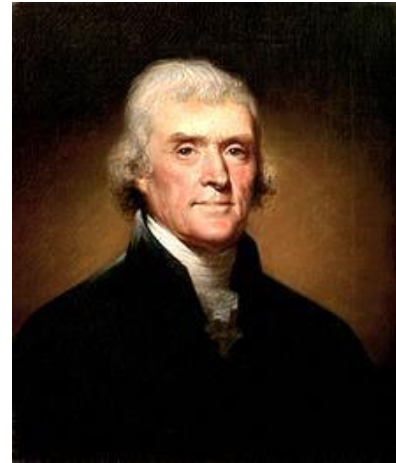


# INTENSIVE REVIEW GUIDE

## End of Course (EOC) Examination

### *United States History and the Constitution*



# STANDARD 1

*Colonies, Revolution, Constitution, and Early Nationhood*

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**USHC 1.1** Summarize the distinct characteristics of each colonial region in the settlement and development of British North America, including religious, social, political, and economic differences.

Motives for Colonization: \_\_\_\_\_

### Contrasting the Colonial Regions

	Religion	Society	Politics	Economy
<b>New England</b>				
<b>Mid-Atlantic</b>		<i><b>Not Assessed</b></i>		
<b>Southern</b>				

***Religion in the Colonies***

New England

John Winthrop (MA) City on a \_\_\_\_\_

The **“Religious Freedom”** Myth

*Although the Puritans fled England to escape religious persecution, but they turned around and persecuted dissenters in their own communities.*

Exiled Dissenters:

\_\_\_\_\_

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Mid-Atlantic

<p style="text-align: center;"><b>Pennsylvania</b> William Penn</p> <p>_____</p>	<p style="text-align: center;"><b>Maryland</b> Lord Baltimore</p> <p>_____</p>
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***The Colonial Economy***

The Triangular Trade

Colonies: \_\_\_\_\_

Europe: \_\_\_\_\_

Africa: \_\_\_\_\_

\_\_\_\_\_

***Economic Regulation***

The \_\_\_\_\_ Acts governed colonial trade, but were not strictly enforced – a policy known as ***salutary neglect***.

**PORTS:** Boston, New York, Philadelphia, Charleston

**USHC 1.2** Analyze the early development of representative government and political rights in the American colonies, including the influence of the British political system and the **rule of law** as written in the Magna Carta and the English Bill of Rights, and the conflict between the colonial legislatures and the British **Parliament** over the right to tax that resulted in the American Revolutionary War.

**Constitutional Government = \_\_\_\_\_ Government**

The early American colonists brought traditions of constitutional government with them to the New World. Two English documents embody these traditions:



The \_\_\_\_\_, or “Great Charter,” was signed by King John in 1215. The Magna Carta limited the power of the English monarch and recognized the rights of individuals in the following ways:

**Taxation** \_\_\_\_\_ **Trial by** \_\_\_\_\_  
*The king cannot tax unless he gets approval from the people’s representatives*      **The** \_\_\_\_\_ **of** \_\_\_\_\_  
*Everyone obeys the law – even the king.*

English monarchs had to get the approval of \_\_\_\_\_ for all taxes. Parliament was a representative body made up of nobles, bishops, and landowners.



In the 1600s, the Stuart kings clashed with Parliament, leading to the English Civil War and the “\_\_\_\_\_ Revolution” of 1688.

William and Mary signed the English \_\_\_\_\_ of \_\_\_\_\_, which established the following principle:

**Parliament > King**

The English Bill of Rights guaranteed many of the same liberties that Americans are guaranteed by our Bill of Rights, including freedom of speech, freedom to petition the government, the right to bear arms, and protection from cruel and unusual punishments.



**Natural Rights (John \_\_\_\_\_)**  
 1. \_\_\_\_\_  
 2. \_\_\_\_\_  
 3. \_\_\_\_\_

John Locke wrote that the purpose of government is to protect people’s natural rights of life, liberty, and property.

<b><u>“Consent of the Governed”</u></b>	<b><u>“Right of Revolution”</u></b>
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The English colonists brought these ideas with them to the colonies, where they created their own representative bodies that made their laws.

Parliament pursued a policy of “\_\_\_\_\_” with the colonies, leaving them alone. However, this would change with the French and Indian War.

