

# SECTION 3



Thomas Paine

British tax stamp



## WITNESS HISTORY AUDIO

### Paine's *Common Sense*

Early in 1776, English colonists in North America eagerly read the newly published *Common Sense*, by Thomas Paine. This pamphlet called on them to declare their independence from Britain and echoed the themes of the Enlightenment.

“’Tis repugnant to reason, to the universal order of things, to all examples from former ages, to suppose that this Continent can long remain subject to any external power.”

—Thomas Paine, *Common Sense*

**Focus Question** How did ideas of the Enlightenment lead to the independence and founding of the United States of America?

# 3 Step-by-Step Instruction

## Objectives

As you teach this section, keep students focused on the following objectives to help them answer the Section Focus Question and master core content.

- Describe characteristics of Britain and the 13 English colonies in the mid-1700s.
- Outline the events that led to the American Revolution.
- Summarize the events and significance of the American Revolution.
- Analyze how the new Constitution reflected the ideas of the Enlightenment.

# Birth of the American Republic

## Objectives

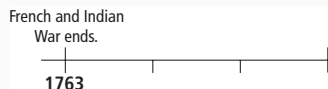
- Describe characteristics of Britain and the 13 English colonies in the mid-1700s.
- Outline the events that led to the American Revolution.
- Summarize the events and significance of the American Revolution.
- Analyze how the new Constitution reflected the ideas of the Enlightenment.

## Terms, People, and Places

George III	Yorktown, Virginia
Stamp Act	Treaty of Paris
George Washington	James Madison
Thomas Jefferson	Benjamin Franklin
popular sovereignty	federal republic

## Note Taking

**Reading Skill: Recognize Sequence** As you read, complete a timeline like the one below with important dates that led up to the formation of the United States government.



On the eve of the American Revolution, Britain was a formidable foe whose power stretched throughout the world. In addition, an ambitious new ruler sought to expand the powers of the monarchy.

## Britain Becomes a Global Power

There are several key reasons for Britain's rise to global prominence:

- Location placed England in a position to control trade. In the 1500s and 1600s, English merchants sent ships across the world's oceans and planted outposts in the West Indies, North America, and India. From these tiny settlements, England would build a global empire.
- England offered a climate favorable to business and commerce and put fewer restrictions on trade than some of its neighbors.
- In the 1700s, Britain was generally on the winning side in European conflicts. With the Treaty of Utrecht, France gave Nova Scotia and Newfoundland to Britain. In 1763, the end of the French and Indian War and the Seven Years' War brought Britain all of French Canada. The British also monopolized the slave trade in Spanish America, which brought enormous wealth to British merchants.
- England's territory expanded closer to home as well. In 1707, England and Wales were united with Scotland to become the United Kingdom of Great Britain. Free trade with Scotland created a larger market for farmers and manufacturers. Ireland had come under English control during the 1600s. It was formally united with Great Britain in 1801.

## Prepare to Read

### Build Background Knowledge L3

Ask students to recall what they already know about the American Revolution. Why did the colonists go to war? How was the new American Republic different from other governments at the time?

### Set a Purpose L3

- **WITNESS HISTORY** Read the selection aloud or play the audio.

 **WITNESS HISTORY Audio CD,** *Paine's Common Sense*


Ask **How do Paine's words reflect Enlightenment ideals?** (*He points to reason and natural law—"the universal order of things"—as reasons why the colonies must be free from England.*)

- **Focus** Point out the Section Focus Question and write it on the board. Tell students to refer to this question as they read. (*Answer appears with Section 3 Assessment answers.*)
- **Preview** Have students preview the Section Objectives and the list of Terms, People, and Places.
- **Note Taking** Have students read this section using the Structured Read Aloud strategy (TE, p. T20). As they read, have students fill in the timeline showing important dates leading to the formation of the U.S. government.

 **Reading and Note Taking Study Guide,** p. 162

## Vocabulary Builder

Use the information below and the following resources to teach the high-use word from this section.

