

Handouts

October 21-22, 2010

Biographies of the Nation

Year One: The Empire of
Liberty

Revolution and New
Nation

Helena, MT

BIOGRAPHIES OF A NATION

Year One: The Empire of Liberty

Revolution and New Nation

October 21-22, 2010

Helena, MT

Thursday, Oct. 21, 2010

8:00 Continental Breakfast
8:30 Welcome and Introductions (Bob, Jim, and Danice, TAH Staff)
9:00 Assessment (Phyllis Ault, EdNW)
10:10 The Coming of the American Revolution: White Men, White Women (Billy Smith, MSU)
11:00 The Constitution and America's Indians (Walter Fleming, MSU)
12:00 Lunch and Assessment Discussion
12:45 Whose Freedom? Whose Liberty?: African Americans and Native Americans in the Revolutionary Era (Billy Smith, MSU)
1:30 Break
1:45 Thinking Like a Historian (Danice Toyias, MCHCE)
3:00 Project Expectations and Paperwork
3:30 Adjourn

Friday, October 22, 2010

8:00 Continental Breakfast
8:30 Book Study Introductions, Expectations and Planning and Book Study Model (Break in between) (Jim Bruggeman, MCHCE and Robert Rydell, MSU)
10:55 The New Nation and Many Nations (Walter Fleming, MSU)
11:45 Lunch
12:30 The U.S. Constitution: Fulfillment or Betrayal of Revolutionary Ideals? (Billy Smith, MSU)
1:55 Taking it to the Classroom – Instructional Plan Development (Danice Toyias, MCHCE)
3:00 Wrap Up and Colloquium Feedback
3:30 Adjourn

Year One Event Dates

Fall Colloquium, Oct. 21-22, 2010, Helena, MT
Revolution and New Nation

Winter Colloquium, Jan. 25-27, 2011, Bozeman, MT, *The New Nation, prt. I*

Summer Institute, Jun. 14-17, 2011, Bozeman, MT
The New Nation, prt. II

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October 2010

[illegible]

November 2010

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31	1	2	3	4

December 2010

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
28	29	30	1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

January 2011

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31	1	2	3	4

February 2011

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

March 2011

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

April 2011

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

May 2011

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

June 2011

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
29	30	31	1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	1	2

Summer Institute



Instructional Plan Development

Instructional Notebook and Requirements

Your instructional notebook will contain materials you collected and used to help create your instructional plan. It will also have copies of your assessments and examples of student work and achievement levels, photos of activities, and additional materials you want to include. Be sure to also include notes either as part of your reflection or on the assessments. These can be notes regarding student achievement answers (great answers or questions on how they arrived at such conclusions), ways you will re-teach material for students to achieve mastery, or things you will change as you teach this lesson in the future.

At the end of the 2011 Summer Institute, we will be collecting your instructional plan notebooks and your digital copy of your finished instructional plan. The digital instructional plan will be posted on the website and made available to teachers everywhere, so make sure it is a publishable final copy. Please include the assessments and examples of advanced, proficient, nearing proficient, and novice work.

Definitions and Terms

Your project involves the integration of primary sources into biography-centered history lessons. When history lessons include the use of several primary sources, students gain an understanding of multiple perspectives, develop critical thinking and assessment skills, and learn to appreciate the complex and integral nature of history. This packet has been created with K-12 teachers in mind, and all teachers can adapt the materials for the appropriate grade level. This project packet contains several terms as defined below:

- **Bibliography:** Complete list of sources (and their citations) used for the project. A comprehensive bibliography helps others find and use the same materials.
- **Content, Context, and Conclusions:** These three C's are the focus of the lesson. Teachers provide the historical content or narrative, placed within the context of the period—the timeline, with the actors, and the narrative all rooted in their place in history. Conclusions can be made by the teacher or student and are grown out of the discussion questions, which provide deeper meaning and help students to practice their historical thinking skills. Students can discover unintended consequences and the “ripple effects” created by decisions, events, and actions throughout their historical study.
- **Discussion Questions:** Analytical discussions consist of informed discussion about issues. This type of discussion aims to create an understanding of the multiple perspectives surrounding those issues. Discussions begin with guided reading questions for your students that develop into multiple levels of classroom discussion.
- **Guiding Question:** The motivating question(s) for the lesson. This question guides lesson activities and focus and provides an opportunity for assessing student understanding.
- **Lesson Scope/Focus:** Brief (one to three sentence) summary of the lesson, including the historical context.
- **Primary Source:** Any historical source that is the original form (or contains the original form) of that source. Primary sources include letters, documents, journals, artifacts, artwork, photographs, audio and/or visual materials, posters, cartoons, maps, oral histories, etc.
- **Secondary Source:** Secondary sources include academic articles and books, journal websites, and other research that help you to understand and evaluate primary source material(s).

