

MI OPEN BOOK PROJECT

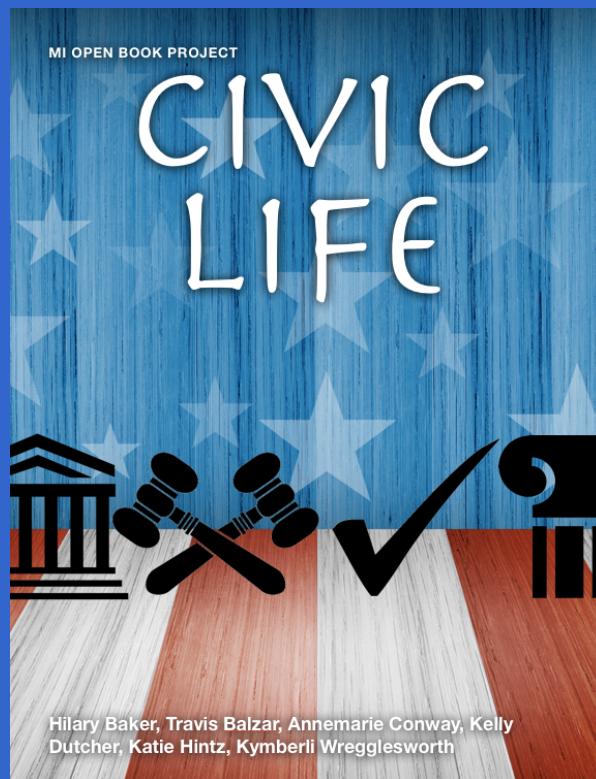
CIVIC LIFE

Hillary Baker, Travis Balzer, Annemarie Conway,
Kelly Dutcher, Katie Hintz, Kymberli Wregglesworth

About the Authors



MICHIGAN
OPEN BOOK PROJECT



This is version 1.5.2 of this text, released August 2018

Information on the latest version and updates are available on the project homepage: <http://textbooks.wmisd.org/dashboard.html>



MICHIGAN OPEN BOOK PROJECT

The text of this book is licensed under a Creative Commons NonCommercial-ShareAlike (CC-BY-NC-SA) license as part of Michigan's participation in the national #GoOpen movement.

You are free to:

Share — copy and redistribute the material in any medium or format

Adapt — remix, transform, and build upon the material

The licensor cannot revoke these freedoms as long as you follow the license terms.

Under the following terms:



Attribution — You must give appropriate credit, provide a link to the license, and indicate if changes were made. You may do so in any reasonable manner, but not in any way that suggests the licensor endorses you or your use.



NonCommercial — You may not use the material for commercial purposes.

No additional restrictions — You may not apply legal terms or technological measures that legally restrict others from doing anything the license permits.



Attribution-NonCommercial-ShareAlike CC BY-NC-SA

The Michigan Open Book Project

Project Manager: Dave Johnson, Wexford-Missaukee Intermediate School District

HS World Team Editors: Linda Start, the Michigan Center for Civic Education and Rebecca Bush, Ottawa Area Intermediate School District

Authors

Hillary Baker - East Kentwood High School

Travis Balzar - Shepherd Public Schools

Annemarie Conway - Charlevoix Public Schools

Kelly Dutcher - Harbor Springs Public Schools

Katie Hintz - Gladwin Area Schools

Kymerli Wregglesworth - Onaway Consolidated School District



Hillary Baker

East Kentwood High School

East Kentwood Public Schools

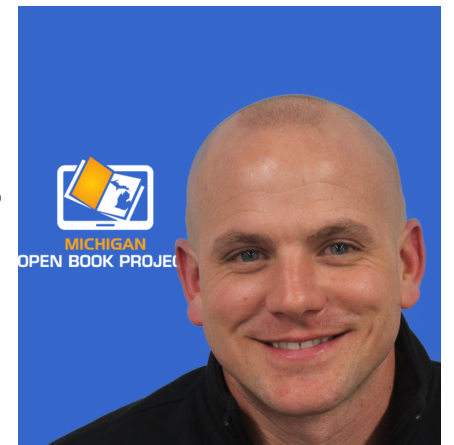
"Hillary Baker has spent twenty-two years teaching social studies in the high school setting. She has taught Civics, Criminal Law, Advanced Placement U.S. Government and Politics, U.S. History, Sociology, and Humanities. In addition, she has coached and advised various social studies co-curricular programs such as the We the People...The Citizen and the Constitution Congressional Hearing Simulation as well as Model United Nations. Baker has been recognized as the 2014 American Lawyer Alliance's Law-Related Education Teacher of the Year as well as the Michigan Civic Educator of the Year in 2014. She also has served in a leadership capacity for the College Board A.P. Reading since 2008. Baker began her teaching career in Traverse City Area Public Schools where for seven years she taught in an integrated, interdisciplinary Humanities Program as well as other social science courses such as A.P. U.S. Government and Politics and Sociology. She has spent the last fifteen years teaching at East Kentwood High School and currently also serves as an Instructional Coach in the building. She is a graduate from the University of Michigan where she earned a B.A. in Politi-

Travis L. Balzer

Shepherd Public Schools

Shepherd Public Schools

Travis L. Balzer is a Shepherd High School social studies teacher concentrating in Economics, Civics and History. Mr. Balzer (Mr. B) resides in Shepherd with his bride Haley, and daughters Makayla and Mia Jean. A Gladwin High School graduate. Parents Vicki and Teddy reside in Gladwin. Travis' sister, Kristal and two sons, Isaac and Adam reside in the Lansing area. Mr. Balzer earned an Economics and Management degree from Albion College and proceeded to obtain teaching certification from Saginaw Valley State University in Social Studies. In addition, obtaining a masters in Educational leadership from Grand Valley State University. Hunting, exercising including P90X, biking, running and outdoor activities are great ways that time



Annemarie Conway

Charlevoix Middle-High School

Charlevoix Public Schools

Annemarie Conway teaches AP US Government, psychology, sociology, American Government, and economics for Charlevoix Middle High School. She graduated from Kalamazoo College with her bachelors degree in political science. She earned her Masters of Education with an emphasis in History from Grand Valley State University. Throughout her teaching career she has worked with AP College Board as a reader, table leader and question leader for the US Government & Politics AP exam. She also sponsors Charlevoix's Model United Nations program.



**MICHIGAN
OPEN BOOK PROJECT**



Kelly Dutcher

Harbor Springs Public Schools

Harbor Springs High School

Kelly teaches Economics, Civics, U.S. History, and College Readiness at Harbor Springs High School. Aside from teaching, she is also a Michigan Youth in Government advisor, and class of 2017 sponsor. Mrs. Dutcher is a graduate of Lake Superior State University where she received her BS in Social Studies and Secondary Education. She is currently working towards receiving her MA in American History and Government at Ashland University, and was awarded the James Madison Memorial Fellowship in 2014. Kelly loves teaching at the high school level, and helping bring social studies to life for her students. She shares her life with her husband Jordan and three young daughters: Daphne, Au-

Katie Hintz

Gladwin Public Schools

Gladwin High School

Katie is completing her seventh year as a teacher at Gladwin High School, where she has taught every Social Studies course available, including: American Government, Sociology, Current Events, World History, Economics, Social Problems in the United States, and Law. A graduate of Saginaw Valley State University's Secondary Education Program, she majored in History, minored in Sociology and earned a Social Studies Endorsement. As Social Studies Department Chair, she was inspired to participate to the Open Book Project because of the disjointed resources that most economics teachers are forced to scrape together to create a captivating curriculum.

Currently, she is working on completing her Masters in Global History at with American Public University. Her final thesis on the Food Industry is due to be published September, 2015.

Katie spends her time outside of the education world raising her two boys, Connor and



Kymberli Wregglesworth

Onaway Area Consolidated Schools

Onaway High School

Kymberli has a BA in history and political science from Alma College, a MA in education from Michigan State University, and will be completing her MA in American History and Government from Ashland University this spring upon completion of her thesis on suffragist and equal rights activist Alice Paul. She was named a James Madison Fellow in 2011 and was chosen as the Michigan Council for the Social Studies High School Educator of the Year in 2015. Kymberli returned to her high school alma mater where she teaches Civics, World History, Current Events, Women's Studies, and World Cultures, as well as serving as National Honor Society adviser and executive director of the Miss Onaway Scholarship Program. When not doing history geek stuff, she enjoys spending time in the

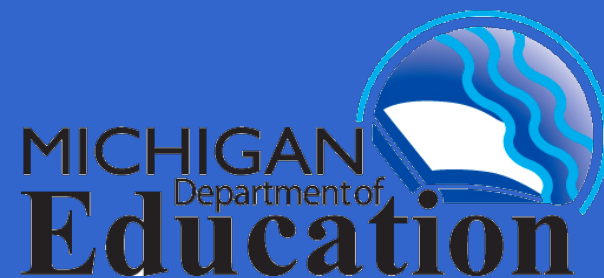


The Michigan Open Book Project Team would like to thank the following individuals for their help in reviewing some content in the book and guiding the development process.

Eric Hemenway - Director of Repatriation, Archives and Records, Little Traverse Bay Bands of Odawa Indians

Jim Cameron, Michigan Department of Education

Melissa Kieswetter, Michigan Department of



MICHIGAN
OPEN BOOK PROJECT



Linda Start

Michigan Center for Civic Education

Former Executive Director

Linda Start has served as the Executive Director of the Michigan Center for Civic Education for more than twenty-five years. Start has presented at hundreds of school districts across Michigan and is sought out as a speaker for many national civic education conferences. As the Executive Director of the Michigan Civic Education Center, Start served on the Committee to draft the Michigan Civics Standards and presented the Civics Standards and Benchmarks to the Michigan State Board of Education. Start served on a Review Committee for the National Standards in Civics and Government. Start represents Michigan in several national networks of civic educators. In addition, Start was asked to join a group of civic education experts in the United States to work with emerging democracies in Eastern Europe. Start has worked closely with civic educators in Poland, Ukraine, the Czech Republic, and Slovakia. A

Rebecca Bush

Instructional Consultant

Ottawa Area Intermediate School District

Rebecca Bush is currently the Social Studies Consultant at the Ottawa Area Intermediate School District (OAISD), where she assists K-12 social studies teachers in developing curriculum, modeling instructional strategies in social studies literacy, and designing district-level formative and summative assessments. Additionally, as Project Director, she has written and received multiple Teaching American History grants, working with teachers throughout an eight-county radius. She has presented at various national conferences on multiple topics surrounding social studies instruction as well as innovative techniques and topics in formative and summative assessment design. Currently she is Co-Project Director of The Performance Assessments of Social Studies Thinking (PASST) Project and assists with the professional development of teacher writers for the MI Open Book Project where she serves as an editor of several of the project's texts. Rebecca currently leads the Michigan Social Studies Supervisors Association and is a member of the National Social Studies Supervisors Association Executive Board of Directors. She is also an adjunct professor at Hope College in Holland, MI



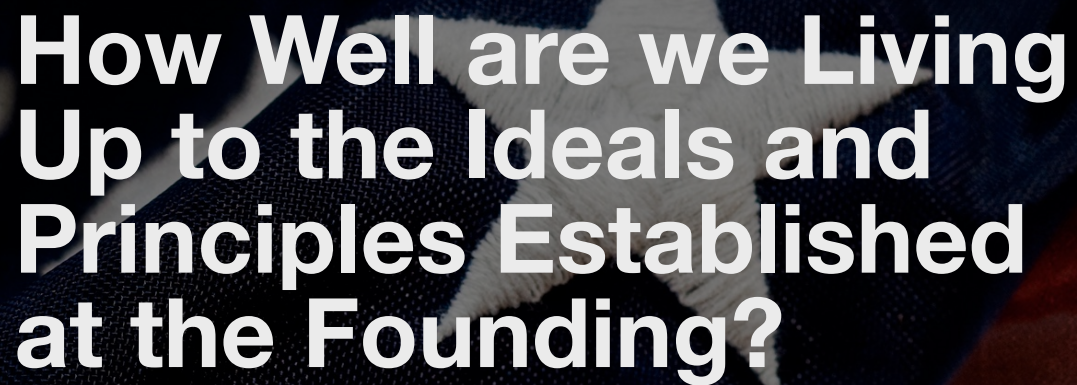
David A. Johnson

Project Manager

Michigan Open Book Project

Dave began his career teaching 8th grade United States History in Mesick, Michigan. After almost a decade in the classroom, he took a job at Wexford-Missaukee Intermediate School District (WMISD) as an Instructional Consultant for Social Studies. He is shared across 11 ISDs in Northern Michigan that form the Northern Michigan Learning Consortium. He completed his Masters in Educational Leadership through Central Michigan University in 2011 and is Co-Project Director of the Performance Assessments of Social Studies Thinking (PASST) Project in addition to his duties as the Project Manager for MI Open Book.





