**1301 FONER QUIZ 2 STUDY QUESTIONS**

FEDERALISM--->THE DIVISION OF POWERS

THE SYSTEM OF CHECKS AND BALANCES--->THE SEPARATION OF POWERS

CHAPTER 5: THE AMERICAN REVOLUTION 1763-1783

1. What did the attack on Thomas Hutchinson’s home reveal about the nature of revolution? p.181 Introduction

**The immediate cause of the riot was the Stamp Act, a recently enacted British tax that many colonists felt violated their liberty. Critics of the measure had spread a rumor that Hutchinson had written to London encouraging its passage (in fact, he privately opposed it). If the attack on Hutchinson’s home demonstrated the depths of feeling aroused by Britain’s efforts to impose greater control over its empire, it also revealed that revolution is a dynamic process whose consequences no one can anticipate. The crowd’s fury expressed resentments against the rich and powerful quite different from colonial leaders’ objections to Parliament’s attempt to tax the colonies. The Stamp Act crisis inaugurated not only a struggle for colonial liberty in relation to Great Britain but also a multisided battle to define and extend liberty within the new nation.**

1. What were the measures (Acts) used by Parliament to restrict economic competition from the colonies before 1763? p.182 Consolidating the Empire

**Before 1763, Parliament had occasionally acted to forbid the issuance of paper money in America and to restrict colonial economic activities that competed with businesses at home. The Wool Act of 1699, Hat Act of 1732, and Iron Act of 1750 forbade colonial manufacture of these items. The Molasses Act of 1733 sought to curtail trade between New England and the French Caribbean by imposing a prohibitive tax on French-produced molasses used to make rum in American distilleries. Having treated the colonists as allies during the war, Britain reverted in the mid-1760s to seeing them as subordinates whose main role was to enrich the mother country.**

1. What did the wearing of “homespun” (A plain, coarse, usually woolen cloth made of spun yarn.) represent in the colonies? p.191 Homespun Virtue

**The boycott began in Boston and soon spread to the southern colonies. Reliance on American rather than British goods, on homespun clothing rather than imported finery, became a symbol of American resistance. It also reflected, as the colonists saw it, a virtuous spirit of self-sacrifice as compared with the self-indulgence and luxury many Americans were** **coming to associate with Britain. Women who spun and wove at home so as not to purchase British goods were hailed as Daughters of Liberty.**

1. What is the Ethiopian Regiment? What did the escaped slaves do in service with the British Royal Army? p.206 Blacks in the Revolution

* **Fighting on the side of the British also offered opportunities for freedom. Before his forces were expelled from Virginia, 800 or more slaves had escaped from their owners to join Lord Dunmore’s Ethiopian Regiment, wearing, according to legend, uniforms that bore the motto “Liberty to Slaves.” During the war, blacks fought with the British in campaigns in New York, New Jersey, and South Carolina. Other escaped slaves served the Royal Army as spies, guided their troops through swamps, and worked as military cooks, laundresses, and construction workers.**

1. How was George Washington able to restore the morale of his troops after several military failures? p.207 The First Years of the War

**Howe pursued the American army but never managed to inflict a decisive defeat. Demoralized by successive failures, however, many American soldiers simply went home. Once 28,000 men, Washington’s army dwindled to fewer than 3,000. Indeed, Washington feared that without a decisive victory, it would melt away entirely. To restore morale and regain the initiative, he launched successful surprise attacks on Hessian soldiers at Trenton, New Jersey, on December 26, 1776, and on a British force at Princeton on January 3, 1777. Shortly before crossing the Delaware River to attack the Hessians, Washington had Thomas Paine’s inspiring essay *The American Crisis* read to his troops. “These are the times that try men’s souls,” Paine wrote. “The summer soldier and the sunshine patriot will, in this crisis, shrink from the service of their country; but he that stands it now, deserves the love and thanks of man and woman.”**

CHAPTER 6: THE REVOLUTION WITHIN

1. What were the responses of Abigail Adams and John Adams to social/political changes brought on by the American Revolution?

Pp.217-218 Introduction

**Abigail Adams did not believe in female equality in a modern sense. She accepted the prevailing belief that a woman’s primary responsibility was to her family. But she resented the “absolute power” husbands exercised over their wives. “Put it out of the power of husbands,” she wrote, “to use us as they will”—a discreet reference to men’s legal control over the bodies of their wives and their right to inflict physical punishment on them. Her letter is widely remembered today. Less familiar is John Adams’s response, which illuminated how the Revolution had unleashed challenges to all sorts of inherited ideas of deference and authority: “We have been told that our struggle has loosened the bands of government everywhere; that children and apprentices were disobedient; that schools and colleges were grown turbulent; that Indians slighted their guardians, and negroes grew insolent to their masters.” To John Adams, this upheaval, including his wife’s claim to greater freedom, was an affront to the natural order of things. To others, it formed the essence of the American Revolution.**