 **Teaching Resources, Unit 4, p. 5; Teaching Resources, Skills Handbook, p. 3**

### High-Use Word

**assert, p. 558**

### Definition and Sample Sentence

*vt.* to insist on being recognized

He knew that if he didn't **assert** himself, his boss would give the promotion to someone else.

## Teach

### Britain Becomes a Global Power

L3

#### Instruct

- **Introduce** Using the Think-Write-Pair-Share strategy, (TE, p. T23), ask students to list characteristics that would allow a nation to become a global power. (*wealth, trade, territory, victories in war, an ambitious ruler*) Write their responses on the board.
- **Teach** Ask **How did Britain exhibit the characteristics of a global power in the mid-1700s?** Match students' responses in the Introduce activity with their responses to this question.
- **Quick Activity** Display **Color Transparency 103: The Election II—Cavassing for Votes, by William Hogarth**. Use the lesson suggested in the transparency book to guide a discussion on the corruption of Britain's political system.

 **Color Transparencies, 103**

#### Independent Practice

**Link to Geography** Have students work in groups to find the following maps using Internet and library resources: England before 1707, Great Britain after 1707 and before 1801, Great Britain after 1801, British colonies in the mid-1700s, British colonies in the mid-1800s. Ask them to explain the changes in Great Britain's territory. Have students share the maps they find with the class.

#### Monitor Progress

As students fill in their timelines, circulate to make sure they have correctly identified the sequence of events that led to the formation of the U.S. government. For a completed version of the timeline see

 **Note Taking Transparencies, 135**

#### Answers

##### Map Skills

1. Review locations with students.
  2. Massachusetts
  3. They are all located close to the coast, which would have been important for trade and travel.
- ✓ Each victory in war brought Britain more lands. In addition, Britain was in a position to control trade.

### The Colonies That Became the United States

**Geography Interactive**  
For: Audio guided tour  
Web Code: nap-1731



◀ The original flag of the United States

**Map Skills** Cities in the English colonies were busy centers of trade and important to Britain's economy.

1. **Locate** (a) Philadelphia (b) Massachusetts (c) Boston
2. **Region** Which colony had two separate pieces of land?
3. **Analyze Information** What do almost all the colonial cities have in common based on the map? Why was this important?

#### Vocabulary Builder

**assert**—(uh SURT) *vt.* to insist on being recognized

In 1760, **George III** began a 60-year reign. Unlike his father and grandfather, the new king was born in England. He spoke English and loved Britain. But George was eager to recover the powers the crown had lost. Following his mother's advice, "George, be a king!" he set out to reassert royal power. He wanted to end Whig domination, choose his own ministers, dissolve the cabinet system, and make Parliament follow his will. Gradually, George found seats in Parliament for "the king's friends." Then, with their help, he began to **assert** his leadership. Many of his policies, however, would prove disastrous.

- ✓ **Checkpoint** What led to Britain's rise to global prominence in the mid-1700s?

### The Colonies in the Mid-1700s

By 1750, a string of prosperous colonies stretched along the eastern coast of North America. They were part of Britain's growing empire. Colonial cities such as Boston, New York, and Philadelphia were busy commercial centers that linked North America to the West Indies, Africa, and Europe. Colonial shipyards produced many vessels for this trade.

Britain applied mercantilist policies to its colonies in an attempt to strengthen its own economy by exporting more than it imported. To this end, in the 1600s, Parliament had passed the Navigation Acts to regulate colonial trade and manufacturing. For the most part, however, these acts were not rigorously enforced. Therefore, activities like smuggling were common and not considered crimes by the colonists.

### Differentiated


#### Instruction Solutions for All Learners

##### L1 Special Needs L2 Less Proficient Readers

Have students scan the headings and visuals in the section. Then create two columns on the board, labeled *Britain* and *The 13 Colonies*. Have students volunteer information comparing and contrasting the two regions in the 1700s. Then ask students to use this chart to explain why the colonists would seek independence in 1776.