How Well are we Living Up to the Ideals and Principles Established at the Founding?

What countries, documents, and events did founders use as resources for creating a constitution?

Which events in America shaped the road to a constitutional government?

We the People
 insure domestic Tranquillity, provide for the common Defense
 and our Posterity, do ordain and establish this Constitution.

Article I.
 Section 1. All legislative Powers herein granted shall be vested in a Congress of the United States, which shall consist of a Senate and House of Representatives.

Section 2. The House of Representatives shall be composed of Members chosen every second Year by the People of the several States, and the Electors in each State shall have the Qualifications requisite for Electors of the most numerous Branch of the State Legislature.

No Person shall be a Representative who shall not have attained to the Age of twenty five Years, and been seven Years a Citizen of the United States, and when elected shall be an Inhabitant of that State in which he shall be chosen.

Representatives and direct Taxes shall be apportioned among the several States which may be included within this Union, according to the Number of free Persons in each State, including those bound to Service for a Term of Years, and excluding all Indians not taxed, three fifths of all other Persons. The actual Enumeration shall be made within three Years after the first Meeting of the House of Representatives, and within every subsequent Term of Years, in such Manner as they shall by Law direct. The Number of Representatives shall not exceed one for every thirty thousand Persons, but each State shall have at least one Representative, and the Electors in each State shall have the Qualifications requisite for Electors of the most numerous Branch of the State Legislature.

No Person shall be a Representative who shall not have attained to the Age of twenty five Years, and been seven Years a Citizen of the United States, and when elected shall be an Inhabitant of that State in which he shall be chosen.

Representatives and direct Taxes shall be apportioned among the several States which may be included within this Union, according to the Number of free Persons in each State, including those bound to Service for a Term of Years, and excluding all Indians not taxed, three fifths of all other Persons. The actual Enumeration shall be made within three Years after the first Meeting of the House of Representatives, and within every subsequent Term of Years, in such Manner as they shall by Law direct. The Number of Representatives shall not exceed one for every thirty thousand Persons, but each State shall have at least one Representative, and the Electors in each State shall have the Qualifications requisite for Electors of the most numerous Branch of the State Legislature.

Section 1

Philosophical and Historic origins of American government

QUESTIONS TO GUIDE INQUIRY

1. What are the historic roots for foundational values of American constitutional government?
2. What countries, documents, and events did founders use as resources for creating a constitution?
3. Which events in America shaped the road to a constitutional government?

TERMS, PLACES, PEOPLE

Magna Carta

English Bill of Rights

Natural/ Individual Rights



This image represents the "Committee of Five" presenting a draft of the Declaration of Independence to the Continental Congress. Though it was likely that not all of the men pictured were in a single room at the same time- they did all debate, approve, and help shape the document. Artist John Trumbull painted this image that now hangs in the US Capitol Rotunda, and is also featured on the back of a two dollar bill

[https://en.wikipedia.org/wiki/Declaration_of_Independence_\(Trumbull\)#/media/File:Declaration_independence.jpg](https://en.wikipedia.org/wiki/Declaration_of_Independence_(Trumbull)#/media/File:Declaration_independence.jpg)

Philosophical and Historic Origins of American Government

The Declaration of Independence is key to understanding American government. Written in June and July of 1776, by the Committee of Five (Thomas Jefferson of Virginia, John Adams of Massachusetts, Benjamin Franklin of Pennsylvania, Robert Sherman of Connecticut, and Robert R. Livingston of New York), the document was forged in a time of crisis. (** Place Interactive 1.1 near here) American colonists were engaged in a war on their own soil against their mother country, England, who possessed the most disciplined military in the world. This document was like none previously seen.

As you read, think about the value of the Declaration of Independence. Why do some Americans consider the Declaration of Independence one of the most important documents in the country, while others don't recognize its value?

Interactive 2.1 The Declaration of Independence



Read the full Declaration of Independence here:

Interactive 2.2 The Declaration of Independence



Watch and listen to parts of the Declaration being read.



Do you agree that the Declaration of Independence is one of the most important documents? If not, what other documents would you consider of higher importance?

Ratified by the delegates of the second Continental Congress on July 4th, 1776, the Declaration of Independence outlines key ideals and principles that the American founders deemed necessary in a just government. Some of these principles are ideas most Americans today know by heart, such as:

- “all men are created equal”
- “endowed by their Creator with certain unalienable rights”
- “life, liberty, and the pursuit of happiness”

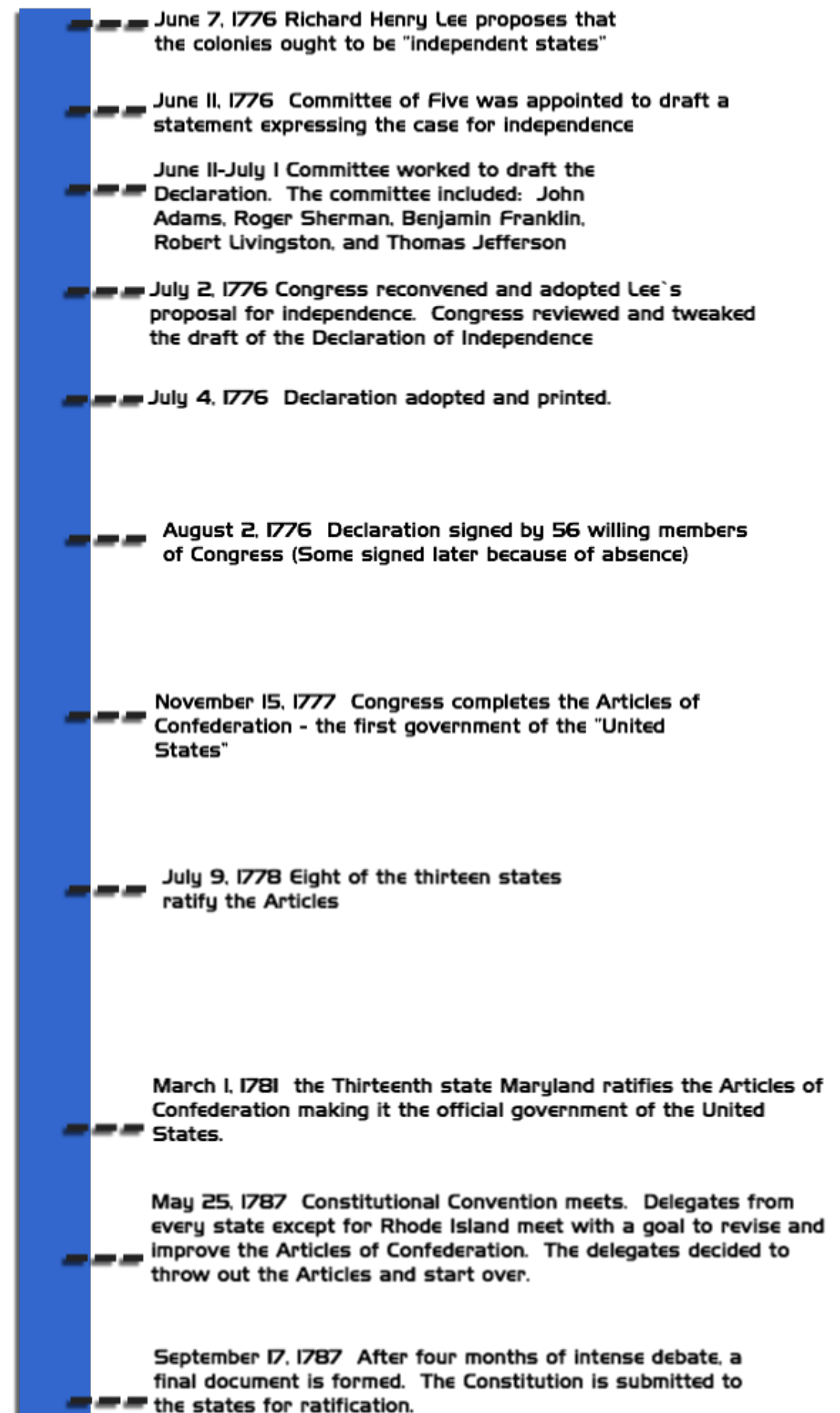
Other equally important, but lesser-known phrases also explain these principles:

- “to secure rights governments are instituted among men,”
- “deriving their (government) power from consent of the governed”

- “That whenever any Form of government becomes destructive of these ends, it is the Right of the People to alter or to abolish it and to institute a new government”
- “Do, in the Name, and by Authority of the good people of these Colonies, solemnly publish and declare, That these United Colonies are, and of Right ought to be Free and Independent States”
- “With firm reliance on the protection of divine Providence, we mutually pledge to each other our Lives, our Fortunes, and our sacred Honor”

While the Declaration contains passionate writing by America’s founders in a time of crisis, it is much more than just a document. The Declaration of Independence was a proclamation to the world. In addition to a list of grievances from the governed to the king, it declared truths that ARE STILL relevant today, over 200 years later, and remain a pillar in the foundation of American government.

The Declaration of Independence is not the origin of the story of the United States. The Declaration, and the ideas contained within, had inspiration from many other sources. The purpose of this section is to look at these sources that influenced the writing of the Declaration of Independence, and political thought during the founding period of American history.



Some sources had a heavy and direct influence upon certain founders. For example, while drafting the Declaration of Independence, Thomas Jefferson relied on John Locke's ideas like unalienable rights of life, liberty, and pursuit of happiness.

The ideas and beliefs discussed below helped shape and define how colonists viewed the role and necessity of government and created the building blocks of the American Constitution and government that you know today.

One way to view the sources of political thought is to categorize them into three general "E" groups:

1. Examples of government practices the founders used from other countries
2. Enlightenment philosophers' ideas
3. Colonial Experiences from the first settlements and colonies in North America through the beginning of revolutionary war

Examples from other nations

America did something never attempted before when it declared independence. However, many of the founders' ideas about government were concepts that had been previously been incorporated by other governments throughout the world. The founders gathered ideas from reading works by philosophers and analyzing EXAMPLES from other governments they admired. For

example, the ancient civilizations of Greece and Rome experimented with the ideas of citizen participation in government. America adapted the ideas of Greek democracy and the Roman Republic. They also adopted many governing ideas and rights from England.

