

Name: _____ Class Period: _____

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS CORRELATION TO APUSH UNIT 2

Objective: Analyze main events during the Revolutionary Era that correlate to the specific objectives for the Texas end-of-course exam (S.T.A.A.R. Test).

Directions: Review the T.E.K.S. by reviewing the objectives and principles outlined and completing the historical review and analysis in the spaces provided.

1. Significance of the Declaration of Independence

T.E.K.S. 1(A)(B): Analyze and evaluate the text, intent, meaning, and importance of the Declaration of Independence and identify the full text of the first three paragraphs of the Declaration of Independence. Analyze and evaluate the application of these founding principles to historical events in U.S. history

Text of the D.O.I. (Source: National Archives, Public Domain)	Commentary (Source: declaration-at-a-glance.surfnetkids.com)	Analysis
<p>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.</p>	<p>The opening paragraph explains why the document is written. It asserts the need that the colonies have to dissolve their bonds with Great Britain and assume the rights and privileges that they feel entitled to. The writers of the document make it clear they feel that these rights are both inherent in nature and given from God. The document then goes on to state that they will give the reasons for this needed separation.</p>	<p>Read the excerpt and the commentary. Highlight the words that reveal the Intent, Meaning, and Importance of this section.</p> <p>How has this principle been applied throughout history?</p>
<p>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.</p>	<p>This second is the largest paragraph in The Declaration of Independence. This paragraph gives the basis of the Declaration. The signers state first that they hold as their most important truth that all men are created equal (though this did not include black men or women). They also state that the rights they hold as most important they feel come from the Creator and include that well-known phrase—"Life, Liberty, and the pursuit of Happiness". They then state that because of these rights should any people find themselves subject to an unjust form of government than it is their right to alter or abolish it and "to institute new Government". Their objective becomes plain when they clearly state that "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". They then list the offenses and crimes that they feel they have suffered in the third section of the document.</p>	<p>Read the excerpt and the commentary. Highlight the words that reveal the Intent, Meaning, and Importance of this section.</p> <p>How has this principle been applied throughout history?</p> <p>NOTE: The Declaration of Independence is NOT law. The United States Constitution IS law. Why is this important?</p>