The Process

This packet is designed to enable you to follow a step-by-step process to develop a lesson that demonstrates how biography can be used to enhance the teaching of American history in your classroom.

1. Identify the Lesson Topic

Look through your year or semester planner to identify the topic on which you would like to develop this lesson. Use the [planning organizer](#) to help narrow your focus.

2. Identify the Curriculum Standards You Will Address

In addition to your school curriculum, the TAH website contains Curriculum Guides for the K-4 National Standards, 5-12 Standards of Historical Thinking, and 5-12 National History Standards: Eras 1-10 (including each era's description). The Curriculum Guides outline objectives for each standard and offer lesson activity suggestions for each standard.

3. Identify the Essential or Guiding Question

This question should give students direction for the focus of the lesson. Student answers will provide you with lesson assessment information and will help you measure their attainment of lesson standards.

4. Identify Assessment Procedures

- What answers to the guiding question are acceptable?
- How will students demonstrate that they have successfully mastered the material?
- What are the benchmarks that will indicate your students have mastered the material?
- In which cases will you have to re-present the material in order to meet those benchmarks?

5. Plan Your Lesson

If you find it helpful, you can use the [lesson-planning worksheet](#) to help you with planning your lesson. However, you may want to create a narrative that addresses the following points instead of creating a finished lesson in lesson plan format. Choose whichever way is most comfortable for you.

Identify the Scope and Focus of the Lesson Develop a brief one to three sentence summary of the lesson, including the historical content and context and extent of the lesson.

Develop the Guiding Question (s) This question should give students direction for the focus of the lesson. Student answers will provide you with lesson assessment information and will help you measure their attainment of lesson objectives

Identify Lesson Materials Determine the materials you will use for your lesson. These materials include the textbook or other instructional materials, primary sources, and lesson activity materials. As you choose materials, focus on how your primary sources fit your lesson objectives. It is easy to get "bogged" down in primary sources that fit your topic, but limit the materials you choose for your lesson to ones that will help your students answer your lesson's guiding question. The TAH website is an excellent starting point for finding materials. Be sure to save the bibliographic information for the sources you find!

Inclusion of Primary and Secondary Source Material(s) You may choose a specific biographical narrative or multiple biographies. You can "couple" biographies of famous and not-so famous individuals; women and men; individuals with radically different ideas; or political figures with ordinary individuals.

Choose primary sources (see the "[Determining Primary Sources](#)" worksheet for help in determining the type of primary source you may decide to use) that help to illustrate and humanize the individuals you are focusing on as part of this lesson.

Look for primary source materials that will enhance and punctuate the lesson scope and focus in addition to helping your students answer the guiding question(s). Keep in mind that you may have to edit some or all of the sources you find for length and focus.

Develop a Guided Discussion Script Identify and develop a script of questions that help students analyze and discuss the biographies and primary sources.

The guided discussion is very similar to a deliberative discussion. The teacher designs questions that will ultimately help students be more informed of their own evaluation of the materials.

Lesson Activities and Extension Identify and create relevant activities that will help students answer the guiding question(s). Design activities that will help students attain your assessment goals, illicit student success on their assignments, and provide evidence that they are meeting curriculum standards.

Assessment

Identify and create closure (concluding) activities, including assignments and assessments, that demonstrate students' understanding of the guiding question(s), illustrate their grasp of the guiding question(s), and prove they have met the desired achievement goals (i.e. standards).

Extension: Lesson Presentation

Invite a colleague with whom you are comfortable into your classroom on the day you will be teaching your lesson. Your colleague will review your lesson presentation and classroom interactions. Peers should examine your lesson materials in addition to your presentation of them. These observations are solely intended to help both colleagues review the teaching process and how it relates to student learning.

Reflection Journal

This is your opportunity to reflect on your own teaching process. It allows you to examine the lesson's strengths and weaknesses, the quality of your materials and assessment, and plan future revisions to the lesson. As you continue to build your arsenal of teaching materials, the ability for you to consult such units for future use will ensure their quality and accessibility.

Bibliography

It is always a good idea for you to create a bibliography of materials you used for this lesson. Even if you do not create an actual bibliographic document, make sure you cite all of materials, whether they are overheads, student copies, personal copies for your review, etc. Not only does this model the importance of giving credit to the material's creator for your students, but it also gives you the information you might need in order to obtain the materials in the future. Citing your sources also helps your colleagues find the materials should they wish to teach the lesson to their students.