##### L2 English Language Learners

Use the following resources to help students acquire basic skills:

 **Adapted Reading and Note Taking Study Guide**

- Adapted Note Taking Study Guide, p. 162
- Adapted Section Summary, p. 163

By the mid-1700s, the colonies were home to diverse religious and ethnic groups. Social distinctions were more blurred than in Europe, although wealthy landowners and merchants dominated government and society. In politics, as in much else, there was a good deal of free discussion. Colonists felt entitled to the rights of English citizens, and their colonial assemblies exercised much control over local affairs. Many also had an increasing sense of their own destiny separate from Britain.

**✓ Checkpoint** In what ways were the colonies already developing independence from Britain?

## Colonists Express Discontent

The Seven Years' War and the French and Indian War in North America had drained the British treasury. King George III and his advisors thought that the colonists should help pay for these wars. To increase taxes paid by colonists, Parliament passed the Sugar Act in 1764, which imposed import taxes, and the **Stamp Act** in 1765, which imposed taxes on items such as newspapers and pamphlets. "No taxation without representation," the colonists protested. They believed that because they had no representatives in Parliament, they should not be taxed. Parliament repealed the Stamp Act in 1766, but then passed a Declaratory Act that said it had complete authority over the colonists.

**Colonists Rebel Against Britain** A series of violent clashes intensified the colonists' anger. In March 1770, British soldiers in Boston opened fire on a crowd that was pelting them with stones and snowballs. Colonists called the death of five protesters the Boston Massacre. Then in December 1773, a handful of colonists hurled a cargo of recently arrived British tea into the harbor to protest a tax on tea. The incident became known as the Boston Tea Party. When Parliament passed harsh laws to punish Massachusetts for the destruction of the tea, other colonies rallied to oppose the British response.

As tensions increased, fighting spread. Finally, representatives from each colony gathered in Philadelphia and met in a Continental Congress to decide what action to take. Among the participants were the radical yet fair-minded Massachusetts lawyer John Adams, who had defended the British soldiers involved in the Boston Massacre in their trial; Virginia planter and soldier **George Washington**; and political and social leaders from other colonies.

**Colonists Declare Independence** In April 1775, the ongoing tension between the colonists and the British exploded into war in Lexington and Concord, Massachusetts. This war is known as the Revolutionary War, or the American Revolution. The Congress met soon after and set up a Continental Army, with George Washington in command. Although many battles ended in British victories, the colonists were determined to fight at any cost. In 1776, the


**Drafting the Declaration**  
Benjamin Franklin, John Adams, and Thomas Jefferson (from left to right)



The Declaration of Independence stands as one of the most important documents in all of history. It still serves as inspiration for people around the world. Where did some of the ideas of the Declaration originate?

### Primary Source

“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.”

—Declaration of Independence, July 4, 1776  AUDIO

## Careers

**Lawyers** More than half of the signers of the Declaration of Independence were trained in the law. Lawyers work to advise and advocate in legal matters. They may represent parties in civil and criminal trials, research the intent of the law, and draft legal documents. Most specialize in an area of law, such as elder care, real estate, or the growing field of intellectual

property. They spend much of their time in law libraries, offices, and courtrooms as they do research, meet with clients, and argue cases. Lawyers are analytical, persuasive, and articulate. To practice law, a person must have a bachelor's degree, a law degree, and a license to practice in a given state.

## The Colonies in the Mid-1700s

L3

### Instruct

- **Introduce** Using the map titled The Colonies That Became the United States on the previous page, remind students of the location and names of the colonies in the mid-1700s. Ask **Why were the colonies clustered together on the eastern seaboard?** (*They had been settled largely by immigrants from England; the population of the colonies had not yet grown to the point where people needed to move to the unsettled interior, especially since the Appalachian Mountains stood in the way.*)
- **Teach** Have students describe the English colonies in the mid-1700s. Ask **Which characteristics do you think would lead them on a collision course with Britain?** (*prosperity and growing self-confidence*)
- **Quick Activity** Ask students to discuss in small groups why colonists felt entitled to the rights of English citizens. Then have groups share their responses with the class.