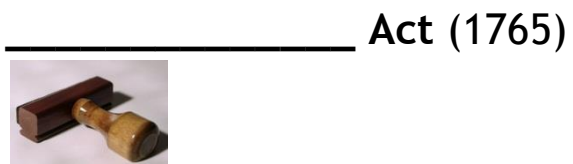
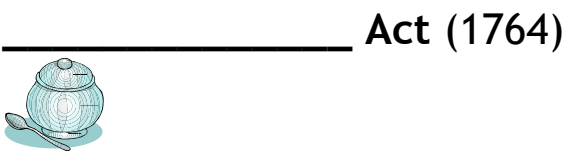
## Parliament Taxes the Colonies

\_\_\_\_\_ **Neglect** – Britain tended to leave the colonies alone.

**1754-1763** \_\_\_\_\_ **War**

*After the French and Indian War, Parliament decided to quarter troops in the American colonies and that the colonists should pay to maintain the troops. The new restrictions and taxes Parliament placed on the colonies included:*

**1763** The \_\_\_\_\_ of **1763**, which restricted colonists from settling west of the Appalachian Mountains



**“NO \_\_\_\_\_ WITHOUT \_\_\_\_\_”**

**1767** \_\_\_\_\_

**P** \_\_\_\_\_ **P** \_\_\_\_\_ **L** \_\_\_\_\_ **G** \_\_\_\_\_ **T** \_\_\_\_\_

### The Road to Revolution

**1770** \_\_\_\_\_

**1773** \_\_\_\_\_

**1774** \_\_\_\_\_

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

**1775** Battles of \_\_\_\_\_ and \_\_\_\_\_

**USHC 1.3** *Analyze the impact of the Declaration of Independence and the American Revolution on establishing the ideals of a democratic republic.*

April 1775	January 1776	July 1776
Battles of _____ & _____	Thomas Paine _____	Declaration of Independence <b>(FINALLY)</b>

It took fifteen months for the colonies to make a **FULL COMMITMENT** to Revolution.

*Why did it take so long?* \_\_\_\_\_

## IN CONGRESS, JULY 4, 1776

The unanimous Declaration of the thirteen united States of America

When in the Course of human events it becomes necessary for one people to dissolve the political bands which have connected them with another and to assume among the powers of the earth, the separate and equal station to which **the Laws of Nature and of Nature's God** entitle them, a **decent respect to the opinions of mankind** requires that they should declare the causes which impel them to the separation.

We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are **Life, Liberty** and the **pursuit of Happiness**. — That to secure these rights, Governments are instituted among Men, deriving their just powers from the 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 new Government, laying its foundation on such principles and organizing its powers in such form, as to them shall seem most likely to effect their Safety and Happiness. **Prudence, indeed, will dictate that Governments long established should not be changed for light and transient causes; and accordingly all experience hath shewn that mankind are more disposed to suffer, while evils are sufferable than to right themselves by abolishing the forms to which they are accustomed. But when a long train of abuses and usurpations, pursuing invariably the same Object evinces a design to reduce them under absolute Despotism, it is their right, it is their duty, to throw off such Government, and to provide new Guards for their future security.** — Such has been the patient sufferance of these Colonies; and such is now the necessity which constrains them to alter their former Systems of Government. **The history of the present King of Great Britain is a history of repeated injuries and usurpations**, all having in direct object the establishment of an absolute Tyranny over these States. To prove this, let Facts be submitted to a candid world.

**John**

(*Influencer*)



Locke's ideas of **limited government** are present throughout the declaration.

**Appeal to \_\_\_\_\_ Law**

**Two Audiences:**

**Internal:** \_\_\_\_\_

**External:** \_\_\_\_\_

**NATURAL RIGHTS**  
(\_\_\_\_\_)

\_\_\_\_\_, \_\_\_\_\_ and  
the \_\_\_\_\_ of \_\_\_\_\_

*The purpose of government is  
to secure these rights.*

### Right of Revolution

*People have the right to overthrow  
oppressive governments.*

*The colonists have patiently suffered  
a "long train of abuses and  
usurpations" at the hands of the  
British. This is partially aimed at  
those in the colonies who still hoped  
for reconciliation with the Crown.*

**THE  
TARGET:**

\_\_\_\_\_  
(NOT Parliament)



Jefferson then begins a litany (long list) of abuses of power at the feet **King George III**, including:

He has dissolved Representative Houses repeatedly, for opposing with manly firmness his invasions on the rights of the people.

