_\_NO\_\_\_\_**

**Fourteenth Amendment (ratified 1868)**

*One of the most controversial and debated provisions of the U.S. Constitution, the Fourteenth Amendment was one of three Reconstruction amendments enacted in the years immediately following the Civil War. The Fourteenth Amendment was remarkable for two primary reasons. First, it expanded the definition of U.S. citizenship to include people of all races, specifically African Americans; and second, it commanded the federal government to ensure the protection of certain fundamental rights at the state level. Suggested by a congressional committee of 15 members that began drafting the amendment in 1866, it received congressional endorsement on June 13, 1866 and had garnered sufficient state support by July 28, 1868 to be officially adopted and enacted.*  **Source Type**:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Section 1**. All persons born or naturalized in the United States and subject to the jurisdiction thereof, are citizens of the United States and of the State wherein they reside. No State shall make or enforce any law which shall abridge the privileges or immunities of citizens of the United States; nor shall any State deprive any person of life, liberty, or property, without due process of law; nor deny to any person within its jurisdiction the equal protection of the laws.   
**Section 2.** Representatives shall be apportioned among the several States according to their respective numbers, counting the whole number of persons in each State, excluding Indians not taxed. But when the right to vote at any election for the choice of electors for President and Vice President of the United States, Representatives in Congress, the Executive and Judicial officers of a State, or the members of the Legislature thereof, is denied to any of the male inhabitants of such State, being twenty-one years of age, and citizens of the United States, or in any way abridged, except for participation in rebellion, or other crime, the basis of representation therein shall be reduced in the proportion which the number of such male citizens shall bear to the whole number of male citizens twenty-one years of age in such State.   
**Section 3**. No person shall be a Senator or Representative in Congress, or elector of President and Vice President, or hold any office, civil or military, under the United States, or under any State, who, having previously taken an oath, as a member of Congress, or as an officer of the United States, or as a member of any State legislature, or as an executive or judicial officer of any State, to support the Constitution of the United States, shall have engaged in insurrection or rebellion against the same, or given aid or comfort to the enemies thereof. But Congress may by a vote of two-thirds of each House, remove such disability.   
**Section 4**. The validity of the public debt of the United States, authorized by law, including debts incurred for payment of pensions and bounties for services in suppressing insurrection or rebellion, shall not be questioned. But neither the United States nor any State shall assume or pay any debt or obligation incurred in aid of insurrection or rebellion against the United States, or any claim for the loss or emancipation of any slave; but all such debts, obligations and claims shall be held illegal and void.   
**Section 5**. The Congress shall have power to enforce, by appropriate legislation, the provisions of this article. **Source type:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Towards (ideals) Away (ideals)

**Core ideals represented**

***I can...*** identify the core ideals of American society as reflected in the **15th Amendment.**

**YES\_\_\_\_NO\_\_\_\_**

***I can...*** analyze the ways the **15th Amendmen**t moved American society toward or away from its core ideals.

**YES\_\_\_\_NO\_\_\_\_**

**Fifteenth Amendment (ratified 1870)**

[](http://americanhistory.abc-clio.com/Search/Display/254274?sid=254274&cid=0&view=print)

*One of three Reconstruction amendments enacted in the years immediately following the Civil War, the Fifteenth Amendment was adopted by the U.S. Congress on February 26, 1869 to protect the voting rights of African-American men. The requisite number of states quickly followed suit, and the amendment was officially ratified on March 30, 1870. Before the adoption of the Fifteenth Amendment, the matter of suffrage had been purely a matter for the states.*   
 **Source type**:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
Section 1. The right of citizens of the United States to vote shall not be denied or abridged by the United States or by any State on account of race, color, or previous condition of servitude.   
  
Section 2. The Congress shall have power to enforce this article by appropriate legislation.

**MLA** "Fifteenth Amendment (ratified 1870)." *American History*. ABC-CLIO, 2014. Web. 17 Aug. 2014.

Source type:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Core ideals represented**

Towards (ideals) Away (ideals)

**Decision time-** Choose one of the examples we’ve studied that you feel has had the greatest impact on upholding our core ideals. Be sure to explain the example and how it has helped to further our core ideals.

Example you chose:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

How it upholds our core ideals?:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**“The Making of a New Nation”**

I)Domestic Policy under Wash. & Hamilton

What is a domestic policy?:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

A) **Washington’s election-**

When? \_\_\_\_\_\_\_\_\_

- Electoral College\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

- Department Appointments(the President’s Cabinet ( \_\_\_\_\_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_)

Alexander \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_appointed as the Secretary of the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Washington’s Warning**

Completely against the forming of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

In his Farewell Address: **“the baneful effects of the spirit of party…”**

As president, he saw the trend of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ who voted in \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_/groups…

* + Very \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (Why do you think he felt this way?)…

B) **Hamilton’s Qualities**

- \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_to the nation

-\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to one state

- favored\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ power.

C) **First Bank of the United States**

When?\_\_\_\_\_\_\_\_\_\_\_\_\_\_

- \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_currency(remember the Articles of Confederation?)

- loan \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

D) **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

- Hamilton imposes a\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_on whiskey

- \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ protested

- Washington sent \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

(what about the **1st Amendment** right to assemble?)

- sent a message to the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

* Similar to a \_\_\_\_\_\_\_\_\_\_\_\_ or excise Tax
* [http://www.youtube.com/watch?v=mXPWYc9BXaM](file:///\\employees\high%20school\jhammond\American%20History\F1F2%20Review%20Units\Luxury%20Tax)

E) **Election of 1796**

two political parties emerge “\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_” & “\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_”

**- Federalists**: Pres. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Vice President \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

- **Congressional Rep**. : Pres. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Vice President \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Pres. Washington video clip (as we see this clip- add new information to your notes!)

