



ISD Virtual Learning

APUSH Period 3 Review:

April 10, 2020

PERIOD 3: 1754-1800

Republican Motherhood

LEARNING TARGET

Students will create an argument about the effectiveness of
Republican Motherhood

WARM UP-ANSWER IN YOUR NOTEBOOK

The future First Lady wrote in part, “I long to hear that you have declared an independency. And, by the way, in the new code of laws which I suppose it will be necessary for you to make, I desire you would remember the ladies and be more generous and favorable to them than your ancestors. Do not put such unlimited power into the hands of the husbands. Remember, all men would be tyrants if they could. If particular care and attention is not paid to the ladies, we are determined to foment a rebellion, and will not hold ourselves bound by any laws in which we have no voice or representation.” Abigail Adams 1776

1. What is her argument?
2. How does she use the ideals of the Revolution to create her argument?

REPUBLICAN MOTHERHOOD

After the Revolutionary War, the US started to consider the role of women in society. The term Republican Motherhood is a concept that describes the benefits and drawbacks of womanhood in the late 1700's.

See the next page for the Pros and Cons of this concept.

REPUBLICAN MOTHERHOOD

Pros:

- women were seen as essential to civic life

- women were depended upon for the education of male citizens

- Motherhood was appreciated as something central to American culture.

Cons:

- women were still excluded from political activity

- for the most part, girls were still not offered education beyond the home and family

- due to the prominence of motherhood, career options for women, outside of teaching and child rearing, were not available.

REPUBLICAN MOTHERHOOD-PRACTICE

Answer this in your binder/notebook:

How did the ideal of Republican Motherhood live up to the Enlightenment ideas that inspired the American Revolution?

- create a clear argument

- make sure you are using historical evidence to defend your argument



APUSH

Lesson: April 10, 2020

Objective/Learning Target: Students will explain how different forms of government developed and changed as a result of the Revolutionary Period and explain the differing ideological positions on the structure and function of the federal government.

Warm Up

Answer two of the following journal questions:

What do you think is the purpose of a government?

What restrictions do you think should be placed on the government?

What restrictions do you think should be placed on the people of a nation?

What do you think are the most important human rights that should be protected by the government?

What do you think makes a government powerful and what makes a government weak?

Lesson Activity: Background Information

The Articles of Confederation

The Articles of Confederation was the first written US constitution. It was written during the American Revolution and fully ratified in 1781. The Articles of Confederation was later replaced by the US Constitution of 1787.

Watch a video over the Articles of Confederation,
<https://www.khanacademy.org/humanities/us-history/road-to-revolution/creating-a-nation/v/the-articles-of-confederation>

WEAKNESSES	OUTCOME
Congress had no power to levy or collect taxes.	The government was always short of money.
Congress had no power to regulate foreign trade.	Quarrels broke out among states and trading with other countries was difficult.
Congress had no power to enforce its laws.	The government depended on the states for law enforcement.
Approval of nine states was needed to enact laws.	It was difficult to enact laws.
13 states needed to approve amendments to the Articles.	There was no practical way to change the powers of government.
The government had no executive branch.	There was no effective way to coordinate the work of government.
There was no national court system.	The central government had no way to settle disputes among the states.

Shay's Rebellion

Overview

- In August 1786, Revolutionary War veteran Daniel Shays led an armed rebellion in Springfield, Massachusetts to protest what he perceived as the unjust economic policies and political corruption of the Massachusetts state legislature.
- **Shays's Rebellion** exposed the weakness of the government under the **Articles of Confederation** and led many—including George Washington—to call for strengthening the federal government in order to put down future uprisings.
- The rebellion, which revived the rhetoric of the American revolution, shaped debate over the proper scope and authority of the US government that ultimately resulted in the creation of the **US Constitution**.

To Read the Full Article, Click Here

<https://www.khanacademy.org/humanities/us-history/road-to-r evolution/creating-a-nation/a/shayss-rebellion>

Constitutional Convention – Conflicts and Compromises

Virginia Plan:

- 3 separate branches: Exec, Leg, Judicial
- Bicameral (2 houses) legislature, House of Representatives & Senate
 - Representation based on population size in both houses
- More people → more reps
- Big states liked this!