Text of the D.O.I. (Source: National Archives, Public Domain)	Commentary (Source: declaration-at-a-glance.surfnetkids.com)	Analysis
<p>To prove this, let Facts be submitted to a candid world.</p> <p>He has refused his Assent to Laws, the most wholesome and necessary for the public good.</p> <p>He has forbidden his Governors to pass Laws of immediate and pressing importance, unless suspended in their operation till his Assent should be obtained; and when so suspended, he has utterly neglected to attend to them.</p> <p>He has refused to pass other Laws for the accommodation of large districts of people, unless those people would relinquish the right of Representation in the Legislature, a right inestimable to them and formidable to tyrants only.</p> <p>He has called together legislative bodies at places unusual, uncomfortable, and distant from the depository of their Public Records, for the sole purpose of fatiguing them into compliance with his measures.</p> <p>He has dissolved Representative Houses repeatedly, for opposing with manly firmness his invasions on the rights of the people.</p> <p>He has refused for a long time, after such dissolutions, to cause others to be elected, whereby the Legislative Powers, incapable of Annihilation, have returned to the People at large for their exercise; the State remaining in the mean time exposed to all the dangers of invasion from without, and convulsions within.</p> <p>He has endeavoured to prevent the population of these States; for that purpose obstructing the Laws for Naturalization of Foreigners; refusing to pass others to encourage their migrations hither, and raising the conditions of new Appropriations of Lands.</p> <p>He has obstructed the Administration of Justice by refusing his Assent to Laws for establishing Judiciary Powers.</p> <p>He has made Judges dependent on his Will alone for the tenure of their offices, and the amount and payment of their salaries.</p> <p>He has erected a multitude of New Offices, and sent hither swarms of Officers to harass our people and eat out their substance.</p> <p>He has kept among us, in times of peace, Standing Armies without the Consent of our legislatures.</p> <p>He has affected to render the Military independent of and superior to the Civil Power.</p> <p>He has combined with others to subject us to a jurisdiction foreign to our constitution, and unacknowledged by our laws; giving his Assent to their Acts of pretended Legislation:</p> <p>For quartering large bodies of armed troops among us:</p> <p>For protecting them, by a mock Trial from punishment for any Murders which they should commit on the Inhabitants of these States:</p> <p>For cutting off our Trade with all parts of the world:</p> <p>For imposing Taxes on us without our Consent:</p> <p>For depriving us in many cases, of the benefit of Trial by Jury:</p> <p>For transporting us beyond Seas to be tried for pretended offences:</p> <p>For abolishing the free System of English Laws in a neighbouring Province, establishing therein an Arbitrary government, and enlarging its Boundaries so as to render it at once an example and fit instrument for introducing the same absolute rule into these Colonies</p> <p>For taking away our Charters, abolishing our most valuable Laws and altering fundamentally the Forms of our Governments:</p> <p>For suspending our own Legislatures, and declaring themselves invested with power to legislate for us in all cases whatsoever.</p> <p>He has abdicated Government here, by declaring us out of his Protection and waging War against us.</p> <p>He has plundered our seas, ravaged our coasts, burnt our towns, and destroyed the lives of our people.</p> <p>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.</p> <p>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.</p> <p>He has excited domestic insurrections 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.</p>	<p>The body of the Declaration of Independence then lists the following reasons the Colonies are severing ties with Great Britain-</p> <ul style="list-style-type: none"> • Refusal to assent to laws for the common good. • Forbidding the passing of laws of importance and neglect of recorded laws • Refusal to pass laws for the accommodation of large groups of people unless they relinquish the right of representation in the legislature. • Calling together legislative bodies at places that were deemed unusual, uncomfortable, and at a far distance from the depository of their public records. This was done for the purpose of exhausting legislatures into compliance with the king's wants. • Dissolving Representative Houses when they did not agree with the king. • Refusal to reestablish legislative bodies after dissolving. • Refusal to aid in settling other lands and easing immigration requirements. • Refusal to support local judiciary powers. • Setting up judges that only support the king's wishes • Allowing soldiers of Great Britain to be able to commandeer home and food from American citizens at will. • Keeping military stationed in the colonies at all times. • For allowing trials and laws to be in effect in England that directly affected the American people. • For allowing soldiers free reign to act at will with no threat of punishment. • For cutting off trade with all parts of the world. • Taxation without representation. • Depriving Americans many times of having a trial with a jury. • For bringing Americans back to England for trial many times without cause. • For allowing plunder on both sea and land. • For taking captive many of the American people and forcing them to serve as captives in the Royal Navy. • Exciting domestic insurrections among Americans and Native American Indians. • For not allowing redress of wrongs despite repeated petitions. 	<p>Read the excerpt and the commentary. Highlight the words that reveal the Intent, Meaning, and Importance of this section.</p> <p>Is there a flow to this list of grievances? From menial to severe? From local to state to federal? From body to mind to spirit? Is it just listing things chronologically?</p> <p>What phrase stands out the most in terms of foreshadowing the weak nature of the Articles of Confederation?</p> <p>Identify and explain how any two grievances illustrate the impact of this section on the later drafting and ratification of the Constitution and Bill of Rights.</p> <p>How would modern day liberals and conservatives respond to these infringements?</p>

2. Significance of the United States Constitution & Bill of Rights

T.E.K.S. 1(A)(B): Analyze and evaluate the text, intent, meaning, and importance of the the U.S. Constitution, including the Bill of Rights. analyze and evaluate the application of these founding principles to historical events in U.S. history.

Highlight the 7 essential purposes of our government as outlined in the Preamble to the Constitution:

Preamble to the Constitution: *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.

Principles of the Constitution	What it means...	Identify where it is guaranteed in the Constitution (or other Acts of Congress)... Analyze the significance of these principles on American identity and development.
Popular Sovereignty	<p>"We the People"</p> <p>Power rests with the people!</p>	<p>Barbara Jordan, 1974: U. S. House Judiciary Committee, <i>"When the Constitution was completed on the 17th of September, in 1787 I was not included in that 'We the people' ... But through the process of amendment, interpretation, and court decisions, I have finally been included in 'We the people.'"</i></p> <p>Later Amendments and Acts extended this principal to African Americans, women, American Indians, and the non-property. Research and identify the significant changes in the following events:</p> <p>14th Amendment, 1868:</p> <p>15th Amendment, 1870:</p> <p>19th Amendment:</p> <p>Indian Citizenship Act, 1924</p> <p>Indian Reorganization Act, 1934</p> <p>Voting Rights Act, 1965</p> <p>What year was Barbara Jordan finally included in "We the People?"</p>
Republicanism	Representative Government (citizens elect representatives who then serve and make decisions)	<p>In 1787, only one part of government was directly elected – House of Representatives.</p> <p>How did the 17th Amendment change the degree to which the People directly elect representatives?</p> <p>We do not directly elect President / Vice President (electoral college) or Judiciary (appointed by President, approved by Senate).</p> <p>Why did the Founders create the Electoral College?</p> <p>What is the difference between a direct democracy and a republic?</p>