### Independent Practice

- Have students access **Web Code nap-1731** to take the **Geography Interactive Audio Guided Tour** and then answer the maps skills questions in the text.
- Have students fill in the Outline Map *The Colonies That Became the United States*.

**All in One** Teaching Resources, Unit 4, p. 13

### Monitor Progress

- Check answers to map skills questions.
- Check students' Outline Maps to make sure that they have accurately located the thirteen colonies. Administer the Geography Quiz.

**All in One** Teaching Resources, Unit 4, p. 14

## Answers

- ✓ Answers may include colonial prosperity, colonial assemblies having some control over local affairs, and the lack of enforcement of its laws by Britain.


**PRIMARY SOURCE** in France and England from Enlightenment thinkers such as Locke and Rousseau

## Colonists Express Discontent

LE

### Instruct

- **Introduce** Read the Primary Source selection from the Declaration of Independence aloud or play the audio. Ask students to summarize the passage in their own words. Ask why the Declaration of Independence is one of the most important documents in all of history.

 **AUDIO** Witness History Audio CD, The Declaration of Independence

- **Teach** Ask **Why did the colonists object so strongly to the idea of no taxation without representation?** (*The British government was imposing its laws without any say from the colonists.*) **How did Enlightenment ideals influence the colonists' view of this issue?** (*The Enlightenment emphasized representative government.*)

- **Quick Activity** Display **Color Transparency 106: Tarring and Feathering Under The Liberty Tree**, showing colonists' discontent before the American Revolution with the famous English portrayal of tarring and feathering. Use the lesson suggested in the transparency book to guide a discussion.

 **Color Transparencies**, 106

### Independent Practice

Ask students to choose an event mentioned in the text, such as the passage of the Stamp Act or the Boston Massacre, and write two letters to the editor. One letter should be from the viewpoint of a colonist and one should be from the viewpoint of someone living in Britain.

### Monitor Progress

As students compose their letters, circulate to make sure that they understand how the viewpoints of a colonist and of someone living in Britain would differ when viewing the same event.

### Answers

**BIOGRAPHY** Washington: He was a patient, courageous, and determined leader. Madison: They were well-read intellectuals who supported Enlightenment ideals. Franklin: His scientific reputation preceded his visit to France, and he represented freedom, which was an Enlightenment ideal.

- ✓ individual freedom, government by the people, the right to "life, liberty, and property"

## BIOGRAPHY



### George Washington

When George Washington (1732–1799) was chosen to lead the American army, the British thought he would be a failure. Washington indeed faced many challenges, including an army that did not have weapons, uniforms, or bedding. He struggled to incorporate order and discipline and to instill pride and loyalty in his soldiers. Washington persevered to American victory. His success as a leader continued when he became the nation's first President. **How did Washington hold the army together through difficult times?**

### James Madison

James Madison (1751–1836) arrived at the Constitutional Convention in Philadelphia in May 1787 with his thick notebooks on history and government. Madison chose a seat in front of the president's chair and kept detailed notes of the debates. Madison was greatly respected and quickly became the Convention's floor leader. His notebooks remained unpublished for more than 50 years, but they are now our main source of information about the birth of the Constitution. **What did the Framers of the Constitution have in common?**

### Benjamin Franklin

Benjamin Franklin (1706–1790) was a philosopher, scientist, publisher, legislator, and diplomat. Sent by Congress to France in 1776 to seek financial and military support for the war, he soon became popular in France because of his intellect and wit. Those who admired America's goal of attaining freedom also admired Franklin. When Franklin returned to America after nine years, he served as a delegate to the Constitutional Convention as the eldest of the delegates. **Why was Franklin admired in France?**

Second Continental Congress took a momentous step, voting to declare independence from Britain. **Thomas Jefferson** of Virginia was the principal author of the Declaration of Independence, a document that reflects John Locke's ideas of the government's obligation to protect the people's natural rights to "life, liberty, and property."