\_\_\_\_\_\_\_\_\_\_\_votes went to **John Adams**

\_\_\_\_\_\_\_\_\_\_\_votes went to **Thomas Jefferson**

F)**Alien and Sedition Acts \_\_\_\_\_\_\_\_\_\_\_\_**

- **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ laws**

**- \_\_\_\_\_ aimed at \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (thus the term Alien)**

**- \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_was the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Act**

**- This act was for all citizens: it tried to, control\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ or \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ of false info (gov’t.) could be punishable by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.**

(what about the **1st Amendment** right to freedom of speech and of the press?)

- **the case of\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**- fined \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ prison**

**- WHY?: he wrote that John Adams had displayed “a continual grasp for power”**

Take 2 minutes to write your reaction/response to this issue and your knowledge of the core ideals of the constitution!

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Adams video clip (as we see this clip- add new information to your notes!)

G) **Election of 1800 (Revolution of 1800)**

- Thomas \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and Aaron\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

- problem with the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ again! Ahhhhhhhhhh

- Constitution called for a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ vote.

- the **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Amendment** was created to correct this!

*December 2 and 3, 1803, proposing serious electoral reform for the presidency and vice presidency. The requisite number of states had given their endorsements by late July 1804, and thus the amendment took effect in time for the 1804 presidential election in November.*

**Louisiana Purchase**: When\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ What?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

From Whom?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_Million to double\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Embargo Act of 1807?

Jefferson video clip (as we see this clip- add new information to your notes!)

Hammond United States History 2014

Homework Options for Unit 1= **Foundations in U.S. History and Geography**

**Directions**: For the next 2 weeks you will choose **TWO** of the Homework Options below to complete. They will be **due** by **Friday** for full credit, but you may turn them in earlier if you choose. Follow the rubric below to ensure you receive full credit.

**Rubric**: 1) Assignment(s) turned in **on time**

2) Minimum **125** words for each written assignments

3) Written or typed **neatly**

4) **Grammar** and **spelling** correct

5) Historical **information** is accurate

**Reminder: Plagiarism is not tolerated and carries heavy consequences. Please remember KHHS’ policy on plagiarism before you choose to represent someone else’s work as your own.**

Option #1: President George Washington risked his reputation when he defended and supported the treaty that John Jay had negotiated with England. In what ways did he risk his reputation? Would you have done that? Explain.

Option #2: Write a letter to President John Adams telling him why you object to the Alien and Sedition Acts.

Option #3: Write a page in Jefferson’s diary expressing his feelings of guilt over the Louisiana Purchase.

Option #4: Using the letters in the word EMBARGO, make up a slogan that shows the anger Americans felt about the 1807 Embargo.

Option #5: Choose one of the people below and write a list of grievances against Britain from his point of view.

1. Shipbuilder or manufacturer
2. Southern tobacco or rice farmer
3. Someone wanting to settle in the West

Option #6: Pretend that you are an American living in 1776 and have just learned about the Declaration of Independence. Write a diary entry, short poem of letter describing your feelings.

Option #7: Pretend that you are a colonist in the 1760s. Write an appeal to Parliament explaining why they should repeal one of the following acts. Give specific reasons.

1. Navigation Acts
2. Writs of Assistance
3. Sugar Act
4. Currency Act
5. Stamp Act

Option #8: If television, radio, internet or social networking had existed in 1776, how do you think the Declaration of Independence would have been reported on the news? Be prepared to share this with the class.

Option #9: Interview your parents, grandparents, neighbors, friends etc (at least 4 different people) if they would pay a voluntary tax to help pay off the national debt (approx.$ 17 trillion). From their answers, do you think we could get it paid off? Explain.

Option #10: What, or who, is the “Central Government” for our school? Do you think we could function without one? Why? Why not?

Option #11: Choose one weakness of the Articles of Confederation that you feel was most harmful to the country. Write a petition to Congress stating:

1. Why this is harmful
2. How the government might benefit from having more power in this area
3. Your ideas on how to make the changes

Option #12: Read the preamble to the Constitution. Why did the words, “We the people…” have such an impact on the world? Use recent examples in history to further explore this idea.

Option #13: Use the following questions for the First Amendment:

1. Is there any freedom you would want added? Explain.
2. How exactly do you use freedom of speech and the press?
3. How do you limit your own freedom of speech?
4. Interview a parent or neighbor on how they personally use the First Amendment?

Option #14: Which of the 10 amendments that make up the Bill of Rights is most important to you personally? Explain.

Option #15: Draw a political cartoon about the Monroe Doctrine that could have appeared in a European magazine of the time.

Option #16: Explain what the idea of Manifest Destiny was back in the mid-1800s. Do you feel that you have a “manifest destiny”? What is it? If not, what would you choose your “manifest destiny” to be?

Option #17: Make up a paid advertisement urging the United States not to give up any of the Oregon Territory to England (54 40 or fight).

Option #18: Describe the term/phrase “a house divided” by writing a poem, song or diary entry… you could also choose to do a piece of creative artwork.

Option #19: Who was freed by the Emancipation Proclamation? Who wasn’t? What do you think Lincoln was trying o accomplish?

Option #20: What was the 13th Amendment to the Constitution and how well do you think it has been enforced since 1865?