Principles of the Constitution	What it means...	Identify where it is guaranteed in the Constitution (or other Acts of Congress)... Analyze the significance of these principles on American identity and development.
Federalism	Power is divided between central government and states	<p>Where? → Article I, Section 8 – Enumerated powers of the national government (currency, foreign affairs, war, etc), 10th Amendment – Reserved powers of the states (education, marriage/divorce, water-sewer-utilities, etc) , Article I, Section 9 and 10 – Powers denied to the national or states or both</p> <p>Which has more power today, central or state government?</p> <p>Why did the Framers create a federal government rather than a confederation?</p>
Separation of Powers	Divides power of the government into 3 branches: Executive, Legislative, Judicial	<p>Where? → Article I – Legislative – Congress – created first, intended to be the most powerful , Article II – Executive – Office of the President – fewer, broad powers. Some believe this is the most powerful today, Article III – Judicial – Short, vague. Only created Supreme Court, other courts created by Congress.</p> <p>Which Enlightenment thinker inspired this idea?</p>
Checks and Balances	Each branch is given certain controls over the other branches	<p>Where? → Article I – Congress can impeach, convict, and remove officers of the other 2 branches , Article I - President can veto any bill , Article I – Congress controls the money , Article II – President appoints all Judges , Article I – Senate must approve US judges and many other executive officers , Marbury v. Madison, 1803 – Judicial Review – Supreme court can review decisions made for constitutionality</p> <p>Why wasn't judicial power set up clearly in the original Constitution?</p>
Limited Government	Government is not all powerful. Power is limited by the Constitution	<p>Where? Bill of Rights , 14th Amendment – due process – “government shall not deny any citizen the privileges or immunities of U. S. citizens, nor deny any person life, liberty, or property without due process of law, nor deny any person the equal protection of the laws,” and Article VI, Paragraph 2 – supremacy clause – Constitution is the supreme law of the land</p> <p>How does the Constitution support the American ideal of the United States being the “land of the free?”</p>
Individual Rights	Personal freedoms and protections, equality under the law	<p>Where? → Bill of Rights</p> <p>What was the original intent of the Framers when writing and ratifying the Bill of Rights (the first 10 Amendments)?</p> <p>How has the Constitution been interpreted in modern times by those who want to repeal the 2nd Amendment?</p>

3. Amending the Constitution

T.E.K.S. (21)(B)(C) Government. The student understands the impact of constitutional issues on American society.

(B) discuss historical reasons why the constitution has been amended; and (C) evaluate constitutional change in terms of strict construction versus judicial interpretation.

Why did the Framers Amend the Constitution with the First 10 Amendments (Bill of Rights)?

Why was the 11th Amendment ratified?

Why was the 12th Amendment ratified?

Judicial Philosophy, Original Intent, and Ideology (from Lexis-Nexis RPOLL)

One of the primary issues concerning judicial decision making focuses on judicial philosophy, particularly what is called the **activism/restraint debate**. Advocates of **judicial restraint** argue that courts should allow the decisions of other branches to stand, even when they offend a judge's own principles. **Restraintists** defend their position by asserting that unelected judges make up the federal courts, which renders the judicial branch the least democratic branch of government. Consequently, the courts should defer policy making to other branches of government as much as possible.

Restraintists refer to *Roe v. Wade* (1973), the case that liberalized abortion laws, as a classic example of **judicial activism** run amok. They maintain that the Court should have deferred policy making on this sensitive issue to the states or to the elected branches of the federal government.

Advocates of **judicial restraint** generally agree that judges should be **strict constructionists**; that is, they should interpret the Constitution as the Framers wrote and originally **intended** it. They argue that in determining the constitutionality of a statute or policy, the Court should rely on the **explicit meanings** of the clauses in the document, which can be clarified by looking at the founding documents.

Advocates of **judicial activism** contend that judges should use their power broadly to further **justice**. Activists argue that it is appropriate for courts to correct injustices committed by other branches of government. Implicit in this argument is the notion that courts need to protect oppressed minorities.

What is the difference between Strict Construction and Loose Construction?