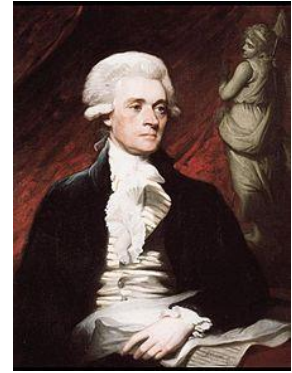
He has erected a multitude of New Offices, and sent hither swarms of Officers to harrass our people, and eat out their substance.

He has plundered our seas, ravaged our Coasts, burnt our towns, and destroyed the lives of our people.

He is at this time transporting large Armies of foreign Mercenaries to compleat the works of death, desolation and tyranny, already begun with circumstances of Cruelty & perfidy scarcely paralleled in the most barbarous ages, and totally unworthy the Head of a civilized nation.

He has constrained our fellow Citizens taken Captive on the high Seas to bear Arms against their Country, to become the executioners of their friends and Brethren, or to fall themselves by their Hands.

He has excited domestic insurrections [slave rebellions] amongst us, and has endeavoured to bring on the inhabitants of our frontiers, the merciless Indian Savages, whose known rule of warfare, is an undistinguished destruction of all ages, sexes and conditions.



**“These United Colonies are, and of Right ought to be Free and Independent States... and that as Free and Independent States, they have full Power to levy War, conclude Peace, contract Alliances, establish Commerce, and to do all other Acts and Things which Independent States may of right do.”**

The Declaration of Independence allowed the newly-independent states to make a FULL COMMITMENT to the Revolution, allowing the Congress and the States to establish sovereign governments and conduct foreign policy.

DOMESTIC POLICY	FOREIGN POLICY
<p><b>ARTICLES OF _____</b></p> <p>The Principles of the Declaration in Action:</p> <p><b>DECENTRALIZED GOVERNMENT</b> No Independent Executive Branch</p>	<p><b>ALLIANCE WITH _____</b> (following the Battle of Saratoga)</p> <p>“The enemy of my enemy is my friend.”</p> <p>Why did France assist the United States? _____</p>



Although Northern states passed laws providing for the gradual emancipation of slaves and nearly all states stopped supporting churches with tax dollars, implementing the Declaration’s ideal that “All Men are Created Equal” has been a constant work in progress throughout the history of the United States.

## AN INFLUENTIAL DOCUMENT



The Declaration of Independence has influenced other Declarations of Rights in the U.S. and around the World, including the French *Declaration of the Rights of Man*, the Texas Declaration of Independence, the Seneca Falls Declaration (Women’s Rights), and the Vietnamese Declaration of Independence (written a communists – oh, the irony!)

**USHC 1.4** *Analyze how dissatisfactions with the government under the Articles of Confederation were addressed with the writing of the Constitution of 1787, including the debates and compromises reached at the Philadelphia Convention and the ratification of the Constitution.*

## The Articles of Confederation

The first plan of government for the United States was the \_\_\_\_\_ of \_\_\_\_\_, which were drafted in 1776. The Articles were replaced by the U.S. Constitution in 1789.

<b>The Articles vs. the Constitution</b>		
	<b>Articles of Confederation</b> <i>"A Firm League of Friendship"</i>	<b>U.S. Constitution</b> <i>"A More Perfect Union"</i>
<b>Representation</b>		
<b>Taxation</b>		
<b>Powers of Congress</b>		<b>In addition to the Articles:</b>
<b>Amendments</b>		<b>/ of Congress + / of States</b>

**PROBLEMS:** \_\_\_\_\_ **Rebellion** \_\_\_\_\_ **Economy**

**The Constitutional Convention**      **May-Sep., 1787 (Philadelphia, Pennsylvania)**

For what purpose? \_\_\_\_\_ the Articles




<b>Conflict and Compromise at the Constitutional Convention</b>		
<b>Virginia Plan</b>		
<b>New Jersey Plan</b>		
<b>Great (Connecticut) Compromise</b>		
<b>3/5 ("Not So Great") Compromise</b>	<i>For the South:</i>	<i>For the North:</i>
<b>Electoral College</b>		<b>Electors = _____ + _____</b>
<b>Amendments</b>	<b>___ / ___ OF _____ + ___ / ___ OF THE _____</b>	





## Ratification

The Constitution had to be ratified by conventions in \_\_\_\_\_ of the thirteen states in order to take effect.