The Declaration included another of Locke's ideas: people had the right "to alter or to abolish" unjust governments—a right to revolt. The principle of **popular sovereignty**, which states that all government power comes from the people, is also an important point in the Declaration. Jefferson carefully detailed the colonists' grievances against Britain. Because the king had trampled colonists' natural rights, he argued, the colonists had the right to rebel and set up a new government that would protect them. Aware of the risks involved, on July 4, 1776, American leaders adopted the Declaration, pledging "our lives, our fortunes, and our sacred honor" to creating and protecting the new United States of America.

- ✓ **Checkpoint** What Enlightenment ideas are reflected in the Declaration of Independence?

### Differentiated

#### Instruction Solutions for All Learners

- L1** Special Needs
- L2** Less Proficient Readers
- L2** English Language Learners

To help students master vocabulary, have them make a list of this section's Vocabulary Builder terms and Key Terms and People. Encourage students to include in the list additional terms that may be new to them, such as *ambitious*, *fundamental*, *imposed*, *prosperous*, and *resilient*. Then have them create flashcards with the

term on one side and its definition (or, in the case of Key People, a one-sentence identifying statement) on the other. For English Language Learners, you may wish to have students add explanations in their first language to go with the flashcards. Pair students and have them quiz each other using the flashcards.

## The American Revolution Continues

At first, the American cause looked bleak. The British had a large number of trained soldiers, a huge fleet, and greater resources. About one third of the American colonists were Loyalists, or those who supported Britain. Many others refused to fight for either side. The Americans lacked military resources, had little money to pay soldiers, and did not have a strategic plan.

Still, colonists had some advantages. One was the geography of the diverse continent. Since colonists were fighting on their own soil, they were familiar with its thick woods and inadequate roads. Other advantages were their strong leader, George Washington, and their fierce determination to fight for their ideals of liberty.

To counteract these advantages, the British worked to create alliances within the colonies. A number of Native American groups sided with the British, while others saw potential advantages in supporting the colonists' cause. Additionally, the British offered freedom to any enslaved people who were willing to fight the colonists.

**France Provides Support** The first turning point in the war came in 1777, when the Americans triumphed over the British at the Battle of Saratoga. This victory persuaded France to join the Americans against its old rival, Britain. The alliance brought the Americans desperately needed supplies, trained soldiers, and French warships. Spurred by the French example, the Netherlands and Spain added their support.

Hard times continued, however. In the brutal winter of 1777–1778, Continental troops at Valley Forge suffered from cold, hunger, and disease. Throughout this crisis and others, Washington was patient, courageous, and determined. He held the ragged army together.

### WITNESS HISTORY VIDEO

Watch *The Enlightenment and the American Revolution* on the **Witness History Discovery School™** video program to learn more about the American Revolution.



#### Fearless Leader

George Washington directs his troops on the battlefield. *What traits did Washington possess that helped lead Americans to victory?*



## The American Revolution Continues

L3

### Instruct

- **Introduce** Create a two-column chart on the board, labeling one column “disadvantages” and the other “advantages.” Have students fill in the chart with the disadvantages and advantages of the colonists at the start of the Revolution. Ask **Would you have been able to predict colonial victory based on this list?** (*Answers will vary.*)
- **Teach** Ask **Why was the battle of Saratoga a turning point in the war?** (*The American victory persuaded the French to help the colonists.*) **Why was George Washington’s leadership essential to the colonists’ ultimate success?** (*He was able to hold the ragged colonial army together with his courage and determination.*)
- **Quick Activity** Show students *The Enlightenment and the American Revolution* from the **Witness History Discovery School™** video program. Ask them to list three ways in which Enlightenment ideals influenced the American Revolution. (*Guided by the ideas of the Enlightenment, the founders of the United States promoted the ideals of equality, inalienable rights, and the people’s right to abolish any government that denied these rights.*)

### Independent Practice

- **Viewpoints** To help students better understand differing viewpoints during the war, have them read the selection *Two Views of the Battle of Cowpens* and complete the worksheet.