Project Topics, Dates, Places, and Timeline

Year One: 2010-2011

- Fall Colloquium: Revolution and Early Republic (1770-1787)
October 21-22, 2010, Helena, MT
- Winter Colloquium: The New Nation, Part 1 (1785-1830)
January 25-27, 2011, Bozeman, MT
- Summer Institute: The New Nation, Part 2 (1785-1850)
June 14-17, 2011, Bozeman, MT

Year Two: 2011-2012

- Fall Colloquium: Expansion and Reform (1800-1860)
During MEA days in October 2011, Great Falls, MT
- Winter Colloquium: The Civil War and Reconstruction (1850-1880)
January, 2012, Helena, MT
- Summer Institute: The Greater Reconstruction (1865-1893)
June, 2012, Helena, MT

Year Three: 2012-2013

- Fall Colloquium: America Becomes a Modern Society (1880-1915)
During MEA days in October 2012, Bozeman, MT
- Winter Colloquium: Crisis and Conflict (1915-1945)
January 2013, Great Falls, MT
- Summer Institute: Montana, the United States, and the World in the 20th Century (1890-Present)
June 2013, Great Falls, MT

CHRONOLOGY OF IMPORTANT EVENTS IN AMERICA BEFORE 1750

You need to know the following facts so that you can better interpret the meaning of the events before 1750. The first multiple-choice test will include questions about this information.

<u>DATE</u>	<u>EVENT</u>
34-18,000 BCE	Migration of peoples over Bering Strait land bridge (BCE = before year 0)
8-5,000 BCE	Agricultural Revolution in America
0-800 CE	Moundbuilder Society in Ohio Region (CE = after year 0)
700-1200	Mississippian Culture thrives in America
1450-1800	Iroquois Confederation in New York Region
1492	Columbus Sails the Ocean Blue
1519-1521	Cortés defeats Aztecs in Mexico
1607	Jamestown, Virginia: first permanent English colony
1619	First Africans sold as servants in Virginia
1620	Pilgrims arrive in Plymouth, Mass in the <i>Mayflower</i>
1622	War between English and Powhatan Indians in Virginia
1630	Puritans settle Massachusetts Bay Colony (Boston)
1637	Pequot-Puritan War in New England
1660	Navigation Acts passed by English Parliament to control colonial trade
1661-1664	Slave codes in Maryland and Virginia define black people as slaves
1675	Metacom's War ("King Philip"): Indians vs. Puritans in New England
1682	William Penn and the English Quakers settle in Pennsylvania
1700	Population of colonies: about 250,000 (11% slaves)
1734-45	Great Awakening: a religious revival sweeps the colonies
1739	Stono Rebellion: significant slave uprising in S. Carolina
1741	Race riot in New York: 31 slaves executed
1750	Colonial population 1,250,000 (20% slaves)

Regions of Thirteen Original Colonies

NEW ENGLAND: Massachusetts, Connecticut, Rhode Island, New Hampshire

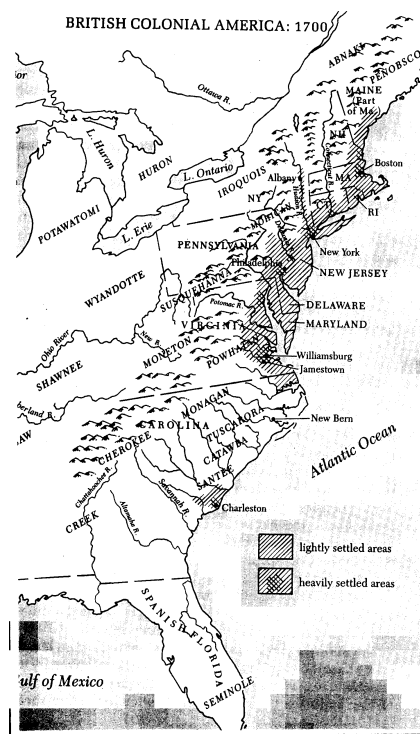
MIDDLE COLONIES: New York, Pennsylvania, New Jersey, Delaware

UPPER SOUTH: Virginia, Maryland

LOWER SOUTH: N. Carolina, South Carolina, Georgia

Time Periods:

Pre-Columbian	Before 1492
17th century	1600-1699
18th century	1700-1799
19th century	1800-1899
Colonial Period	1607-1776



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October 12, 2010

The Declaration of Independence: A Transcription

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.

He has refused his Assent to Laws, the most wholesome and necessary for the public good.

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.

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.

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.

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

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.

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.

He has obstructed the Administration of Justice, by refusing his Assent to Laws for establishing Judiciary powers.

He has made Judges dependent on his Will alone, for the tenure of their offices, and the amount and payment of their salaries.

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 kept among us, in times of peace, Standing Armies without the Consent of our legislatures.

He has affected to render the Military independent of and superior to the Civil power.

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:
For Quartering large bodies of armed troops among us:
For protecting them, by a mock Trial, from punishment for any Murders which they should commit on the Inhabitants of these States:
For cutting off our Trade with all parts of the world:
For imposing Taxes on us without our Consent:
For depriving us in many cases, of the benefits of Trial by Jury:
For transporting us beyond Seas to be tried for pretended offences
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:
For taking away our Charters, abolishing our most valuable Laws, and altering fundamentally the Forms of our Governments:
For suspending our own Legislatures, and declaring themselves invested with power to legislate for us in all cases whatsoever.
He has abdicated Government here, by declaring us out of his Protection and waging War against us.
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 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.