_____			_____
_____			_____
<b><i>The Federalist [Papers]</i></b>			
			Moderate Antifederalists agreed to support the Constitution if a _____ of _____ was added.

**USHC 1.5** Explain how the fundamental principle of limited government is protected by the Constitution and the Bill of Rights, including democracy, republicanism, federalism, the separation of powers, the system of checks and balances, and individual rights.

## Principles of the Constitution

Constitutional ( \_\_\_\_\_ ) Government

**Federalism** – power is divided between the \_\_\_\_\_ government and the \_\_\_\_\_ governments.

Delegated Powers	Concurrent Powers	Reserved Powers

## Representative Government (Republicanism)

### Separation of Powers

\_\_\_\_\_ Branch | \_\_\_\_\_ Branch | \_\_\_\_\_ Branch

### Checks and Balances

In addition to separation of powers, the Framers proposed a system of *checks and balances* in order to make sure that the members of one branch of government did not become too powerful or corrupt.

**Examples:**

*Veto, Treaty Ratification, Judicial Nomination and Confirmation*

**Ordered Government**

\_\_\_\_\_ **Rebellion (1786)**

**USHC 1.6** *Analyze the development of the two-party system during the presidency of George Washington, including controversies over domestic and foreign policies and the regional interests of the Democratic-Republicans and the Federalists.*

### Washington’s First Cabinet

<b>Secretary of the Treasury</b>	Secretary of War	Attorney General	<b>Secretary of State</b>
	Henry Knox (MA)	Edmund Randolph (VA)	

### The First Two-Party System

	<b>FEDERALISTS</b>	<b>(Jeffersonian) REPUBLICANS</b>	
		<b>Leaders</b>	
		<b>Federalism</b>	
		<b>Constitution</b>	
		<b>Economy</b>	
		<b>National Bank</b>	
		<b>Protective Tariff</b>	
		<b>Federal Assumption of State War Debts</b>	
		<b>Supporters</b>	



**Washington’s Farewell Address:** 1. \_\_\_\_\_

*Washington urged Americans to avoid* 2. \_\_\_\_\_

### The Adams Administration

	<b>Alien and Sedition Acts (1798)</b>	<b>Virginia &amp; Kentucky Resolutions (1798-1799)</b>
<b>WHO?</b>	<i>Adams Administration and Federalist Congress</i>	
<b>WHAT?</b>		

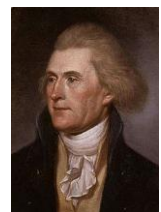
### The “\_\_\_\_\_” of 1800

*Jefferson elected President / Jeffersonian Republican majority in both Houses of Congress*

**USHC 1.7** Summarize the expansion of the power of the national government as a result of Supreme Court decisions under Chief Justice John Marshall, such as the establishment of judicial review in *Marbury v. Madison* and the impact of political party affiliation on the Court.

Before leaving office, John Adams appointed several \_\_\_\_\_ judges, who would serve life terms and be able to undermine Jefferson’s Republican administration from the bench. These included John \_\_\_\_\_ who Adams appointed as \_\_\_\_\_ of the Supreme Court.

***Marbury v.*** \_\_\_\_\_ established the principle of judicial \_\_\_\_\_, which says that the Supreme Court has the authority to interpret the Constitution (specifically, in this case, to overturn a law passed by \_\_\_\_\_). This differed from Thomas Jefferson’s belief that the \_\_\_\_\_ should interpret the Constitution.



### John Marshall vs. Thomas Jefferson

John Marshall (_____)		Thomas Jefferson (_____)
	<b>Federalism</b>	
	<b>National Bank</b>	
	<b>Economic Development?</b>	
	<b>Strict / Loose Construction</b>	
	<b>Who Interprets the Constitution?</b>	

The Marshall Court’s decisions generally ( strengthened / weakened ) the power of the federal government and ( supported / opposed ) states’ rights.