Great Compromise

How should states be represented in the govt?

- Bicameral legislature with 2 houses: House of Representatives & Senate
- Representation based on pop. in House of Reps
 - Equal representation in Senate (each State gets two Senators)
 - Also called *Connecticut Compromise*

New Jersey Plan:

- 3 separate branches: Exec, Leg, Judicial
- Unicameral (1 house) legislature, House of Representatives only
 - Equal representation for all states, like in the Articles of Con.
 - One state → one vote
 - Small states liked this!

Northern States:

- Slaves should NOT be counted for representation, but they SHOULD be counted for taxation.
- This position was best for the non-slavery states (mostly northern and smaller).

Three-Fifths (3/5th) Compromise

How should population be counted for representation and taxation?

- Count some of the slaves. For every 5 slaves, 3 would be counted for population and taxation.

Southern States:

- Slaves SHOULD be counted for representation, but they should NOT be counted for taxation.
- This position was best for the slave-holding states (mostly southern with large #'s of slaves).

Northern States

- Wanted government to regulate business, to help northern industry
- Some northerners wanted the govt to end the slave trade, but all wanted to protect their own property rights
- Most northerners did not want to have to return escaped slaves to owners

Slave Trade & Commerce Compromise

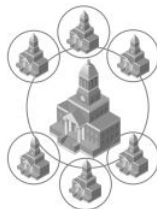
Should the govt regulate business, including the slave trade?

- Govt COULD regulate business, but promised not to end the slave trade for 20 years.
 - Escaped slaves would be returned to owners.

Southern States:

- Did not want government to regulate business, because it would not help southern agriculture
- Were afraid that government would end the slave trade
- Felt that northerners must return escaped slaves (property) to owners

The Debate Over Ratification



Who Needs a Central Government?

In America's earliest days, the Founders experimented with several types of government. The first one was organized under an agreement called the **Articles of Confederation**. It created a central government that had very little power. Individual state governments kept most of the power. This gave the states a lot of independence, but it also created problems. So the Founders tried again, and this time they wrote the **Constitution**. Signed by representatives from every state, the Constitution created a stronger central government that shared power with the states. The Constitution couldn't be passed until it was approved by the states, and when it was sent out for approval, a raging debate started! Many people feared a strong central government, so they feared the Constitution.

Anti-Federalists: Down with Central Government!

In a system where a central government shares power with smaller units of government, such as states, the term **federal** refers to the central government. On one side of the Constitution debate, **anti-federalists** wanted a small central government. They believed local governments best understood what citizens needed and would best protect citizens' freedom. Anti-federalists opposed parts of the Constitution they thought limited the power of the states. They feared that a strong central government would overpower state governments, and eventually state governments would lose their independence and influence. They also didn't like that the original Constitution did not guarantee citizens any specific rights. They feared that a central government would become so powerful it would be just like having a king.



Federalists: Yay for Central Government!

Federalists wanted a strong central government. They believed that a strong central government was necessary if the states were going to band together to form a nation. A strong central government could represent the nation to other countries. It could also control individual states that would not cooperate with the rest. Federalists also believed that a strong central government could best protect individual citizens' rights and freedoms. Federalists were not afraid of the central government created by the Constitution because it had three branches—the executive, legislative, and judicial—that could limit each other's power. That way, the central government could not become too powerful.



A Battle on Paper

With no TV or internet in the 1780s, the two sides duked it out in newspapers and pamphlets. James Madison, Alexander Hamilton, and John Jay used the fake name 'Publius' to write 85 letters supporting the Constitution. These were published in newspapers and are called the **Federalist Papers**. Anti-federalists responded with their own series of letters and essays arguing that the Constitution was a threat to liberty.



A Compromise

In the end, federalists agreed to add ten **amendments**, or changes, to the Constitution. Known as the **Bill of Rights**, these amendments guaranteed a list of rights to citizens. The anti-federalists were pleased with this addition because the Bill of Rights limited the central government's power.