From Ancient Rome (509 BC-27 BC) the founders learned about the idea of a republic, or a government where citizens elect leaders to make decisions. In the Roman government, citizens participated in their governing process by voting in public assemblies for committees or consuls. Citizens also voted each year for two consuls who would lead the government. A Senate



advised the consuls and helped make decisions. Ancient Rome did not have a written constitution like America does today, but its guidelines and principles were passed down through precedent- a practice America uses in judicial system today.

The founders learned about the idea of democracy by studying ancient Greece (507 B.C.-323B.C.) In the city-state of Athens, a system was set up with three branches. One of those branches used direct democracy . Citizens voted directly on laws and government matters. Not all individuals were eligible to vote. It is estimated that approximately 15% of the citizens were eligible.

Voter criteria in ancient Greece:

1. Adult Male
2. Own land
3. Not a slave

Similarly, at the founding of America many, including African Americans and women were denied the right to vote. Today, however, the majority of American citizens are eligible to vote.

A third nation that influenced American founders was their mother country, England. Many founders knew about England's government and political traditions as most were born "Englishmen", even if they were born in the colonies. The founders read William Blackstone's Commentaries on English law

to understand the government and legal system. In addition to Blackstone's writing, the American founders looked to written documents, and agreements from England to gain a fuller understanding of limited government and citizens' rights.

Two prime examples are the **Magna Carta** and **English Bill of Rights**:

- Magna Carta 1215 - The Magna Carta, or great charter, established the relationship between the king and the nobles in England. This document limited the monarchy, established the guarantee of trial by jury and established due process for the nobles. These guarantees helped to define a clearer legal system and protect the rights of England's citizen
- English Bill of Rights 1689- Passed by Parliament as "An Act Declaring the Rights and Liberties of the Subject and Settling the Succession of the Crown," this document established or extended many rights of "Englishmen" not just nobles including:
 - the Crown needed Parliament's approval for raising money (taxes)
 - Free elections for Parliament
 - Freedom of speech and debates or proceedings in Parliament ought not to be impeached or questioned

- Excessive bail ought not to be required, nor excessive fines imposed nor cruel and unusual punishment inflicted.

The Founders also learned from the existing governments of the lands they had occupied. A New York Times Article describes these influences here:

“In the mid-16th century, five northeastern Indian tribes - Mohawk, Seneca, Onondaga, Oneida and Cayuga - formed the Iroquois Confederacy, which was later joined by the Tuscarora tribe. They adopted a constitution, incorporating concepts of checks and balances and separation of power that impressed future Americans as Washington, Franklin and other Founding Fathers. Indeed, historians maintain that many principles of the Iroquois Confederacy’s constitution were woven into the United States Constitution”.

Benjamin Franklin, in a 1751 letter to James Parker, acknowledged the inspiration from this union. Many years later, in 1988, the United States Congress affirmed the importance of the Iroquois Confederacy in the 100th Congress Concurrent Resolution 331 declaring:

Interactive 2.3 Washington Talk Briefing



Learn more about the Iroquois Constitution and how it influenced the founders here.

“Whereas the original framers of the Constitution, including, most notably, George Washington and Benjamin Franklin, are known to have greatly admired the concepts of the Six Nations of the Iroquois Confederacy; Whereas the confederation of the original Thirteen Colonies into one republic was influenced by the political system developed by the Iroquois Confederacy as were many of the democratic principles which were incorporated into the Constitution itself”

Interactive 2.4 Letter from Franklin



In this letter, Benjamin Franklin, whose famous statement “Join or Die” later galvanized colonial union and the fight for independence from the British, states that his inspiration for this came from the six tribes of the Iroquois Nation, for whom union was also advantageous.

Interactive 2.5 Link to Senate Resolution

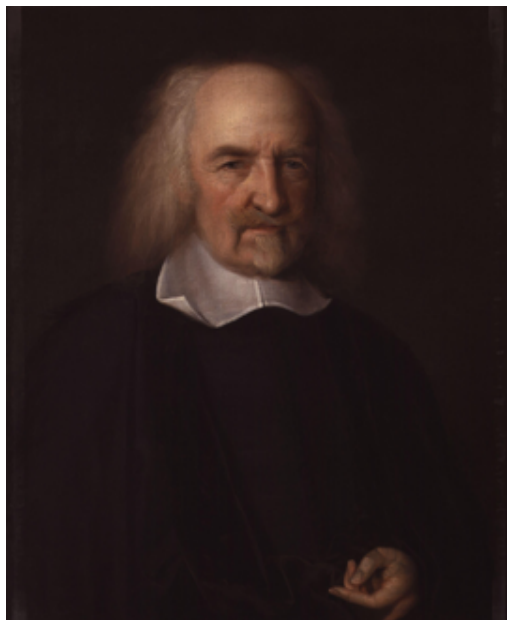


Resolution which acknowledges the contribution of the Iroquois Confederacy of Nations to the development of the United States Constitution.

While examples from other nations, their governmental structures, and agreements served as a source of inspiration to American founders, so did the writings about government and philosophy that were available to them.

Enlightenment Philosophers

Inspiration for the American founders also came through ENLIGHTENMENT writers from Europe. Political writing was prolific from 1650-1800. Enlightenment writers focused on topics like: natural rights, liberty, social contract, just governments. These philosophers are also discussed in Chapter 1. As a quick review, here are four of the philosophers that the founders relied upon most heavily:



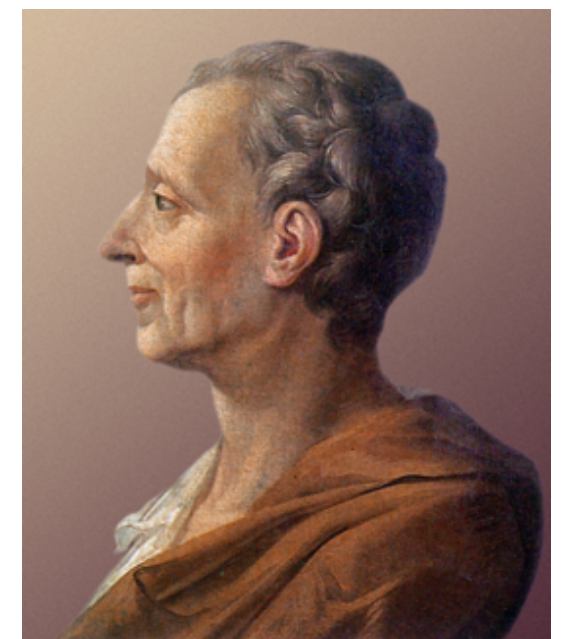
Thomas Hobbes' *Leviathan* 1651- English enlightenment thinker who first described the idea of social contract. Hobbes described life without government as "nasty, brutish, and short." Men enter into social contracts with an ultimate sovereign to belong in a civil society, which promotes security and order.

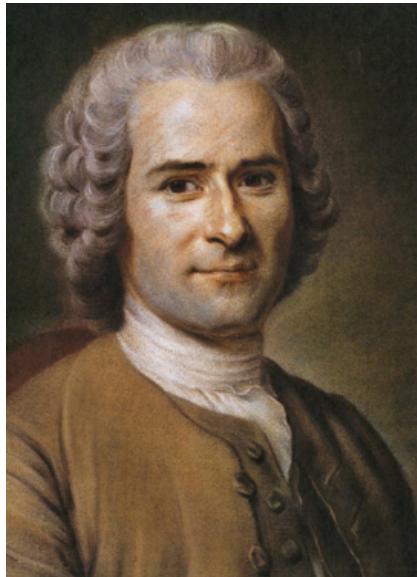
John Locke's *Two Treatises of Government* 1689- Locke wrote of his theory of natural law and natural rights. Additionally, he argues governments that are tyrannical are not



legitimate, and therefore, citizens should revolt against the government and establish a new, just government. Locke also wrote about living in a state of nature, in which all men are equal. These free and equal people enter into a social contract to protect their natural rights including life, liberty, and property.

Baron de Montesquieu's *Spirit of the Laws* 1749- French enlightenment writer who argued, among other ideas, that in order for political liberty to be maintained, the power of government needed to be separated. The executive, legislative, and judicial functions of government should be assigned to distinctly different bodies, so that attempts by one branch of government to overreach its power might be restrained by the other branches.





Jean Jaque Rousseau's The Social Contract 1762- Rousseau outlines how a government could exist in such a way that it protects the equality and character of its citizens. Rousseau believed that "man is born free" but "everywhere he is in chains." The role of government should be to secure freedom for its people. If a government failed to do this, it had no right to exist.

Interactive 2.6 Major Political Thinkers

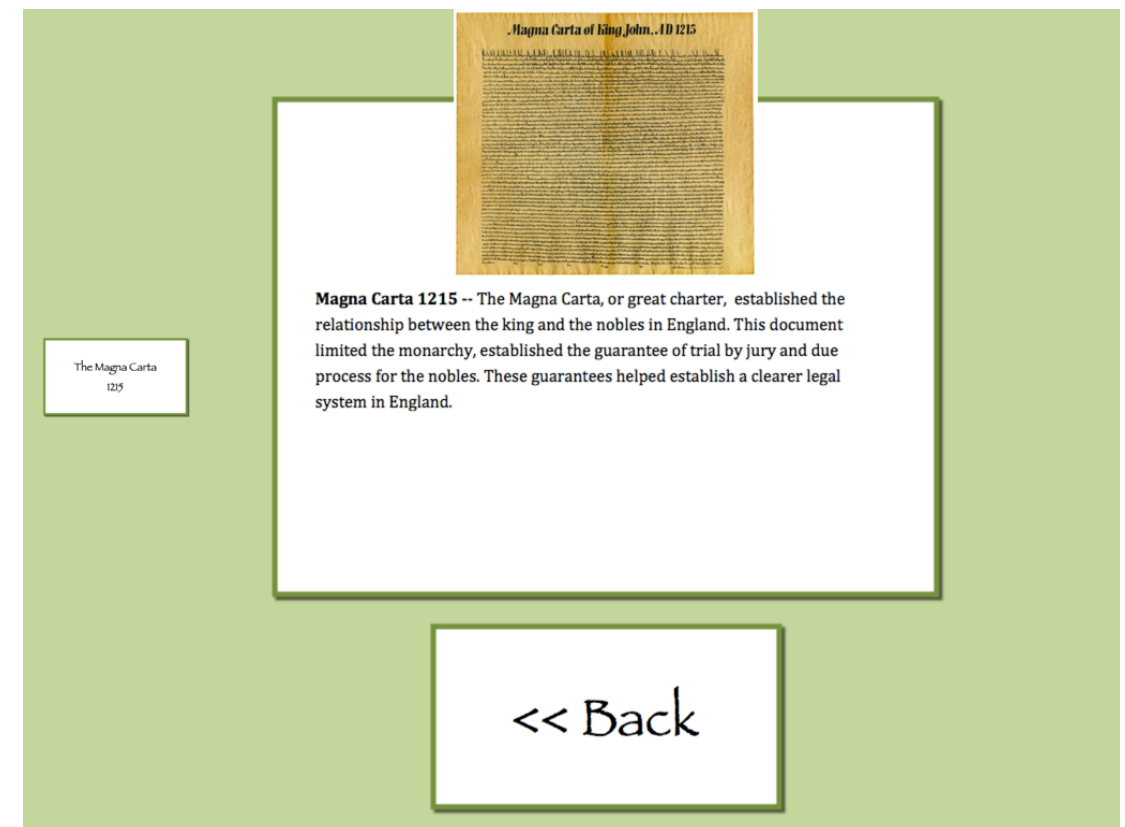


While these are four contributors, the founders read the works of dozens of philosophers. To explore more about political philosophers please click here:

Colonial Experience

A final category which inspired the founders was colonial EXPERIENCES. These experiences included a variety of events including: establishing colonial governments with charters, protests and writings of colonists, declaring independence, and a first attempt at a constitution that limited government.