In every stage of these Oppressions We have Petitioned for Redress in the most humble terms: Our repeated Petitions have been answered only by repeated injury. A Prince whose character is thus marked by every act which may define a Tyrant, is unfit to be the ruler of a free people.

Nor have We been wanting in attentions to our Brittish brethren. We have warned them from time to time of attempts by their legislature to extend an unwarrantable jurisdiction over us. We have reminded them of the circumstances of our emigration and settlement here. We have appealed to their native justice and magnanimity, and we have conjured them by the ties of our common kindred to disavow these usurpations, which, would inevitably interrupt our connections and correspondence. They too have been deaf to the voice of justice and of consanguinity. We must, therefore, acquiesce in the necessity, which denounces our Separation, and hold them, as we hold the rest of mankind, Enemies in War, in Peace Friends.

We, therefore, the Representatives of the united States of America, in General Congress, Assembled, appealing to the Supreme Judge of the world for the rectitude of our intentions, do, in the Name, and by Authority of the good People of these Colonies, solemnly publish and declare, That these United Colonies are, and of Right ought to be Free and Independent States; that they are Absolved from all Allegiance to the British Crown, and that all political connection between them and the State of Great Britain, is and ought to be totally dissolved; 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. And for the support of this Declaration, with a firm reliance on the protection of divine Providence, we mutually pledge to each other our Lives, our Fortunes and our sacred Honor.

The 56 signatures on the Declaration appear in the positions indicated:

Column 1

Georgia:

Button Gwinnett
Lyman Hall
George Walton

Column 2

North Carolina:

William Hooper
Joseph Hewes
John Penn

South Carolina:

Edward Rutledge
Thomas Heyward, Jr.
Thomas Lynch, Jr.
Arthur Middleton

Column 3**Massachusetts:**

John Hancock

Maryland:

Samuel Chase
William Paca
Thomas Stone
Charles Carroll of Carrollton

Virginia:

George Wythe
Richard Henry Lee
Thomas Jefferson
Benjamin Harrison
Thomas Nelson, Jr.
Francis Lightfoot Lee
Carter Braxton

Column 4**Pennsylvania:**

Robert Morris
Benjamin Rush
Benjamin Franklin
John Morton
George Clymer
James Smith
George Taylor
James Wilson
George Ross

Delaware:

Caesar Rodney
George Read
Thomas McKean

Column 5**New York:**

William Floyd
Philip Livingston
Francis Lewis
Lewis Morris

New Jersey:

Richard Stockton
John Witherspoon
Francis Hopkinson
John Hart
Abraham Clark

Column 6**New Hampshire:**

Josiah Bartlett
William Whipple

Massachusetts:

Samuel Adams

John Adams
Robert Treat Paine
Elbridge Gerry

Rhode Island:

Stephen Hopkins
William Ellery

Connecticut:

Roger Sherman
Samuel Huntington
William Williams
Oliver Wolcott

New Hampshire:

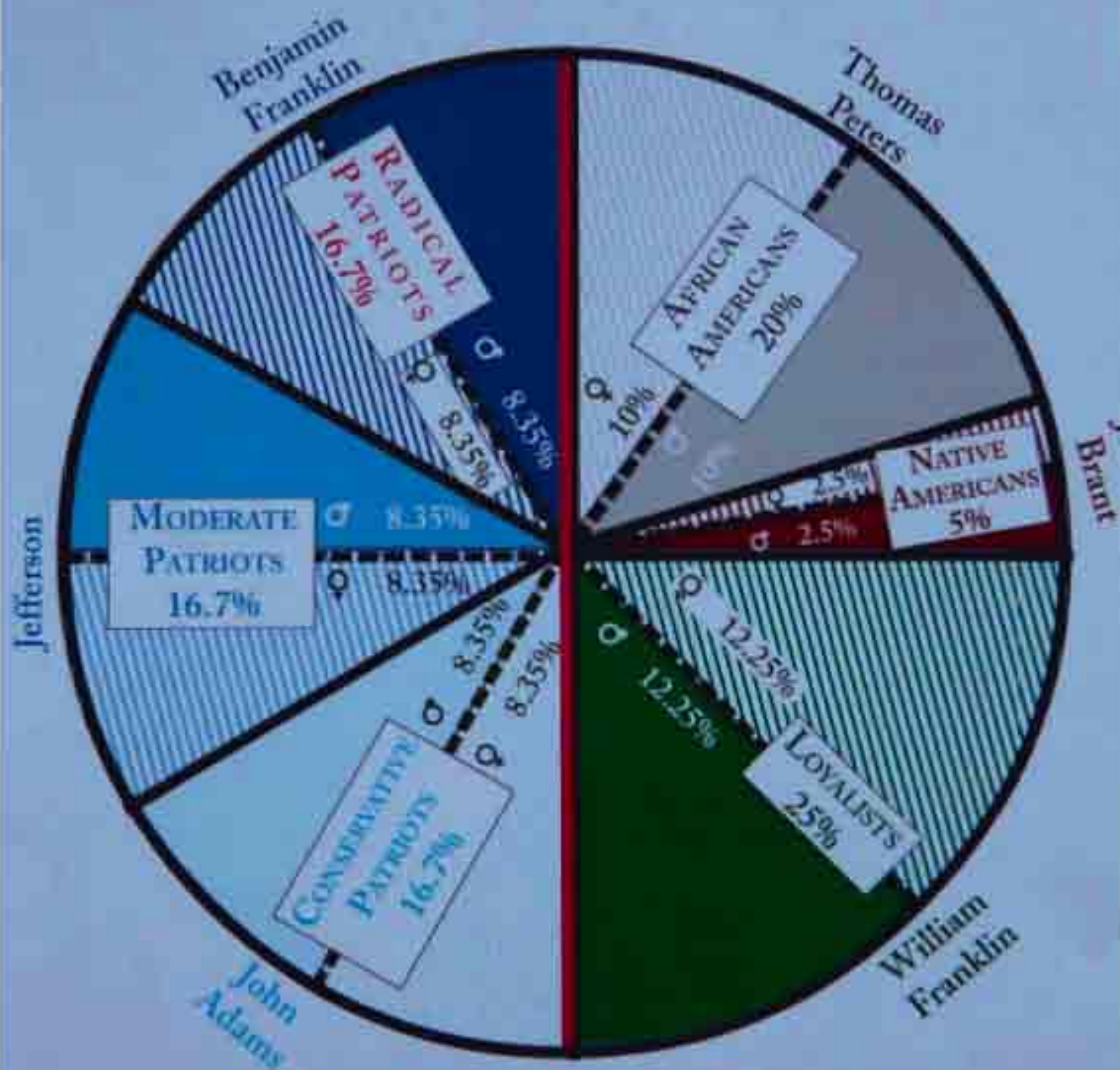
Matthew Thornton

Page URL: http://www.archives.gov/exhibits/charters/declaration_transcript.html

U.S. National Archives & Records Administration

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The Peoples of Eastern North America in 1776



The Articles vs. The Constitution
October 21-22, 2010
Helena, MT
Danice Roller Toyias, danice.toyias@mchce.net

Lesson Focus and Context: This lesson has students analyze the Articles of Confederation and practice summarizing information. Additionally, it demonstrates how we can analyze political systems in history. Through a comparison of the Articles and Constitution, students will be able to recognize and understand why the Articles of Confederation were ineffectual for the government of the United States. This activity also provides the teacher with differentiation and formative assessment strategies to measure student understandings of Federalism, the Branches of Government, and Checks and Balances.

Essential Question(s): What political system was the Articles of Confederation? How were the Articles of Confederation different from the Constitution? What political system is our government today? How did the framers balance state and federal powers? What are the three branches of government and how is power divided between the three?

Lesson Sequence and Understandings:

- 1) What do historians do when they examine the political aspects of a civilization and society? Turn to the “what is government?” handout to guide the lesson.
- 2) Discuss how the “what is government?” handout applies to our system of government.
- 3) Now, let us look at what was here before our current system. Try to get a sense of how many students know that there was a government before the Constitution, and see if they know what it was.
- 4) Hand out the Articles of Confederation primary source document analysis note cards. This is a practice in summarizing information and its meaning. Try to condense the information from each article into text form. Go over Article I as a class.
- 5) While work is being done on summaries, hand out the Political Analysis worksheet. When the pair has finished their summary for their article, they can begin filling out the worksheet with information they already know. When everyone is finished, have each group present their summary. While the class is presenting, students can work on the analysis worksheet.
- 6) Go over the analysis worksheet together. Try to get a sense of what type of system the Articles were and what problems they presented.
- 7) View the Constitution Powerpoint and try to complete the political analysis worksheet. Go back and discuss the questions again in how they relate to our current system.

I’m including in this packet a series of documents that I use for our Constitution unit. They include handouts I use for assessment and practice and can help with differentiating classroom instruction. We will take some time to use the folders today, and as you can see they are easy and cheap to make.

What is Government?

When studying the POLITICAL aspects of a society, look for clues that answer these questions:

- Who or what makes the laws?**
- Who or what enforces laws?**
- What happens to people who break the laws?**
- How do people know what the laws are?**

Articles of Confederation
Primary Source Document Analysis (i.e. Understanding difficult texts!)