**All in One** Teaching Resources, Unit 4, p. 11

### Monitor Progress

- To check understanding, ask students to summarize the course of the war.

### Answer

**Caption** perseverance, strong leadership, and determination

### History Background

**A Soldier’s Philosophy** The philosophical writings of the Enlightenment certainly influenced leading Americans such as Thomas Jefferson and Benjamin Franklin. However, more fundamental thoughts motivated many of the soldiers in the Continental Army.

When Captain Levi Preston was asked if he joined the fight for independence because of having read the

writings of Locke and others on liberty, he replied, “Never heard of ‘em. We read only the Bible, the Catechism, Watts’s Psalms and Hymns, and the Almanack. Young man, what we meant in going for those red-coats was this: we always had governed ourselves, and we always meant to. They didn’t mean we should.”

## A New Constitution

L3

### Instruct

- **Introduce** Point out that the United States Constitution has endured for over 200 years. Ask **What is the reason for its longevity?** (*It is based on enduring ideals such as government of, by, and for the people.*)
- **Teach** Ask students to list the main provisions of the Constitution, such as an elected president and the creation of a federal republic. Write their responses on the board. Then help them give present-day examples of each provision.
- **Analyzing the Visuals** Display **Color Transparency 104: Enlightenment Thinkers** on the Enlightenment ideas that inspired revolution and the principles of representative government. Then direct students to the Infographic on this page. Ask **What ideas of the Enlightenment were incorporated into the Constitution?** (*popular sovereignty, limited government, separation of powers, checks and balances*)

 **Color Transparencies, 104**

### Independent Practice

- Have students work in groups to research examples of checks and balances. Encourage students to use newspapers and magazines as well as Internet news services.
- **Web Code nap-1732** will take students to an interactive diagram. Have students complete the interactivity and then answer the questions in the text.

### Monitor Progress

Have students share their examples of checks and balances with the class. Then lead a discussion to further explore one or two of the most timely examples.