Interactive 2.7 Interactive Timeline



Explore Colonial Experiences with this clickable timeline

Conclusion

The founders had deep and rich sources of political knowledge and experience when drafting the United States Constitution. These principles and ideas are the foundation of the United States of America and they are also values that citizens expect to see upheld today.

Interactive 2.8 Seven Basic Principles



Review by clicking here!

America: From Rebellion to Ratification

QUESTIONS TO GUIDE INQUIRY

1. What are the historic roots for foundational values of American constitutional government?
2. What countries, documents, and events did founders use as resources for creating a constitution?
3. Which events in America shaped the road to a constitutional government?

TERMS, PLACES, PEOPLE:

Framers

U.S. Constitution

Constitutional Convention

The Great Compromise

The Three-Fifths Compromise

Englishmen established the first permanent European settlement in North America at Jamestown in 1607. It wasn't until 160 years later that the colonies joined together to declare independence. How and why did a group of thirteen colonies, scattered along the eastern seaboard of North America, ban together to become united? Consider this through a scenario:

Imagine this: Your family gives you your own bedroom and gives you control over that space. In your new room, you can go to bed and wake up when you'd like and you can decide who enters your space.

Then one day, after a few years of having control over your room, your family decides they need to resume some control of your room, so they start imposing rules like: your bed must be made daily or you will be fined; you must pay a small amount of money each week to sleep in your bed; you must allow your parents to spend hours at a time in your room just "hanging out." Though you love your family, their continued presence can be overwhelming.



How would you feel in this scenario?

Most likely, you would feel like your parents went back on a promise and you would feel like your freedom was being restricted. Colonists faced some similar feelings after the British government made itself more of a presence following the French and Indian War in 1763. To understand the debates that formed the United States Constitution in 1787 and the foundation of the nation, it is essential to take a quick look at the cause and process of independence.

Interactive 2.9 The Constitutional Convention



Follow the link here for an interactive version of the Howard Christy painting of the Constitutional Convention you will be able to scroll over a person to see his name and state.

Here is a quick timeline to explore the road to revolution and to becoming a nation:

Starting point: After a victory in the French and Indian war in 1763, Britain faced large war debt and looked to the North American colonies as a source of money. This led to a series of actions by the king and Parliament that angered Americans.

1763

Proclamation of 1763: Forbade colonists from settling west of a line drawn along the Appalachian Mountains.

1764

Sugar Act: Parliament places a tax on French and Spanish Molasses.

1765

Quartering Act: The British further anger the American colonists with the Quartering Act, which requires the colonies to provide housing for British soldiers.

Stamp Act: This was Parliament's first direct tax on the colonists. It taxes newspapers, almanacs, pamphlets, broadsides, legal documents, dice, and playing cards.

Stamp Act Congress: Delegates from 9 colonies met in New York as the Stamp Act Congress. The colonists state that they remain loyal to the king but that they must not be taxed without their consent or the consent of their representatives.

1766

Repeal of the Stamp Act: Parliament repealed the Stamp Act because of colonial protest.

1767

Townshend Acts: To help pay the expenses involved in governing the American colonies, Parliament passes the Townshend Acts, which initiated taxes on glass, lead, paint, paper, and tea.

1768

British Troops Arrive in Boston: British authorities request help from British troops after constantly being harassed by protesting colonists.

1770

Boston Massacre: After an angry mob of colonists harass British soldiers, the troops fire their muskets into the crowd killing 5.

1772

Committees of Correspondence: Samuel Adams calls for a Boston town meeting to create committees of correspondence to communicate Boston's position to the other colonies. Similar committees are soon created throughout the colonies.

1773

Tea Act: By reducing the tax on imported British tea, this act gives British merchants an unfair advantage in selling their tea in America. American colonists condemn the act and many plan to boycott tea.

Boston Tea Party: When British tea ships arrived in Boston Harbor, many citizens want the tea sent back to England without the payment of any taxes. The royal governor insists on payment of all taxes. On December 16, a group of men disguised as Indians boarded the ships and dump 342 containers of tea into the harbor.

1774

Coercive Acts/Intolerable Acts: In response to the Boston Tea Party, Parliament passed several acts to punish Massachusetts. One of them includes the closing of Boston Harbor.

The First Continental Congress: Twelve of the thirteen colonies send a total of fifty-six delegates to the First Continental Congress. Only Georgia is not represented. One accomplishment of the Congress is the Association of 1774, which urges all colonists to avoid using British goods. They also agree to form militias.

1775

Lexington and Concord: British troops plan to destroy American ammunition at Concord. When the Boston Committee of Safety

learns of this plan, it sends Paul Revere and William Dawes to alert the countryside and gather the Minute Men. On April 19, Minute Men and British troops meet at Lexington, where several Americans are killed. The British march on to Concord and destroy some ammunition, but soon find the countryside swarming with militia. At the end of the day, many are dead on both sides but the British retreat to Boston.

George Washington is named commander-in-chief: On June 10, John Adams proposes that Congress consider the forces in Boston a Continental army and suggests the need for a general. He recommends George Washington for the position. On June 15, Washington is nominated to lead the army; he accepts the next day.

Olive Branch Petition: Congress issues a petition declaring its loyalty to the king, George III, and stating its hope that he can prevent further hostilities against the colonies. Four months later, King George III rejects the petition and declares the colonies in rebellion.

1776

Congress Declares Independence: A committee is appointed to draft a declaration of independence and Thomas Jefferson is chosen to write it. On July 2, Congress votes in favor of independence and on July 4, the Declaration of Independence is

approved. Copies are sent throughout the colonies to be read publicly.

In setting up a new government, the Founders feared a strong central government. They did not want to create a system that allowed for the tyranny they experienced under the King and Parliament of England. Because of this fear, the Founders established a weak alliance of the states, organized under the Articles of Confederation. Almost immediately following ratification of the Articles of Confederation, it became evident that the government was so weak it was inefficient and unable to function. In 1786 a group of farmers organized a revolt called Shays' Rebellion. This revolt in Massachusetts of unpaid veterans from the Revolutionary War, pushed the national Congress to realize the need to revise the Articles of Confederation.

Interactive 2.10 Empire of Reason



Watch the first few minutes of this introduction by Cokie Roberts to a 1980's film, Empire of Reason, which reenacts the founding debates. She discusses the tense relationships of the states under the Articles of Confederation.

Many of the early American leaders recognized the need for a new effective government. Passionate writings called for a new government.

Below, read some of the detailed excerpts of a letter from James Madison to George Washington, or read the full letter here:

Interactive 2.11 Madison's Letter to Washington



Read the full letter here.

As you read, think about how similar Madison's ideas are to the government under which we currently live. Also keep in mind, the ideas presented were vastly different than the Articles of Confederation government under which Madison was living.

undergo the discussion of the Convention, and formed some outlines of a new system..."

- "I have sought for middle ground, which may at once support a due supremacy of the national authority, and not exclude the local authorities wherever they can be subordinately useful. I would propose as the groundwork that a change be made in the principle of representation. [Not having each state have only one vote]"

- "Having been lately led to revolve the subject which is to

- "I would propose next, that in addition to the present federal powers, the national Government should be armed with positive and compleat [sic] authority in all cases which require uniformity; such as the regulation of trade, including the right of taxing both exports & imports, the fixing the terms and forms of naturalization.."

- "[Without a new government] The States will continue to invade the National jurisdiction, to violate treaties and the law of nations & to harass each other with rival and spiteful measures dictated by mistaken views of interest."

- "The national supremacy ought also to be extended as I conceive to the Judiciary departments."

- "A Government composed of such extensive powers should be well organized and balanced. The legislative department might be divided into two branches; one of them chosen every years by the people at large, or by the Legislatures; the other to consist of fewer members, to hold their places for a longer term, and to go out in such a rotation as always to leave in office a large majority of old members"

- "A National Executive must also be provided."

- "To give a new System its proper validity and energy, a ratification must be obtained from the people"

Delegates representing the states met in Philadelphia to revisit the Articles of Confederation, and make the government stronger. A few of the delegates, like Madison were determined to create a stronger central government and draft an entirely new constitution by which to govern the United States of America. To suggest the creation of a new government, one that had a more prominent role for the central government was an unpopular idea. Many Americans were still resistant to a central authority having significant power over their lives. The thought of a powerful government appeared too similar to the authoritarian rule they had experienced the King of England prior to the Revolutionary War.

Presented on this page is a side-by side-comparison of the first and second government of the Independent United States:

Articles of Confederation <i>Created November 11, 1777</i> <i>Ratified March 1, 1781</i> <i>Replaced by the Constitution</i>	Constitution <i>Created September 17, 1787</i> <i>Ratified June 21, 1788</i> <i>Bill of Rights Ratified December 15, 1791</i>
Only a legislative branch existed, there was no executive or judicial branch.	Created a three-branch system to institute a system of checks and balances between the legislative, executive and judiciary.
No power to collect taxes from the states.	Congress granted the power to impose taxes to provide for public goods.
Congress had no power to regulate trade, and so states would sometime discriminate against each other, creating unfair trade relations.	Congress granted the power to regulate trade between the states and with other countries.
Each state had equal representation regardless of population in the unicameral legislature.	Congress was divided into two chambers, the Senate giving equal representation to both small and large states, and the House of Representatives basing representation off of the population of the state.
Very difficult to amend the Articles as it required unanimous agreement from all 13 states.	Amendments were to be proposed by 2/3 of both chambers, and approved by 3/4 of the states.
The passage of laws required nine of the 13 states to agree.	Laws require a simple majority from both houses, and presidential approval.
Congress did not have to power to coin money, and so states had their own currencies.	Congress was granted the sole power to coin money.
The Articles of Confederation was a "league of friendship," with the states standing superior to the national Congress. States often ignored laws passed by Congress.	The Constitution created a federal system of government where power was shared between the national and state governments, but ultimately the national laws reigned supreme. This united the country instead of having individual states creating unique legal system unrecognizable to the other states.

The Constitutional Convention

In May of 1787, fifty-five delegates from twelve of the thirteen states gathered in Philadelphia. This group of men, from various age groups, occupations, and states, came together to discuss the state of the national government. They debated the needs of their states and suggestions on how to improve the government. As they debated it became clear to some that simply revising the Articles of Confederation would not be a good enough fix to the problems they were experiencing. So, the men at the convention, often called the **Framers**, formed a new government and began drafting a new Constitution. Some decisions were easy. For example, no one debated the need to increase the power of the national government. However, few agreed on how much power to give the national government or how best to limit the power. Some of the biggest debates were over these topics: how to best represent big and small states, whether slaves should be counted for representation, whether imports or exports should be taxed, and how to best elect the president.

Big versus Small: The Great Compromise

Delegates from Virginia began the debate by introducing their plan for representation. Virginia was the most populous state in the union and they wanted the new government to change the way states were represented in the national Congress. The Virginia Plan proposed a two chamber (bicameral) Congress, to which representatives would be elected from each state.

However, instead of every state receiving equal representation, the Virginia Plan based representation on population. This meant that larger states like Virginia and Pennsylvania would receive more representatives, and smaller states like Delaware and Rhode Island would receive very few.