EXAMPLE:

Article I Text	Summarize its meaning
The stile of this confederacy shall be, “The United States of America.”	The states that signed the Articles are agreeing that they will come together as allies, but each state will remain separate politically and economically from the whole. This type of government was put into place because of the fear of having a strong central government, but after a short time, it proved very ineffective and the framers realized it was necessary to revise the Articles. While they came together to revise the articles, they left with a whole new system of government—the Constitution.
Definitions and Discussion Items Stile: Style or type of Confederacy: Union of separate political organizations that come together for some common purposes; a league	

Article III Text	Summarize its meaning
The said States hereby severally enter into a firm league of friendship with each other, for their common defence, the security of their liberties, and their mutual and general welfare, binding them-selves to assist each other against all force offered to, or attacks made upon them, or any of them, on account of religion, sovereignty, trade, or any other pretence whatever.	
Definitions and Discussion Items League Defence	

Article VII Text	Summarize its meaning
When land forces are raised by any State, for the common defence, all officers of or under the rank of colonel, shall be appointed by the legislature of each State respectively by whom such forces shall be raised, or in such manner as such State shall direct, and all vacancies shall be filled up by the State which first made appointment.	
Definitions and Discussion Items	

Article II Text	Summarize its meaning
Each State retains its sovereignty, freedom, and independence, and every power, jurisdiction, and right, which is not by this confederation, expressly delegated to the United States, in Congress assembled.	
Definitions and Discussion Items	
Sovereignty	
Jurisdiction	

Article XI Text	Summarize its meaning
Canada acceding to this confederation, and joining in the measures of the united States, shall be admitted into, and entitled to all the advantages of this union: but no other colony shall be admitted into the same, unless such admission be agreed to by nine States.	
Definitions and Discussion Items	

Article V Text	Summarize its meaning
<p>For the more convenient management of the general interests of the united States, delegates shall be annually appointed in such manner as the legislature of each State shall direct, to meet in Congress on the first Monday in November, in every year, ... No State shall be represented in Congress by less than two, nor by more than Seven Members; and no person shall be capable of being delegate for more than three years, ... nor shall any person, being a delegate, be capable of holding any office under the united States, for which he, or another for his benefit, receives any salary, fees, or emolument of any kind. ... In determining questions in the united States in Congress assembled, each State shall have one vote. ... Freedom of speech and debate in Congress shall not be ... questioned in any Court or place out of Congress; and the members of Congress shall be protected in their persons from arrests and imprisonments during the time of their going to and from, and attendance on, Congress, except for treason, felony or breach of the peace.</p>	
Definitions and Discussion Items	

Article VIII Text	Summarize its meaning
<p>All charges of war, and all other expenses that shall be incurred for the common defence or general welfare, and allowed by the united States... shall be defrayed out of a common treasury, which shall be supplied by the several States, ... The taxes for paying that proportion [of property and improvements] shall be laid and levied by the authority and direction of the legislatures of the several States, within the time agreed upon by the united States, in congress assembled.</p>	
Definitions and Discussion Items	

Article VI Text	Summarize its meaning
<p>No State, without the consent of the united States, in congress assembled, shall send any embassy to, or receive any embassy from, or enter into any conference, agreement, alliance, or treaty, with any King, prince or State; ... No two or more States shall enter into any treaty, confederation, or alliance whatever, between them ... No State shall lay any imposts or duties, which may inter-fere with any stipulations in treaties, ... No vessels of war shall be kept up in time of peace, by any State, except ... for the defence of such State, or its trade; nor shall any body of forces be kept up, by any State, in time of peace, except ... deemed requisite to garrison the forts necessary for the defence of such State; but every State shall always keep up a well-regulated and disciplined militia... and shall provide and constantly have ready for use... a number of field-pieces and tents, and a proper quantity of arms, ammunition, and camp equipage. No State shall engage in any war without the consent of the united States ... unless such State be actually invaded by enemies, or... by some nation of Indians to invade such State, and the danger is so immi-nent ... nor shall any State grant commissions to any ships or vessels of war... except it be after a declaration of war by the united States...</p>	
<p>Definitions and Discussion Items</p>	

Article IV Text	Summarize its meaning
<p>The better to secure and perpetuate mutual friendship ... of the different States in this union, the free inhabitants of each of these States, ...shall be entitled to all privileges and immunities of free citizens in the several States; and the people of each State shall have free ingress and regress to and from any other State, and shall enjoy therein all the privileges of trade and commerce, ... If any person guilty of, or charged with, treason, felony, or other high misdemeanor in any State, shall flee from justice, and be found in any of the united States, he shall, upon demand ... be delivered up, ...Full faith and credit shall be given, in each of these States, to the records, acts, and judicial proceedings of the courts and magistrates of every other State.</p>	
Definitions and Discussion Items	

Article X Text	Summarize its meaning
<p>The committee of the States, or any nine of them, shall be authorized to execute, in the recess of congress, such of the powers of congress as the united States, in congress assembled, by the consent of nine States, shall, from time to time, think expedient to vest them with; provided that no power be delegated to the said committee, for the exercise of which, by the articles of confederation, the voice of nine States, in the congress of the united States assembled, is requisite.</p>	
Definitions and Discussion Items	