Consider the following:

Issue	Case	Court Decision	Public Opinion at time
Is the death penalty constitutional?	<i>Gregg v. Georgia</i> , 1976	Yes	Yes (72%)
Should homosexual relations between consenting adults be legal?	<i>Lawrence v. Texas</i> , 2003	Yes	Maybe (50%)
Should state and local governments be able to pass laws that ban the possession or sale of handguns?	<i>McDonald v. City of Chicago</i> (2010)	No	Maybe (50%)
Is donating money a form of free speech protected by the First Amendment?	<i>Citizens United v. FEC</i> (2010)	Yes	Yes (63%)
Is the Patient Protection and Affordable Care Act constitutional?	<i>National Federation of Independent Businesses v. Sebelius</i> (2012)	Yes	No (52%)

Should judicial activists rule on issues that correspond to the general population?

If something isn't clear or is disputed in the Constitution, who has the final word on its interpretation?

Is Judicial Review the same thing as Judicial Activism? Explain.

4. FOUNDING FATHERS

The founding fathers were those political leaders who were part of the American Revolution and the founding of the new nation after independence was won. The list below includes the best known founders.

George Washington First Cont. Cong., led Cont. Army, president of Constitutional Convention, first president of the United States.

John Jay Federalist Papers; first Chief Justice of Supreme Court, Jay's Treaty

John Adams First and Second Cont. Cong.es. Treaty of Paris 1783, first vice president and then the second president of the United States.

Thomas Jefferson Second Cont. Cong., wrote the Declaration. Sent to France as a diplomat, first Secretary of State under Washington, VP under John Adams and third president.

James Madison Father of the Constitution, Federalist Papers, Bill of Rights, fourth president

Benjamin Franklin Second Cont. Cong. and Const. Convention. Alliance with France, Treaty of Paris

Samuel Adams Sons of Liberty, Boston Tea Party, First and Second Cont. Cong.es, worked on Articles of Confederation and Massachusetts Constitution (became its governor).

Thomas Paine *Common Sense* 1776...convinced many colonists and founding fathers of the wisdom of open rebellion against the British if necessary.

Patrick Henry "Give me liberty or give me death." Governor of Virginia during the Revolution.

Alexander Hamilton Fought in Revolutionary War, Federalist Papers, First Secretary of the Treasury under Washington, Financial plan, Assumption Act, Residence Act

...Recognizing significant contributions of Founding Fathers

T.E.K.S. 1(C): Explain the contributions of the Founding Fathers such as Benjamin Rush, John Hancock, John Jay, John Witherspoon, John Peter Muhlenberg, Charles Carroll, and Jonathan Trumbull Sr.

Research the following men, and explain why the state of Texas wants you to know them (rather than the Founders listed above which are not in the T.E.K.S.)

John Trumbull Sr (patriot colonial governor)...

John Peter Muhlenberg (clergyman who recruited soldiers to fight)...

John Hancock (President of the Second Cont. Cong., patriot during rebellion)...

Benjamin Rush (Father of American Medicine, signed Declaration of Independence),...

Charles Carroll (Maryland representative, signed Declaration of Independence, the only Catholic)...

5. Understanding American Mottos

T.E.K.S. 26 (E) discuss the meaning and historical significance of the mottos "E Pluribus Unum" and "In God We Trust."

E PLURIBUS UNUM...

(Image Source: Wikipedia.org, Great Seal of the United States)

Research the history of the motto and explain how it illustrates the principles of our government and our national identity.



IN GOD WE TRUST...

(Image Source:charismanews.com))

Research the history of the motto and explain how it illustrates the principles of our government and our national identity.



6. American Exceptionalism

T.E.K.S. 22 (A)(C) Citizenship. The student understands the concept of American exceptionalism. Describe U.S. citizens as people from numerous places throughout the world who hold a common bond in standing for certain self-evident truths.

In what ways did the Framers continue the Puritan spirit of exceptionalism first illustrated in “A City Upon a Hill” in colonial New England?

7. Political Boundaries

T.E.K.S. (12) (B) Geography. The student understands the impact of geographic factors on major events. Identify and explain reasons for changes in political boundaries such as those resulting from statehood and international conflicts.

Identify the reasons for each of the following changes in political boundaries.

Proclamation Line of 1763...

Treaty of Paris 1783...

Original 13 states give up all land claims in new territory gained in Treaty of Paris, 1783...

Vermont becomes a state, 1791...