Articles of Confederation	Virginia Plan A.K.A. "Large-State Plan"	New Jersey Plan A.K.A. "Small-State Plan"	Constitution "The Great Compromise" over Representation
Unicameral	Bicameral	Unicameral	Bicameral
Each state had equal representation	Each chamber would have representation based on the population of the state	Equal representation for each of the states	House of Representatives Representation based on the population of the state with each state guaranteed at least one Congressman Terms: 2 years Minimum Age: 25
Small states liked that the Articles gave them equal power to the more populous states.	Large states liked this plan because it gave them more power.	Small States liked this plan because they didn't have to worry about being outnumbered by the more populous states	Senate Equal representation with each state receiving 2 Senators Terms: 6 years Minimum Age: 30

Here is a summary of other issues that were debated:

Problem	Opposing Sides	Solution
Taxes for imports and exports	Northern State vs. Southern States <ul style="list-style-type: none">• The Northern states wanted <u>tariffs</u>(taxes on trade) to protect their industries from foreign competition.• The Southern states didn't want tariffs because <u>there</u> economy relied heavily upon trade.	The Commerce Compromise gave a solution by imposing tariffs on imported goods and no tariffs on exported goods.
Should slaves count as part of a state's population for representation?	Southern States vs. Northern States <ul style="list-style-type: none">• Southern states wanted slaves to count for the purpose of representation but not taxation• Northern states wanted slaves to count for the purpose of taxation but not representation	The Three-Fifths compromise agreed to count slaves as 3/5th of a person for the purpose of setting direct taxes on the states and to determine representation in the legislature.
How should the president be elected?	Some delegates believed the president should be elected directly by the people. Others believed the general population could not be trusted with such a decision.	The Electoral College is established. The people would vote indirectly and representatives to the electoral college would vote directly

When debates wrapped up in September of 1787, most of the delegates to the convention agreed with the document and were satisfied with the compromises it contained. Thirty-nine of the fifty-five delegates signed the document. The next step to make the document official and give it the power to form the government of the United States was to send it to the people in each state for ratification. At the time “the people” who had a voice in government was still limited to mostly white men who owned property. This process was contrary to that which was laid out in the Articles of Confederation which required the approval of all of the states.. The next section will look at the process of ratification and the debates and compromises that happened along the way.

The following is from James Madison's Notes of Debates in the Federal Convention of 1787 from Monday, September 17, 1787:

“Whilst the last members were signing [the Constitution] Doctor. FRANKLIN looking towards the President's Chair, at the back of which a rising sun happened to be painted, observed to a few members near him, that Painters had found it difficult to distinguish in their art a rising from a setting sun. I have said he, often and often in the course of the Session, and the vicissitudes of my hopes and fears as to its issue, looked at that behind the President without being able to tell whether it was rising or setting: But now at length I have the happiness to know that it is a rising and not a setting Sun.”

Washington's chair during the Constitutional Convention

<http://www.ushistory.org/more/sun.htm>

Making it Official: Ratification of the Constitution

QUESTIONS TO GUIDE INQUIRY

1. What are the historic roots for foundational values of American constitutional government?
2. What countries, documents, and events did founders use as resources for creating a constitution?
3. Which events in America shaped the road to a constitutional government?

TERMS, PLACES, PEOPLE

Ratification

Federalist

Anti-Federalist

The Federalist Papers

Bill of Rights



Following the Convention's adjournment in September 1778, the next step to making the document official and giving it the power to form the government of the United States was to send it to the people for **ratification**.

According to Article VII of the proposed **U.S. Constitution**, in order to replace the Articles of Confederation, “The Ratification of the Conventions of nine States, shall be sufficient for the Establishment of this Constitution between the States so ratifying the Same.” Each state needed to hold its own ratification convention.

The founders knew the new government would have little chance of surviving without the support and ratification of all states, especially the most populous states like Virginia and Massachusetts. Many of the ratification debates took place in the pages of newspapers and pamphlets. The two sides of the debate were the **Federalists** and the **Anti-Federalists**. The Federalists supported the new stronger government that would be formed by the Constitution, while the Anti-Federalists believed the new government would easily evolve into tyranny.

Interactive 2.12 Carol Berkin - Federalists and Antifederalists



Watch this video overview of the two sides: Carol Berkin: Speaking on Federalists vs. Anti-Federalists

Writing in support of the Constitution, Federalists James Madison, Alexander Hamilton, and John Jay joined forces and collectively wrote 85 essays under the pseudonym Publius. In the 2015 Broadway musical, Hamilton, the song “Non-Stop” describes the essays as “a series of essays anonymously published defending the document to the public.”

The essays are an organized defense of the document, which describes to the public the necessity of a new government as a whole, and defends specific provisions. For example, in Federalist 51, Publius wrote about the need for a strong government by saying,

“If men were angels, no government would be necessary. If angels were to govern men, neither external nor internal controls on government would be necessary. In framing a government which is to be administered by men over men, the great difficulty lies in this: you must first enable the government to control the governed; and in the next place, oblige it to control itself.”

A more specific clause of the Constitution is addressed in Federalist 50, in which Publius discusses how Congress members are accountable to their constituents by stating:

Interactive 2.13 Non-Stop (Original Broadway Cast Recording)

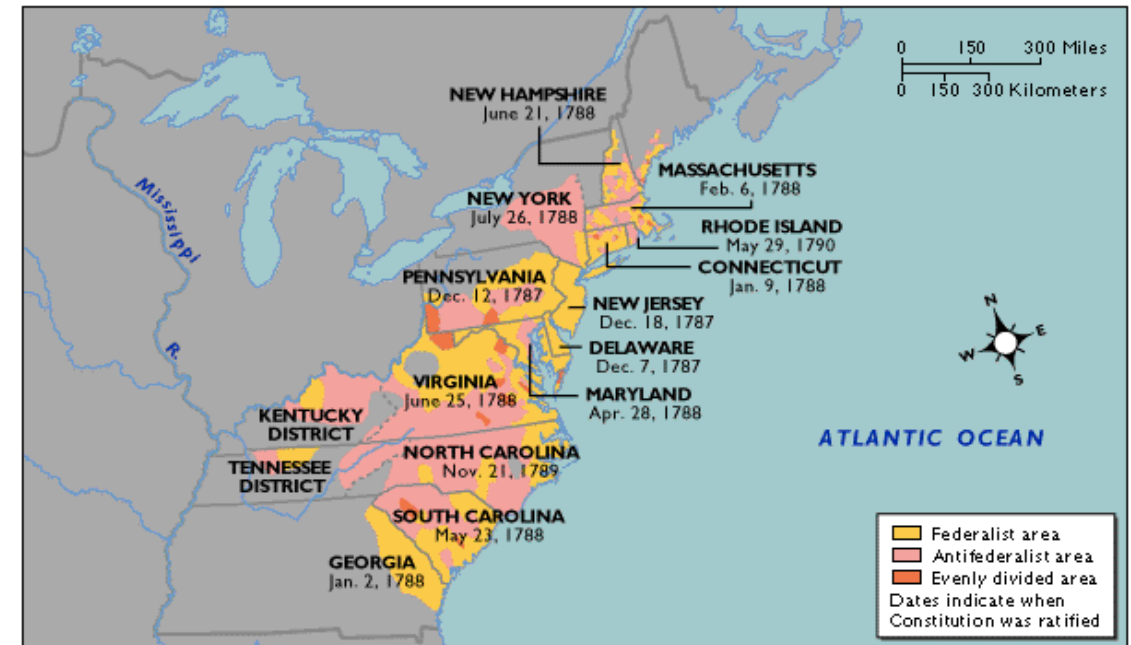


“The members of the legislative department . . . are numerous. They are distributed and dwell among the people at large. Their connections of blood, of friendship, and of acquaintance embrace a great proportion of the most influential part of the society . . . they are more immediately the confidential guardians of their rights and liberties.”- The Federalist Papers Federalist No. 50, February 5, 1788

The Anti-Federalists also used writings to promote their arguments. Instead of a cohesive group writing in unison, the essays were written by individuals who represented citizens from a variety of states and economic classes. These writers, of which at least one was a woman, used pseudonyms such as: Cato, Brutus, Federal Farmer, Sydney, Columbian Patriot. An excerpt from Sydney’s (Robert Yates) letter hits on the heart of the Anti-Federalist argument that a strong central government will become oppressive to the people and needs limitations, such as a **Bill of Rights**:

“[W]hat is to limit the oppression of the general government? Where are the rights, which are declared to be incapable of violation? And what security have people against the wanton oppression of unprincipled governors? No constitutional redress is pointed out, and no express declaration is contained in it, to limit the boundaries of their rulers.”

Federalist/Antifederalist

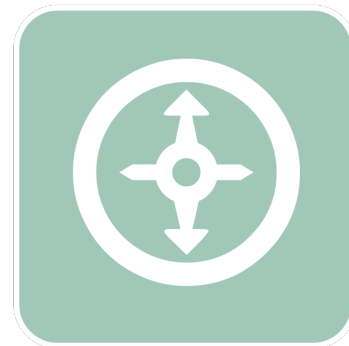


Map of Federalist and Anti-Federalists http://www.apushist.kenwackes.net/5B_How_the_Constitution_Came_to_Us.html

Ratification conventions were different in each state. In some states, like Delaware, ratification faced little opposition; in other states, ratification was a long and hard fought battle, like in New York where ratification was won with a mere three votes. After New Hampshire became the ninth and final state necessary for ratification, the Anti-Federalists effectively lost the battle.

However, their fight was not in vain. The addition of a Bill of Rights was a compromise that came out of the Massachusetts ratifying convention. The Federalists agreed to introduce and approve a Bill of Rights at the first meeting of the new congress. The Bill of Rights includes many essential rights and freedoms that are often the most well known and defended parts of the constitution.

Interactive 2.14 Timeline of Ratification



[See more essays here](#)

Here is a timeline of the ratification conventions and votes :

September 28, 1787: The Congress agrees to send the Constitution to the states for debate and ratification.

December 7, 1787: Delaware ratifies. Vote: 30 for, 0 against.

December 12, 1787: Pennsylvania ratifies. Vote: 46 for, 23 against.

December 18, 1787: New Jersey ratifies. Vote: 38 for, 0 against.

January 2, 1788: Georgia ratifies. Vote: 26 for, 0 against.

January 9, 1788: Connecticut ratifies. Vote: 128 for, 40 against.

February 6, 1788: Massachusetts ratifies. Vote: 187 for, 168 against.

March 24, 1788: Rhode Island popular referendum rejects. Vote: 237 for, 2708 against.

April 28, 1788: Maryland ratifies. Vote: 63 for, 11 against.

May 23, 1788: South Carolina ratifies. Vote: 149 for, 73 against.

June 21, 1788: New Hampshire ratifies. Vote: 57 for, 47 against.

Minimum requirement for ratification met-- Constitution is officially ratified

June 25, 1788: Virginia ratifies. Vote: 89 for, 79 against.

July 26, 1788: New York ratifies. Vote: 30 for, 27 against.

August 2, 1788: North Carolina convention adjourns without ratifying by a vote of 185 in favor of adjournment, 84 opposed.

November 21, 1789: North Carolina ratifies. Vote: 194 for, 77 against.



May 29, 1790: Rhode Island ratifies. Vote: 34 for, 32 against.