Article XII Text	Summarize its meaning
<p>All bills of credit emitted, monies borrowed, and debts contracted by or under the authority of congress, before the assembling of the united States, in pursuance of the present confederation, shall be deemed and considered as a charge against the united States, for payment and satisfaction whereof the said United States and the public faith are hereby solemnly pledged.</p>	
<p>Definitions and Discussion Items</p>	

Article XIII Text	Summarize its meaning
<p>Every State shall abide by the determinations of the united States, in congress assembled, on all questions which by this confederation are submitted to them. And the articles of this confederation shall be inviol-ably observed by every State, and the Union shall be perpetual; nor shall any alteration at any time hereafter be made in any of them, unless such alteration be agreed to in a congress of the united States, and be afterwards con-firmed by the legislatures of every State.</p>	
<p>Definitions and Discussion Items</p>	

Article IX Text	Summarize its meaning
<p>The united States, in congress assembled, shall have the sole and exclusive right and power of determining on peace and war, ... provided that no treaty of commerce shall be made, whereby the legislative power of the respective States shall be restrained from imposing such imposts and duties ... The united States... shall also be the last resort on appeal, in all disputes ... between two or more States concerning boundary, jurisdiction, or any other cause whatever and... for disputes respecting territorial jurisdiction between different States.</p> <p>The united States... shall have the sole right of regulating the alloy and value of coin struck by their own authority... fixing the standard of weights and measures throughout the united States; regulating the trade and managing all affairs with the Indians, not members of any of the States; provided that the legislative right of any State, within its own limits, be not infringed or violated ...</p> <p>The united States, in congress assembled, shall never engage in a war... nor enter into alliances, nor coin money, nor regulate the value nor ascertain the sums and expenses necessary for the defence, nor emit bills, nor borrow money on the credit of the united States, nor appropriate money, nor agree upon the number of vessels of war to be built or purchased, or the number of land or sea forces to be raised, nor appoint a commander in chief of the army or navy, unless nine States assent to the same, nor shall a question on any other point, except for adjourning from day to day, be determined, unless by the votes of a majority of the united States in congress assembled.</p> <p>The congress of the united States shall ... publish the journal of their proceedings monthly ... when it is desired ... at his or their request, shall be furnished with a transcript of the said journal ... to lay before the legislatures of the several States.</p>	
Definitions and Discussion Items	

Articles of Confederation Summary Guide

Article I: Establishes a confederacy as the political form of the new government.

Article II: Each state retains their own independence, but they agree to come together as a whole and be allies/friends. This is a permanent union between the states, but each state will maintain their own affairs as an independent political unit. If a power has not been granted to the U.S., then it is the responsibility of the state.

Article III: The states enter into this union for the primary purpose of protecting their independence. They will come to the aid of one another if a state is attacked.

Article IV: People who live in each state are not restricted from moving and doing business in another state. If someone is convicted of a crime in one state and they go to another and are caught, that state has to return them. Each state will have their own court systems and laws and those decisions will be recognized by the other states.

Article V: Only one vote is allowed per state, but states can send 2-7 delegates. The delegates have to be decided each year and a delegate cannot serve for more than 3 years in a 6-year period. Delegates can't hold any other office in which they are paid. They are also protected in that they can't be arrested while going to Congress (unless for treason, felony, or breach of the peace) and their freedom of speech is protected.

Article VI: This article outlines the powers denied to the states. States are not allowed to carry on their own foreign relations independent of the government. They can't make trade agreements that go against treaties that Congress has already established. A state can't maintain a Navy or troops unless Congress has established what is needed to protect the state. States have to maintain a militia and have supplies for them. States cannot declare war without the permission of Congress (unless they are invaded by Indians or have a surprise attack in which they can't wait for permission from Congress to defend themselves).

Article VII: When states are raising their army, they can appoint the colonels and lesser officers however they choose.

Article VIII: If Congress declares war, the common treasury has to pay for it and the states will supply to the common treasury based on the taxes the state raises as they set in their own legislatures. (The government of the U.S. does not have the ability to raise taxes. They must depend on the states to supply the treasury.)

****Article IX:** The primary power Congress has is the right to declare war (except for circumstances listed in Article VI). Congress is the head of state and deals with all foreign relations. Congress has the power to set up temporary courts to resolve conflicts between states or resolve disputes over territories claimed by both states. Congress determines weights and measures (basically a standardized system for trade), including the amount of metal used in coins and the worth of the coins, but the states mint them. Congress can regulate trade and will deal with Indians as long as they do not infringe upon the states. Congress cannot do anything –war, coin money, borrow money, raise an army, etc., **UNLESS** nine of the thirteen states agree.