1. How did the Treaty of Paris of 1783 affect the lives of Native Americans? p.236 White Freedom, Indian Freedom

**American independence, a group of visiting Indians told the Spanish governor at St. Louis, was “the greatest blow that could have been dealt us.” The Treaty of Paris marked the culmination of a century in which the balance of power in eastern North America shifted away from the Indians and toward white Americans. The displacement of British power to Canada, coming twenty years after the departure of the French, left Indians with seriously diminished options for white support. Some Indian leaders, like Joseph Brant, a young Mohawk in upstate New York, hoped to create an Indian confederacy lying between Canada and the new United States. He sided with the British to try to achieve this goal. But in the Treaty of Paris, the British abandoned their Indian allies, agreeing to recognize American sovereignty over the entire region east of the Mississippi River, completely ignoring the Indian presence.**

1. What did the painting, “Liberty Displaying the Arts and Sciences” by artist Samuel Jennings (1792) convey about the new American republic? p.238 The Language of Slavery and Freedom

**Liberty Displaying the Arts and Sciences. This 1792 painting by Samuel Jennings is one of the few visual images of the early republic explicitly linking slavery with tyranny and liberty with abolition. By this time, allegorical representations of America as a woman in classical clothing, with a cap of liberty, had mostly replaced America as a Native American.**

1. Know the experiences of Deborah Sampson and Hannah Snell during the American Revolutionary War. p.245 Revolutionary Women

* **The revolutionary generation included numerous women who contributed to the struggle for independence. Deborah Sampson, the daughter of a poor Massachusetts farmer, disguised herself as a man and in 1782, at age twenty-one, enlisted in the Continental army. Sampson displayed remarkable courage, participating in several battles and extracting a bullet from her own leg so as not to have a doctor discover her identity.**
* **A woodcut widely reprinted during the War of Independence shows Hannah Snell, who allegedly joined the British army in 1745 disguised as a man. It suggests that women could take up arms in their country’s cause. Ultimately, her commanding officer learned her secret but kept it to himself, and she was honorably discharged at the end of the war.**

1. How did the Revolution change the lives of Americans? p.250

The Arduous Struggle for Liberty

**The Revolution changed the lives of virtually every American. As a result of the long struggle against British rule, the public sphere, and with it the right to vote, expanded markedly. Bound labor among whites declined dramatically, religious groups enjoyed greater liberty, blacks mounted a challenge to slavery in which many won their freedom, and women in some ways enjoyed a higher status. On the other hand, for Indians, many Loyalists, and the majority of slaves, American independence meant a deprivation of freedom.**

CHAPTER 7: FOUNDING A NATION 1783-1791

1. What are the two basic political principles of the Constitution? Pp.265-266 The Division and Separation of Powers

**Hammered out in four months of discussion and compromise, the Constitution is a spare document of only 4,000 words that provides only the briefest outline of the new structure of government. It embodies two basic political principles—federalism, sometimes called the division of powers, and the system of checks and balances between the different branches of the national government, also known as the separation of powers.**

1. What does it mean to be an American? p.280 National Identity

**To be an American, all one had to do was commit oneself to an ideology of liberty, equality, and democracy. From the outset, however, American nationality combined both civic and ethnic definitions. For most of our history, American citizenship has been defined by blood as well as by political allegiance.**

CHAPTER 8: SECURING THE REPUBLIC 1791-1815

1. Know the five parts of Alexander Hamilton’s financial plan. Pp.291-292 Hamilton’s Program

**Hamilton’s program had five parts. The first step was to establish the new nation’s credit-worthiness—that is, to create conditions under which persons would loan money to the government by purchasing its bonds, confident that they would be repaid. Second, he called for the creation of a new national debt. The third part of Hamilton’s program called for the creation of a Bank of the United States, modeled on the Bank of England, to serve as the nation’s main financial agent. Fourth, to raise revenue, Hamilton proposed a tax on producers of whiskey. Finally, in a Report on Manufactures delivered to Congress in December 1791, Hamilton called for the imposition of a tariff (a tax on imported foreign goods) and government subsidies to encourage the development of factories that could manufacture products currently purchased from abroad.**

1. How does your textbook describe Federalists? p.295 Political Parties

**The Federalists, supporters of the Washington administration, favored Hamilton’s economic program and close ties with Britain. Prosperous merchants, farmers, lawyers, and established political leaders (especially outside the South) tended to support the Federalists. Their outlook was generally elitist, reflecting the traditional eighteenth-century view of society as a fixed hierarchy and of public office as reserved for men of economic substance—the “rich, the able, and the well-born,” as Hamilton put it.**

1. How does your textbook describe Republicans? p.296

The Republican Party

**Republicans, led by Madison and Jefferson, were more sympathetic to France than the Federalists and had more faith in democratic self-government. They drew their support from an unusual alliance of wealthy southern planters and ordinary farmers throughout the country. Enthusiasm for the French Revolution increasingly drew urban artisans into Republican ranks as well. Republicans preferred what a New Hampshire editor called the “boisterous sea of liberty” to the “calm of despotism.” They were far more critical than the Federalists of social and economic inequality and more accepting of broad democratic participation as essential to freedom.**