This political cartoon, showing a progression of future pillars being erected, appeared in The Massachusetts Centinel with a message supporting unity. January 30, 1788



Image source: <http://teachingamericanhistory.org/ratification/federalpillars/>

Federalist Anti-Federalist Overview

Category	Federalist	Anti-Federalist
Key figures	Alexander Hamilton, James Madison, John Jay, Benjamin Franklin, George Washington	George Mason, Patrick Henry, John Hancock, George Clinton, Richard Henry Lee, Mercy Otis Warren
Images		
Publications/ pen names	<i>The Federalist</i> papers, <u>Publius</u>	Federal Farmer, Cato, Brutus, <u>Centinel</u>
A quote from the literature of the group	"WE HAVE seen the necessity of the Union, as our bulwark against foreign danger, as the conservator of peace among ourselves, as the guardian of our commerce and other common interests, as the only substitute for those military establishments which have subverted the liberties of the Old World, and as the proper antidote for the diseases of faction, which have proved fatal to other popular governments, and of which alarming symptoms have been betrayed by our own." Federalist (No. 14)	"I have the highest veneration of those <u>Gentlemen</u> — but, Sir, give me leave to demand, what right had they to say, <u>We, the People</u> . My political curiosity, exclusive of my anxious solicitude for the public welfare, leads me to ask who <u>authorised</u> them to speak the language of, <u>We, the People, instead of We, the States?</u> States are the characteristics, and the soul of a confederation. If the States be not the agents of this compact, it must be one great consolidated National Government of the people of all the States." Patrick Henry Virginia Ratifying convention
Political Beliefs	In order for a government to work—it needed to have some strength and energy. The union would fail without a strong central government	In order for government to remain in check—it needed be watched closely by the people—wanted strong state governments with a weaker central government
Who should rule	Thought that elites were most fit to govern as they had the best education	Believed ordinary people should have great input into government
Distrustful of	The common people—fear of tyranny of the majority or mob rule	Elites- thought they were corrupt and would make laws that benefit only them
Who were they mostly	Property owner, landed wealthy, well-to-do, socialites	Small farmers, shopkeepers, laborers, merchants
Strongest desire	Ratify the constitution	Don't ratify the constitution- it doesn't do enough to limit the government

- 1. What are the historic roots for foundational values of American constitutional government?**
- 2. What countries, documents, and events did founders use as resources for creating a constitution?**
- 3. Which events in America shaped the road to a constitutional government?**

Civil Rights



This chapter will prepare you to answer the question: how well are we living up to the ideals and principles established at the founding? As you read through this final section, start to form your response.

The Preamble, the opening statement to the US Constitution, sets forth the goals which the new government would strive to achieve:

“We the People of the United States, in Order to form a more perfect Union, establish Justice, insure domestic Tranquility, provide for the common defence, promote the general Welfare, and secure the Blessings of Liberty to ourselves and our Posterity, do ordain and establish this Constitution for the United States of America.”

The first goal, to form a more perfect union, includes a key word: more. The framers of the Constitution desired that the nation and “We the People” continually strive to improve, to be “more perfect. At the founding of the nation’s government, there were groups who were not represented. Excluded groups included: natives, blacks, women, and immigrants, to name a few. Part of the process to become more perfect is to address the lack of equality of people living within the nation.

One way a nation can continually improve and strive to be “more perfect” is to look at the rights of its citizens. John Locke believed the main reason governments form is to protect rights of its citizens. This section will look at rights through the lens of various populations and their respective **civil rights** movements. These groups as well as several others have found it necessary to take action in order to ensure recognition of their basic civil rights.



Civil Rights are rights that belong to people because of their citizenship. These include a right to political, social, and economic equality.

Examples of civil rights violations include:

- Political rights of women were violated with the lack of access to voting prior to 1920
- Political rights of African Americans were violated prior to 1965 Voting Rights Act because many states and counties in the south instituted unpassable literacy tests and poll taxes to keep African Americans from voting.
- Social rights were violated by laws, such as Jim Crow laws, that prevented African Americans from sitting in restaurants, at the front of the public transportation busses, and even blocked their access to city pools and parks.
- Social rights of Indigenous people were violated by laws that made it expressly illegal for them to practice their religion prior to 1978

What civil right does Langston Hughes reference in the poem below? Use evidence from his poem to support your answer

I, TOO, SING AMERICA

I, too, sing America.

I am the darker brother.

They send me to eat in the kitchen

When company comes,

But I laugh,

And eat well,

And grow strong.

Tomorrow,

I'll be at the table

When company comes.

Nobody'll dare

Say to me,

"Eat in the kitchen,"

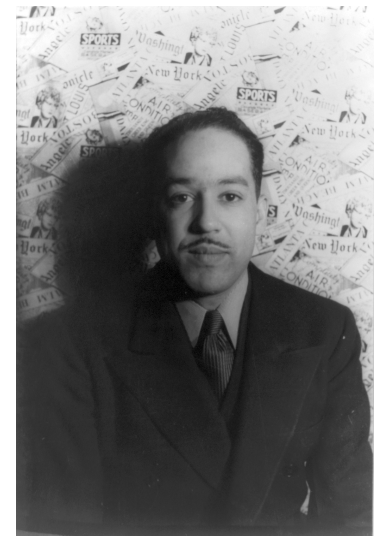
Then.

Besides,

They'll see how beautiful I am

And be ashamed--

I, too, am America.



- Langston Hughes, 1925

This section examines the Civil Rights movements of African Americans, women, and Indigenous Peoples. This is not representative of all groups who have sought to gain political, economic, and social equality as it is impossible to chronicle every part of each movement, so the information below offers highlights of the fight for civil rights, but is not an exhaustive history. Please reference the summary charts in the pages ahead for an overview of each movement.

African American Civil Rights Movement

The use of slaves in America is almost as old as European settlement on the North American continent. In 1619, the first African slaves were brought to Jamestown, Virginia. Much of the economic success of America as a new nation can be attributed to the use of free labor. But this free labor came at a cost. Men, women, and children were ripped from their homelands in Africa and sailed across the Atlantic Ocean in subhuman conditions. They were then sold to the highest bidder at auction. It is estimated that 12.5 million African slaves were brought to the new world and enslaved before the institution of slavery became illegal following the Civil War in 1865.

In 1790, John Newton told Parliament that a captive could generally be bought in Africa for £3 and sold at auction in the Caribbean for £25. Auctions or scrambles were the most popular way to sell slaves. There they were subjected to inspections using the most intimate and humiliating examinations, as if they were

animals at market. Children were separated from parents without any regard for the emotional ties between them as documented in accounts by Mary Prince and Frederick Douglass.”

After the Civil War, the 13th, 14th and 15th Amendments were passed and ratified. These amendments freed slaves, defined citizenship and guaranteed equal protection under the law for all people and gave black males the right to vote. However, one hundred years after being granted the right to vote with the 15th Amendment, many African Americans still did not have access to this basic, yet essential, political freedom. In addition to limited access to voting, African Americans, especially in the South, faced daily discrimination in the 1950’s and 1960’s. Schools in over 20 states were legally segregated, meaning black and white children were assigned to go to different, often unequal schools. The black schools were typically inadequate and underfunded. Also, many southern cities, including Birmingham

15th Amendment

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 the power to enforce this article by appropriate legislation.

Alabama, made it illegal for African American children to play in city parks. Public drinking fountains were separate for black and white people. The criminal justice system also treated African Americans differently. In one case, an African-American teenager named Emmett Till was brutally murdered by two white men for flirting with a white woman in Mississippi. Even though the evidence was clear and there were many eyewitnesses, an all-white jury found the two men not guilty. Later both defendants told a magazine they had indeed abducted and killed Emmett Till, however, the constitutional protection of double jeopardy prevented another trial.

Interactive 2.15 Emmett Till Chronology



Learn more about Emmett Till at this website.

To address the inequities facing African Americans, many groups worked to organize and address the social and political oppression. The African American Civil Rights Movement became the largest social movement of the 20th century. In simple terms, their goal was to secure equal access and the basic rights and privileges of U.S. citizens.



African American Civil Rights Movement	
Peak Years	1954-1965
Goals	<ul style="list-style-type: none"> • End racial segregation and discrimination • Desegregate schools and other public facilities • Access to jobs and housing • Gain access to voting in the south by removing barriers to voting like literacy tests • General equality
Tactics	Court cases Civil Disobedience Non-violent protests Speeches Boycotts Sit-ins Marches (like March on Washington for Jobs and Freedom) Freedom Rides
Opposition	KKK, white "segregationists" mainly in the south. White Citizens' Council
Outcomes	<ul style="list-style-type: none"> • Brown vs. Board of Education- ruled "there is no place for separate but equal in public education." Effectively overturned Plessy v. Ferguson. • Civil Rights Act of 1964- banned discrimination based on race, color, religion, sex, or national origin • Voting Rights Act of 1965- eliminated literacy tests and other disqualifying factors that kept blacks from voting in the south • Civil Rights Act of 1968- ends discrimination in housing
Key leaders/ organizations documents and speeches	Martin Luther King, Jr., Rosa Parks, Frederick Shuttlesworth, Ralph Abernathy, Thurgood Marshall, National Association for the Advancement of Colored People (NAACP) Southern Christian Leadership Conference (SCLC) Student Nonviolent Coordinating Committee (SNCC) Congress on Racial Equality (CORE)
Similar Group with different goals	Malcom X, Stokely Carmichael with Black Power, Black Panthers-- some favored a violent approach. Also supported black supremacy or black nationalism, which advocated separating races to avoid oppression Read more about the similarities and differences here: http://ndia.no/en/node/109405
The struggle continues with...	<ul style="list-style-type: none"> • Maintaining even access to voting • Striving for equal economic opportunity, utilizing affirmative action policies. • African Americans have the highest incarceration rates, murder rates, and single parent families. <ul style="list-style-type: none"> ◦ Ask yourself: Is there a lack of equal opportunity that causes these percentages be so high? According to NAACP- "African Americans now constitute nearly 1 million of the total 2.3 million incarcerated population" • According to a 2015 CBS poll only 51% of Americans believe the goals of the Civil Rights movement have been reached: http://www.cbsnews.com/news/have-the-goals-of-the-civil-rights-movement-have-been-achieved/

The most widely recognized leader of the African American Civil Rights Movement was Reverend Martin Luther King Jr. He, along with the Southern Christian Leadership Conference organized protests and demonstrations across the southern part of the nation. The group preached a message of nonviolence; they held sit-ins at lunch counters, and marches to demonstrate the unfair treatment and laws towards African Americans in the south. A first major success was the Montgomery Bus boycott where Rosa Parks was arrested for sitting in a section of the bus reserved for white people. For over a year, African Americans and Civil Rights supporters walked miles to work, or avoided the bus through carpooling. The efforts of protesters paid off. On December 20, 1956, over a year after the protest started, the law requiring racially segregated seating on buses was ordered by the U.S. Supreme Court to be in violation of the 14th Amendment.

Nonviolence was so central to the Civil Rights Movement that some supporters of the Civil Rights movement signed a commitment card containing words like the ones below:

Birmingham, Alabama Commitment Card:

I HEREBY PLEDGE MYSELF--MY PERSON AND MY BODY--TO THE NONVIOLENT MOVEMENT. THEREFORE I WILL KEEP THE FOLLOWING TEN COMMANDMENTS:

1. MEDITATE daily on the teachings and life of Jesus.
2. REMEMBER always that the nonviolent movement in Birmingham seeks justice and reconciliation-not victory.
3. WALK and TALK in the manner of love, for God is love.
4. PRAY daily to be used by God in order that all men might be free.
5. SACRIFICE personal wishes in order that all men might be free.
6. OBSERVE with both friend and foe the ordinary rules of courtesy.
7. SEEK to perform regular service for others and for the world.
8. REFRAIN from the violence of fist, tongue, or heart.
9. STRIVE to be in good spiritual and bodily health.
10. FOLLOW the directions of the movement and of the captain on a demonstration.