### Answers

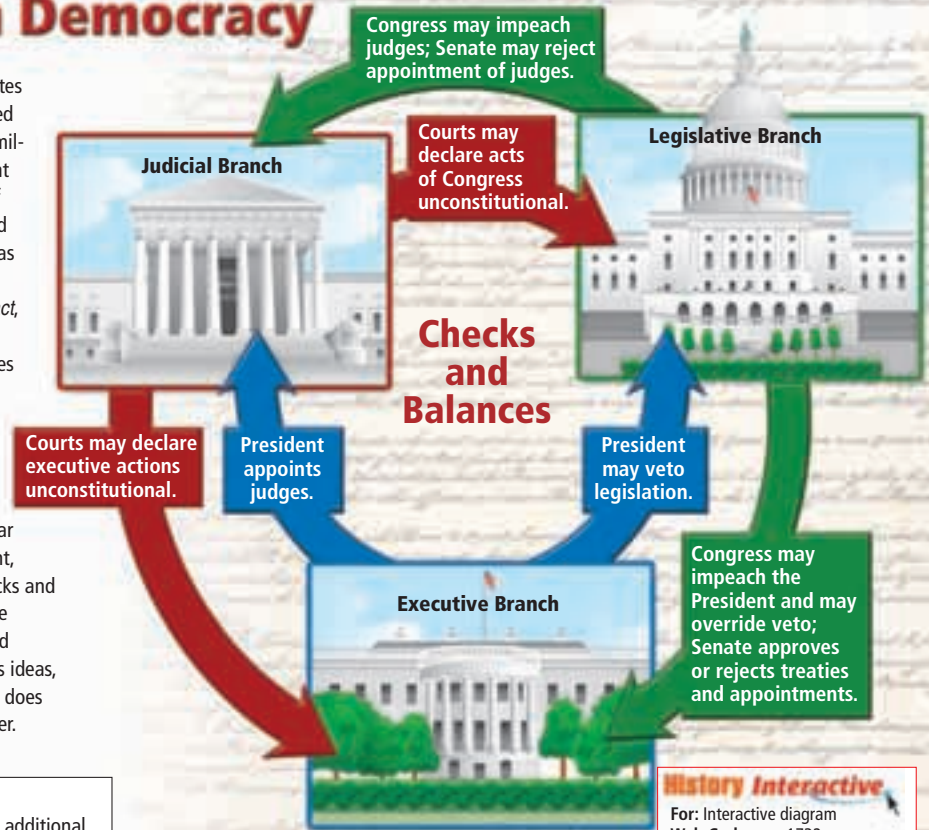
#### Thinking Critically

1. Sample: the right to freedom of speech, religion, and property ownership
  2. For every branch of government, another branch has the power to veto or regulate. For example, the President has the power to veto legislation, the courts may declare congressional acts unconstitutional, and Congress has the ability to override presidential vetoes.
- ✓ familiarity with the terrain, strong leadership, and determination to achieve their ideals

### INFOGRAPHIC

## The Roots of American Democracy

The Framers of the United States Constitution were well educated and widely read. They were familiar with governments of ancient Greece and Rome and those of contemporary Great Britain and Europe. Political writings such as Montesquieu's *The Spirit of the Laws*, Rousseau's *Social Contract*, and Locke's *Two Treatises of Government* contained principles that greatly influenced the Framers in the development of the Constitution. Centuries later, these fundamental democratic principles of American government—popular sovereignty, limited government, separation of powers, and checks and balances—are still in place. The diagram here shows checks and balances, one of Montesquieu's ideas, which ensures that one branch does not accumulate too much power.



#### Thinking Critically

1. **Draw Conclusions** What additional ideas might the Framers have learned from the political writings of the Enlightenment thinkers?
2. **Summarize** Explain how the basic principle of checks and balances works.

**Treaty of Paris Ends the War** In 1781, the French fleet blockaded the Chesapeake Bay, which enabled Washington to force the surrender of a British army at **Yorktown, Virginia**. With that defeat, the British war effort crumbled. Two years later, American, British, and French diplomats signed the **Treaty of Paris**, ending the war. In that treaty, Britain recognized the independence of the United States of America. The Americans' victory can be attributed to their resilient dedication to attaining independence.

- ✓ **Checkpoint** What advantages did the colonists have in battling Britain for their independence?

## A New Constitution

The Articles of Confederation was the nation's first constitution. It proved to be too weak to rule the new United States effectively. To address this problem, the nation's leaders gathered once more in Philadelphia. Among them were George Washington, **James Madison**, and **Benjamin Franklin**.

### Differentiated

#### Instruction Solutions for All Learners

**L4** Advanced Readers **L4** Gifted and Talented

Have groups of students discuss whether or not the American Revolution could have occurred without the Enlightenment. Ask each group to present its conclusions to the class.

During the hot summer of 1787, they met in secret to redraft the articles of the new constitution. The result was a document that established a government run by the people, for the people.

**Enlightenment Ideas Have Great Impact** The Framers of the Constitution had studied history and absorbed the ideas of Locke, Montesquieu, and Rousseau. They saw government in terms of a social contract into which “We the People of the United States” entered. They provided not only for an elective legislature but also for an elected president rather than a hereditary monarch. For the first President, voters would choose George Washington.

The Constitution created a **federal republic**, with power divided between the federal, or national, government and the states. A central feature of the new federal government was the separation of powers among the legislative, executive, and judicial branches, an idea borrowed directly from Montesquieu. Within that structure, each branch of government was provided with checks and balances on the other branches.

The Bill of Rights, the first ten amendments to the Constitution, was important to the passage of the Constitution. It recognized the idea that people had basic rights that the government must protect, such as freedom of religion, speech, and the press. The Bill of Rights, like the Constitution, put the *philosophes*’ Enlightenment ideas into practice. In 1789, the Constitution became the supreme law of the land, which means it became the nation’s fundamental law. This remarkable document has endured for more than 200 years.