Lesson Activity - Writing an Introduction Paragraph for a Long Essay Questions (LEQ)

The Prompt:

- Read and identify if the prompt is a causation, comparison or change and continuity over time prompt. (Address ALL the parts of the prompt.)
- What is the prompt asking you to DO and what does it require you to KNOW

Contextualization:

- Start your paragraph with 2-3 Sentences of Background Information
- You will not gain the contextualization point for merely a phrase or a reference.
- Relate the topic of the prompt to broader historical events, developments, or processes that occur before, during, or continue after the time frame of the question.

Thesis Statement:

- 2-3 Sentences
- A historically defensible claim
- Respond to the prompt, rather than merely restating or rephrasing the prompt.
- Provide a roadmap for your essay. What are you going to talk about? introduce your categories of evidence that will support your claim.

Sample Prompt and Introduction Paragraph

The Prompt:

“Evaluate the extent to which the ratification of the Fourteenth and Fifteenth Amendments to the Constitution marked a turning point in the history of United States politics and society, analyzing what changed and what stayed the same.”

(Change and Continuity)

Contextualization:

The American Civil War was fought between the Union and Confederate armies from 1861 to 1864. After the Union won the war, the country entered into the era of Reconstruction. Several new constitutional amendments were passed during this time period as a response to the Civil War. The Thirteenth Amendment abolished slavery, the Fourteenth Amendment promised equal protection under the law to all all newly freed slaves and the Fifteenth Amendment provided all African American men the right to vote.

Thesis Statement:

While the Fourteenth and Fifteenth amendments allowed certain successes during Reconstruction such as the election of the first African-American politicians to the US Congress, these changes did not last and Reconstruction is generally considered a failure. The short lived era of Radical Reconstruction ended and white supremacy was restored in the South. Even though constitutional amendments technically provided political rights, black codes, the KKK, and measures such as literacy tests and poll taxes were allowed to limit these rights. Racism strictly governed the relationships between white southerners and freed slaves and society remained generally the same as it was before the war.

Lesson Activity: Write Your Own Introduction Paragraph

Prompt:

How did the weaknesses of the Articles of Confederation lead to the Constitutional Convention and the eventual ratification of the US Constitution?

OR

Compare the demographics the Federalists and Anti-Federalists and their various positions on the US Constitution. What did they disagree on and how did they eventually compromise?

2 or More Sentences of Background Information (Context):

2-3 Sentence Thesis Statement:

Additional Writing Practice: Official 2019 APUSH Exam LEQ Prompts - Causation

Evaluate the extent to which ideas of self-government influenced American colonial reaction to British imperial authority in the period from 1754 to 1776.

Evaluate the extent to which debates over slavery in the period from 1830 to 1860 led the United States into the Civil War.

Evaluate the extent to which ideas about democracy contributed to the African American Civil Rights movement in the period from 1940 to 1970.

Additional Unit 2 Practice- *America's History* Textbook Review Videos

[CLICK HERE](#) to watch a review video for Chapter 7: Hammering Out a Federal Republic (1787-1820)

Additional Unit 3 Practice- Define and Review Key Terms

Chapter 6 Part 2

1. Northwest Ordinance
1. Articles of Confederation
2. Shay's Rebellion
3. Electoral College
4. Constitutional Convention
5. Ratify
6. The Great Compromise
7. 3/5th Compromise
8. Anti-Federalists
9. Federalists
10. Alexander Hamilton
11. James Madison
12. The US Constitution
13. Separation of Powers
14. Federalism
15. Supreme Court
16. Bicameral Legislature

Chapter 7 Part 1

1. Bill of Rights
2. Judiciary Act of 1789
3. Hamilton vs Jefferson
4. Hamilton's Financial Plan
5. French Revolution
6. Haitian Revolution
7. Latin American Revolutions
8. Whiskey Rebellion
9. George Washington's Farewell Address

Reflection

What features of the US Constitution has made it so long lasting when compared to the Articles of Confederation?
Do you think the US Constitution is still relevant today?