King and other demonstrators were often jailed for their participation in demonstrations. In fact, filling the jails was the goal of the 1963 Children's March in Birmingham, Alabama. There were so many demonstrators arrested, mostly children, that the

jails couldn't house anymore. So, the courts sent the kids to local fairgrounds until release. While there kids slept on cots, and sang freedom songs to encourage each other.

Later that year, King led a March on Washington for Jobs and Freedom. From the steps of the Lincoln Memorial he delivered his "I Have a Dream" speech with powerful statements that have lived on in the hearts and minds of Americans. In one compelling part of the speech, King encouraged the 250,000 in attendance sharing:

"And so even though we face the difficulties of today and tomorrow, I still have a dream. It is a dream deeply rooted in the American dream.

I have a dream that one day this nation will rise up and live out the true meaning of its creed: "We hold these truths to be self-evident, that all men are created equal."

I have a dream that one day on the red hills of Georgia, the sons of former slaves and the sons of former slave owners will be able to sit down together at the table of brotherhood.

I have a dream that one day even the state of Mississippi, a state sweltering with the heat of injustice, sweltering with the heat of oppression, will be

Interactive 2.16 I Have a Dream Speech



Listen to Dr. Martin Luther King deliver the I Have a Dream Speech

transformed into an oasis of freedom and justice.

I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character.

I have a dream today!”

Another example of how marches and protests were used as tactics was the Selma Montgomery march. At the march, activist and now Congressman John Lewis clarified the mission of the march and the Civil Rights Movement in general by saying, “We are marching to our state capitol to dramatize to our nation and to the world our determination to win first-class citizenship.” The African American civil rights movement was a powerful showing of popular sovereignty in action.



Women's Rights Movement

In July 1848, about 300 women and men gathered in Seneca Falls, New York, to discuss women's rights. Under the leadership of Elizabeth Cady Stanton, some in attendance signed a document titled the Declaration of Sentiment and Resolutions. This document laid out some of the biggest complaints and goals of the women as they formed to secure more rights. It included phrases such as:

- "We hold these truths to be self-evident: that all men and women are created equal"
- The history of mankind is a history of repeated injuries and usurpations on the part of man toward woman, having in direct object the establishment of an absolute tyranny over her.
- He has never permitted her to exercise her inalienable right to the elective franchise.
- He has compelled her to submit to laws, in the formation of which she had no voice.
- He has taken from her all right in property, even to the wages she earns
- He has so framed the laws of divorce, as to what shall be the proper causes of divorce; in case of separation, to whom the guardianship of the children shall be given; as to be wholly

regardless of the happiness of women—the law, in all cases, going upon the false supposition of the supremacy of man, and giving all power into his hands.

- He has denied her the facilities for obtaining a thorough education—all colleges being closed against her.
- He has endeavored, in every way that he could to destroy her confidence in her own powers, to lessen her self-respect, and to make her willing to lead a dependent and abject life.



Image source: <https://griid.files.wordpress.com/2012/07/picture-25.png>

From 1848 until 1920, women worked tirelessly to secure rights. The initial focus of social, economic, and political equality was narrowed to a focus on securing the right to vote (suffrage). Organizations within women's rights movements had different goals. Some organizations thought they should work state by state to gain suffrage at the state level, while others, like the Congressional Union, sought national suffrage only. The groups employed many tactics, some as simple as giving speeches and proposing laws at the state level. Others were more radical, including protests held at the White House.



Image source: http://www.americaslibrary.gov/assets/jb/jazz/jb_jazz_suffarrst_1_m.jpg

One leader, Alice Paul, went to extreme measures, participating in a hunger strike to raise awareness for her cause. She had to be force fed in prison following her arrest for protesting. Although women still strive for equality today, the major victory of the Women's Rights Movement was the passage and ratification of the 19th Amendment in 1920.

Women's Rights Movement	
Peak Years	1848-1920
Goals	<ul style="list-style-type: none"> Gain suffrage, or the right to vote, for all eligible women in the United States <ul style="list-style-type: none"> Two groups (NWSA and AWSA) merged in 1890 to gain membership and momentum as the National American Woman Suffrage Association (NAWSA) Later Congressional Union/ National Woman's Party formed Remove social and institutional barriers that limited women's rights to education, Desired economic rights to own property
Tactics	<ul style="list-style-type: none"> Speeches, education women Paul and the National Women's party had more militant tactics- picketing, mass rallies, and marches to raise awareness Hunger strike in prison (Alice Paul) Writing
Opposition	<ul style="list-style-type: none"> Men Women who felt a woman's role was to remain the the private sphere and allow men in the public sphere
Outcomes	<p>State suffrage for women in some states. The earliest examples: Wyoming 1869, Colorado 1893, Utah 1896, and Idaho 1896</p> <p>1917-- Jeannette Rankin of Montana is the first woman to be elected to the nation's Congress.</p> <p>19th Amendment passed in 1919 and Ratified in 1920-- provided full voting rights for women nationally.</p>
Key leaders/ organizations/ documents and speeches	<p>Elizabeth Cady Stanton Lucretia Mott Susan B Anthony Carrie Chapman Catt Alice Paul Lucy Stone</p> <p>American Woman Suffrage Association- AWSA (Stone) National Woman Suffrage Association- NWSA (Stanton and Anthony) In 1890-- National American Woman Suffrage Association (NAWSA)</p> <p>"Declaration of Sentiment, Grievances, and Resolutions"</p>
Still trying to achieve	<ul style="list-style-type: none"> Equal pay for equal work Increased time for maternity/ paternity leaves An equal Rights Amendment never passed -- can we show this page as a graphic: The ERA fails to be ratified by the states http://www.equalrightsamendment.org/states.htm

Civil Rights for Indigenous Peoples

Perhaps the population who has endured the longest struggle for civil rights in the United States is the one native to North America. From the time the first explorers and colonists landed in North America, there has been tension surrounding the rights of Indigenous peoples. Indigenous peoples in North America have continually faced violence, disease, and war. They have also faced policies which brought racism, oppression, and genocide. One of the harshest policies was Andrew Jackson's 1830 Indian Removal Act, which was responsible for the removal of over

100,000 Indigenous peoples from the land of their ancestors. The Cherokee lost over 4,000 of their people during just one of these forced marches. Not only were Indigenous peoples forcibly removed from their land, they were also denied the right to live in certain places. Three years after the Indian Removal Act, a law was passed prohibiting Indigenous peoples from even residing in the state of Florida.



IN THEIR OWN WORDS

Which is proper, Indian, Native American ... or neither?

No other population in the United States has more scrutiny around its identity than the indigenous peoples to North America. "Native American" and "Indian" are two widely used terms, but in actuality, both are incorrect. "Indian" is a misnomer that is 500 years old, that stems from early European explorers looking to find trade routes to the east. Upon "discovering" North America, men like Christopher Columbus named all people he encountered "Indians" because he was looking for India. The term has been so ingrained in politics, social use and even legal jargon, that it has become synonymous with indigenous peoples throughout the western hemisphere, from Argentina to Alaska.

Many tribes today call themselves Indians. "Native American" has been adopted in the last two decades in the United States, as a more politically correct term. But, this name too has its flaws. Saying the people are "Native" is correct, but labeling the lands as "America" is not all accurate.

The lands of North America had distinct, tribal designation before the arrival of Europeans. The indigenous peoples were indeed native to these lands but areas which they lived on had different names, all of which depended on the tribe that called that area home. Calling these lands as "America" denies the tribes' previous claims to these lands. Many indigenous people in the United States prefer to be called by their tribal name. This, too, can be confusing, as tribes sometimes go by different names and belong to a larger group. For example, the Odawa (or Ottawa) are indigenous to the Great Lakes. Many Odawa feel they belong to a larger group, the Anishnaabek. The Anishnaabek is comprised of the Odawa, Ojibway and Potawatomi. Not all Odawa feel this way, or even call themselves Odawa; some prefer Ottawa.

It comes down to personal identification in the case of tribes in the United States and how the tribes, and their populations, identify themselves. •



Genocide?

Genocide, the deliberate killing of a large group of people, especially those of a particular ethnic group or nation, is a term that defines the actions taken against Indigenous peoples through various policies and their impact. Entire populations were almost wiped out completely. In the Plains, the tribes were devastated by wholesale slaughter of buffalo, the main source of food, shelter, clothing, and considered spiritually significant. Additionally, countless wars have been waged against tribes within the U.S., resulting in some tribes becoming extinct. Furthermore, forced removal and the loss of land and resources has also been devastating. At one time in this country's history Indigenous people comprised 100% of the population. During the 1920's, however, Indigenous peoples faced near extinction, totaling a population of only 250,000. Today, Indigenous peoples account for approximately 1% of the population.

Chief Sitting Bull, an early leader for Civil Rights for Indigenous Peoples described his mission by stating: "We are poor... but we are free...No white man controls our footsteps. If we must die... we die defending our rights."

Challenges that people have fought, and continue to fight, to rectify through a civil rights movement include:

- Racial discrimination

- Violence/ killing of leaders
- Economic disparity
- Indian Boarding Schools
- Lack of citizenship until 1924
- Denial of educational opportunities
- Denial of religious freedom- 1880 law outlawed Indian religions
- Loss of indigenous land ownership
- Loss of access to and control of natural resources, treaty agreements that are not upheld by the US government, religious discrimination,
- Forced sterilization of indigenous women in 1970's

Tribes in the United States have a long history of facing and confronting the U.S. government's inability to uphold the obligations written into the treaties signed with the tribes. Treaties signed in the 19th century, transferred millions of acres of land from various tribes to the United States. In return for these lands, tribes were to receive services, reservations, rights and monies for the lands ceded. The United States did not honor the vast majority of these treaties.

The United States entered into over 370 treaties with dozens of tribal nations across the country. The last treaties were concluded in 1883. Treaties between tribes and the United States were primarily centered on land acquisition for the government. Some treaties did end hostilities but the vast majority were centered on land. Many treaties had multiple tribes party to them. Each individual tribe negotiated to retain rights (or removal), lands, compensation for lands and services in exchange for the lands ceded to the government. Tribes had to navigate these turbulent negotiations amidst the backdrop of removal policies, wars, assimilation and population declines.

Treaty rights vary from tribe to tribe across the country. Some tribes made treaties very early, in the 1780s, while some were nearly a century later in the 1860s. Some tribes were forced off their lands and removed to Oklahoma and Kansas. These removed tribes' treaties are vastly different than tribes whom did not suffer forced removal. Coastal tribes have specifics about fishing, plains tribes about hunting and desert tribes regarding water rights. A common right all tribes have in their treaties is access to natural resources, tribal lands (reservations) and compensation for lands ceded to the United States. The Michigan tribes fought to have reservations, hunting and fishing rights, fair compensation for land and later in the 20th century, self-government. These rights are common with many other tribes across the country.

One of the most powerful means tribes fought to have their treaty rights honored was by exercising them. Many tribal communities continued to access natural resources, despite state and local officials denying them. Fishing is one of the activities that brought treaty rights to the forefront of the public's attention and forced the federal government to make decisions regarding tribes' rights under treaties. From Washington to Michigan, fishing was a lightning rod of controversy during the 20th century. Finally, in the 1970s and 80s, federal courts made rulings regarding native fishing rights. Many tribes won the right to fish, based on their treaties with the United States.