**Symbol of Freedom** The Constitution of the United States created the most progressive government of its day. From the start, the new republic was a symbol of freedom to European countries and reformers in Latin America. Its constitution would be copied or adapted by many lands throughout the world. The Enlightenment ideals that had inspired American colonists brought changes in Europe too. In 1789, a revolution in France toppled the monarchy in the name of liberty and equality. Before long, other Europeans would take up the cry for freedom as well.

 **Checkpoint** Explain the influence of Enlightenment ideas on the United States Constitution and Bill of Rights.

### The U.S. Bill of Rights

**1st:** Guarantees freedom of religion, speech, press, assembly, and petition

**2nd:** Right to bear arms

**3rd:** Prohibits quartering of troops in private homes

**4th:** Protects from unreasonable searches and seizures

**5th:** No punishment without due process of law

**6th:** Right to a speedy and public trial in the state where the offense was committed

**7th:** Right to jury trial for civil cases if over \$20

**8th:** Prohibits excessive bail and cruel and unusual punishments

**9th:** Civil rights are not restricted to those specified by these amendments.

**10th:** Powers not granted to the national government belong to the states and to the people.

**Chart Skills** The first ten amendments to the United States Constitution are known as the Bill of Rights. *What is the significance of the 10th Amendment?*


## Assess and Reteach

### Assess Progress

L3


- Have students complete the Section Assessment.
- Administer the Section Quiz.


 **Teaching Resources, Unit 4, p. 5**


- To further assess student understanding, use  **Progress Monitoring Transparencies, 74**

### Reteach

If students need more instruction, have them read the section summary.

 **Reading and Note Taking Study Guide, p. 163** L3

 **Adapted Reading and Note Taking Study Guide, p. 163** L1 L2

 **Spanish Reading and Note Taking Study Guide, p. 163** L2

### Extend

L4

See this chapter’s Professional Development pages for the Extend Online activity on the Declaration of Independence.

## Answers

**Chart Skills** It explicitly reserves all unenumerated powers to the people and the states, thereby limiting the power of the federal government.

- ✓ Students should cite separation of powers, checks and balances, individual freedom, and government by the people.

6. Answers should show an understanding of the Bill of Rights.

### Writing About History

Responses should show a well-supported paragraph that uses specific details.

For additional assessment, have students access **Progress Monitoring Online** at **Web Code naa-1731**.

## 3 Assessment

### Terms, People, and Places

1. For each term, person, or place listed at the beginning of the section, write a sentence explaining its significance.

### Note Taking

2. **Reading Skill: Recognize Sequence** Use your completed timeline to answer the Focus Question: How did ideas of the Enlightenment lead to the independence and founding of the United States of America?

### Comprehension and Critical Thinking

3. **Make Generalizations** Describe society and politics in the 13 English colonies during the mid-1700s.
4. **Express Problems Clearly** Explain why conflict between the colonists and Britain increased after 1763.
5. **Identify Point of View** What reasons might a Loyalist have for opposing the American Revolution?
6. **Determine Relevance** Give two examples of why the Bill of Rights is important to you.

### Progress Monitoring Online

For: Self-quiz with vocabulary practice  
Web Code: naa-1731

### Writing About History

**Quick Write: Providing Elaboration** To prove that you fully understand a subject, you need to include specific details. You should use facts, dates, names, examples, explanations, or quotes to support your answer. Write a paragraph to describe the events that led to the American Revolution. Then read through your response and add specific details where you can.

## Section 3 Assessment

1. Sentences should reflect an understanding of each term, person, or place listed at the beginning of the section.
2. Ideas about freedom and representative government inspired leaders in the colonies to revolt and establish an independent republic.
3. The colonies were prosperous and home to diverse groups. There was a good deal of

- free discussion about politics and a sense of having a separate identity from Britain.
4. The colonists resented the new taxes that Britain imposed to help pay for the Seven Years’ War. They opposed taxes without representation in Parliament.
5. The colonies belonged to Britain and therefore, the colonists owed allegiance to it. Britain also supported and protected the colonies.