Some tribes would sue the United States for its failure to uphold its treaty obligations, such as tribes under the Indians Claims Commission. Other tribes would pursue federal acknowledgment as an federally recognized Indian tribe, thus establishing a trust relationship with the United States. The means by which tribes fought to have their treaty rights honored depended on the tribal community. The vast majority of the time, tribes had to exert a huge amount of time, energy and resources to have their rights upheld. For example, the Little Traverse Bay Bands of Odawa first signed treaty with the United States in 1836. It wasn't until 1994 that the United States reaffirmed its trust relationship with LTBB Odawa. The LTBB Odawa fought for 158 years to have this status reaffirmed.

Tribes today are still fighting to have their treaty rights recognized. Tribes are still fighting to have their federal status acknowledged. As the times progress, the means by which tribes do this becomes more sophisticated, as do the issues.

Eric Hemenway, Tribal Archivist, Little Traverse Bay Bands of Odawa Indians

Interactive 2.17 Treaty Rights



Learn more about tribal rights by clicking here



Image with caption: Buck Chosa fishes in Keweenaw Bay. The commercial fishing rights of the Chippewa had been granted by an 1854 treaty and later upheld in 1971 by the Michigan Supreme Court. <http://www.history.com/topics/native-american-history/native-american-cultures/pictures/native-american-legislation/silhouette-of-a-great-lake-fisherman>

As tribes settled onto reservations, it became apparent that the land tribes were to occupy was not the most suitable for economic development. A lack of jobs and natural resources, coupled with racism and alienation from American society resulted in high poverty rates for tribal communities. To fight for their promised treaty rights, tribes during the early 20th century brought lawsuits against the United States, due to the negligence of the U.S. in treaty negotiations.

In the Great Lakes region, tribes have fought their own civil rights battles. These battles are unique from others because they are continually fighting to retain access to natural resources and land. For example, tribal fishing in the Great Lakes was contested by the State of Michigan starting from statehood in 1837. This issue was a civil rights issue that harmed the economic rights of Indigenous peoples. Michigan tribes worked together to gain legal access and the issue was resolved with a federal court decision in 1979, granting tribes the right under treaty to fish in the Great Lakes.

Native Civil Rights Movement	
Years	<p>Since beginning of colonization in America- present</p> <ul style="list-style-type: none"> National Congress of American Indians founded in 1944 American Indian Movement founded in 1968
Goals	<ul style="list-style-type: none"> NCAI goal- monitor federal policies and educate public, preserve rights under treaties and agreements AIM goal- <i>"to turn the attention of Indian people toward a renewal of spirituality which would impart the strength of resolve needed to reverse the ruinous policies of the United States, Canada, and other colonialist governments of Central and South America."</i>
Tactics	<ul style="list-style-type: none"> Court cases Legislation for equality and recognition of treaty/ indigenous rights <p>AIM- direct and militant confrontation with the US government</p> <ul style="list-style-type: none"> Boycotts and occupations of 74 federal facilities including: <ul style="list-style-type: none"> Trail of Broken Treaties-- week-long siege at the Bureau of Indian Affairs to make the BIA review 20 demands Wounded Knee Occupation- 71-day standoff at Pine Ridge Indian Reservation-- drew attention to mistreatment by federal and local agencies, and showed unsafe living conditions on reservations
Opposition	US Federal government
Outcomes	<ul style="list-style-type: none"> Indian Citizenship Act 1924 extended citizenship and voting rights to all American Indians. Before this, natives could not vote, hold office, or participate in the federal government. Indian Civil Rights Act 1968 (Indian Bill of Rights) <ul style="list-style-type: none"> Free speech, press, and assembly Michigan Indian Tuition Waiver, 1976 <ul style="list-style-type: none"> Waives the tuition costs for eligible Native Americans attending public community colleges or universities within Michigan Michigan's current guidelines here: http://www.michigan.gov/mdcr/0,1607,7-138--240889--,00.html American Indian Religious Freedom Act 1978 <ul style="list-style-type: none"> Before this law it was expressly illegal for native people to practice their religion. Intense discrimination against non-Christian natives. Indian Child Welfare Act 1978 Native American Graves Protection and Repatriation Act 1990 <ul style="list-style-type: none"> Allows tribes to have human remains and sacred items returned from museums and other holders. Violence Against Women Act 2013 <ul style="list-style-type: none"> Original law created in 1994 to help prosecute sexual and physical abuse against women Allowed for funding into investigation and prosecution of offenders 2013 law was amended to include to the protection of native women on tribal lands and prosecution of non-natives on tribal lands.
Key leaders/ documents and speakers	<p>National Congress of American Indians (NCAI): N.B. Johnson, Ruth Muskrat Bronson</p> <p>Great Lakes leaders: Waunneta and Robert Dominic, John Case, Ted Holappa</p> <p>American Indian Movement (AIM) 1968: Dennis Banks, Clyde Bellecourt, Vernon Bellecourt</p> <p>Winona LaDuke- (read her address to the United Nations here: http://www.ratical.org/co-globalize/WinonaLaDuke/Beijing95.html)</p> <p>Vine Deloria Jr.</p>
Still trying to achieve	<ul style="list-style-type: none"> End discrimination, bullying, and stereotypes Misappropriation of names and culture End human trafficking on and around reservations Restrict access to sacred sites Full implementation of laws protecting rights Honoring of treaty agreements Protecting environment Addressing inter-generational trauma Health issues (suicide, substance abuse, obesity)

Now it is time for YOU to decide.

After reviewing various civil rights movements, it is time for you decide:

“How well is America living up to the ideals and principles established at the founding?”

Consider some of these democratic ideals:

- “To form a more perfect union”
- establish Justice, insure domestic Tranquility,
- promote the general Welfare, and
- Secure the Blessings of Liberty to ourselves and our Posterity
- “all men are created equal”
- “endowed by their Creator with certain unalienable rights... life, liberty, and the pursuit of happiness”
- That whenever any Form of government becomes destructive of these ends, it is the Right of the People to alter or to abolish it and to institute a new government

Draft an answer to the question- “How well is America living up to the ideals and principles established at the founding? Make and support a claim. Be sure to convey precision, significance, and knowledge of your claim while pointing out the strengths and limitations of the claim.

Chapter 3

Is the Constitution Relevant and Effective in America Today?

Why did the founders choose a Federal system?

What are the guiding principles of the Constitution

How is the Constitution formally and informally amended?

How has federalism changed or evolved over time?

How are power and responsibility distributed, shared, and limited in the government established by the U.S. Constitution?

How has the interpretation of the Bill of Rights evolved over time?



Chapter 4

How Has the Meaning of Citizenship Changed Over Time?

What does it mean to be a citizen?

What changes in the laws have impacted citizenship in the United States?

What is dual citizenship?



Chapter 5

Do “Other Actors” Belong in a Democracy?

What roles do political parties, interest groups, the media and individuals play in the development of public policy?

What is the role of campaigns and elections in the American politics?



Chapter 6

How Effective is the Legislative Branch in Governing?

How does Congress make policy?

What effects Congressional decision making?

How is Congress organized?



Chapter 7

Has the Expansion of Executive Power Been Positive?

How does the Executive branch make decisions?

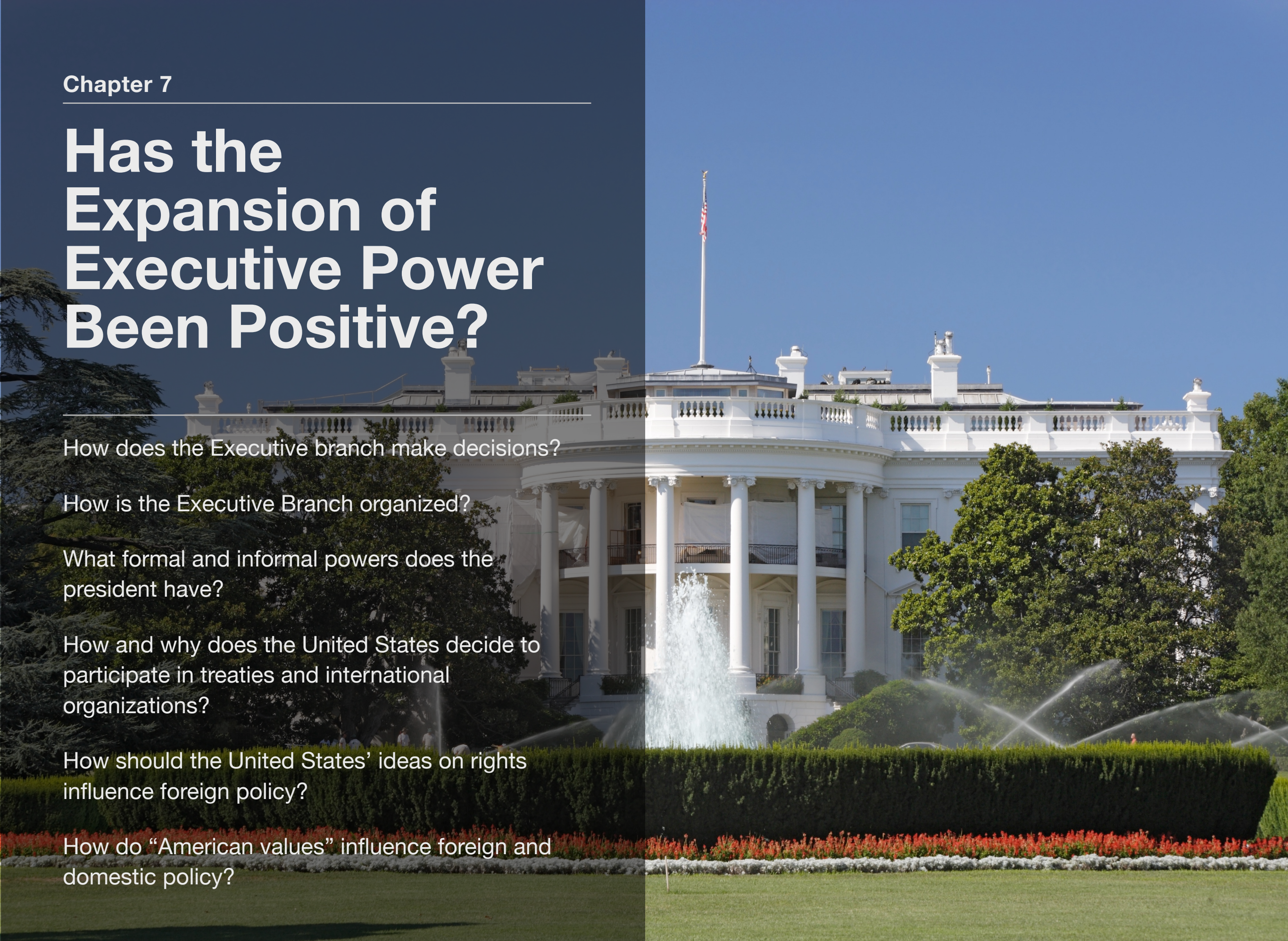
How is the Executive Branch organized?

What formal and informal powers does the president have?

How and why does the United States decide to participate in treaties and international organizations?

How should the United States' ideas on rights influence foreign policy?

How do “American values” influence foreign and domestic policy?



Chapter 8

What Does it Mean to Have an Independent Judiciary?

What are the purposes of the Judicial Branch as outlined in Article III?

Does the Supreme Court have too much power?

How is the Judicial Branch organized?

Should federal judges and Supreme Court justices have lifetime tenure?