Article X: The committee of the states has the authority to act in the place of Congress when they are not in session. They can't adopt additional powers while Congress is in session, and have to have the agreement of 9 states if they take on powers while Congress is not in session.

Article XI: This article deals with accepting Canada as a state if they declare independence from Britain. The key to this article is that it sets the precedence for how additional territory will be accepted into the union. A sovereign territory can enter as a state and is not taken as a colony. Also, Britain was still a great threat and the framers would have loved to have Britain out of the picture in North America.

Article XII: In regards to the debt of Congress, the United States is acknowledging that the money borrowed by the Continental Congress to gain independence will be repaid and is the debt of the United States (however, there is no plan spelled out on how it will be repaid).

Article XIII: Delegates who sign the Articles of Confederation also bind the states to follow the rules and regulations included in the Articles and decided upon by Congress. The union is perpetual and the only way to revise the articles is if Congress and the legislatures of each state agree. (When states and people were not concerned about threats to their safety, they were very lax in their commitment to the Articles of Confederation.)

Problems with the Articles....

1777-1789

- The first government of the U.S. was a decentralized league of states.
- From the beginning there were many problems with the Articles of Confederation. Radical Revolutionaries were forced to re-think their ideas on government and, while they initially met to revise the Articles, they ended up drafting a whole new system.

Problems with the Articles

- The Articles of Confederation did not give Congress the right to
 - Force states to give money to the national government
 - Manage trade between states
 - Set tariffs
- There was no executive—just an executive committee that governed when Congress was not in session (poor attendance for both!)
- There was only 1 house and each state received 1 vote. 9 of 13 states were needed to enact legislation.
- There was no judicial system. Congress only established temporary courts as needed.

Understanding Our Constitution



Essential Questions



- How did the framers of the Constitution try to balance state and federal powers?
- What are the three branches of the federal government and what are the requirements for membership in each branch?
- How is power divided between the three branches of government?

Federalism



- Under the Federal system, the national government is sovereign, but different political entities (states) within are granted powers.
 - **Delegated Powers** are powers granted to the federal government. These include the elastic Clause: Article I, section 8—Congress can “make all laws which shall be necessary and proper.”
 - **Reserved Powers** are “reserved” for state governments and their citizens. They include the creation of local governments and holding elections. States control education and trade within their borders
 - **Concurrent Powers** are shared by both the federal and state governments.

Separation of Powers

DESIGNED TO BALANCE EACH BRANCH
AGAINST THE OTHERS

Article I: Legislative Branch

- Bi-Cameral means 2
 - House of Representatives
 - Senate

Responsibilities

- Makes the laws
- Each house of Congress carries out most work in committees

House of Representatives

- U.S. Census every 10 years determines the number
- Apportionment: No state can gain unless another state loses one
- Represents a district of voters in a state
- The leader of the House of Representatives is the Speaker of the House

Senate

- Senate: represents the interest of the entire state
- There are 2 senators per state
- Vice President of the U.S. is President of the Senate
- Does not join in debates, but can cast a vote to break a tie
- If the VP is absent, president pro tempore leads the Senate

Article II: Executive Branch

Responsibilities

- President is responsible for enforcing and carrying out the laws of Congress
 - 14 executive departments do the president's work
 - Department heads are chosen by the President and Congress approves
 - Secretaries of each department make up the cabinet and advise the president
- Commander in chief of armed forces (can send in troops, but only Congress can declare war)

Checks

- President can veto laws Congress passes
- House of Representatives can impeach the president for acts of "treason, bribery, or other high crimes and misdemeanors"
- Can issue an Executive order: Command with the power of law

Article III: Judicial Branch

Responsibilities

- Interprets the Laws
- Supreme Court is highest
- Hear cases regarding constitutional/public interest issue (many cases, but only a few are picked)
- 9 Justices
- Lead justice is called the Chief Justice

Checks

- Can decide if a federal or state law is unconstitutional
- President appoints courts

Articles of Confederation vs. the Constitution

Articles of Confederation	Constitution
Executive Branch <ul style="list-style-type: none"> • No executive to administer/enforce legislation • Congress has sole authority to govern • Executive committee to oversee government when Congress out of session 	Executive Branch <ul style="list-style-type: none"> • President administers and enforces federal laws
Legislative Branch <ul style="list-style-type: none"> • Unicameral (1 house legislature) • Each state has 1 vote regardless of population • Nine votes (of original 13) needed to enact major legislation 	Legislative Branch <ul style="list-style-type: none"> • Bicameral (2 house legislature) • Each state has equal representation in Senate • Each state represented according to population in the House • Simple majority to enact legislation
Judicial Branch <ul style="list-style-type: none"> • No national court system • Congress established temporary courts to hear cases of piracy 	Judicial Branch <ul style="list-style-type: none"> • National court system headed by Supreme Court • Courts hear cases involving national laws, treaties, and constitutionality as well as cases between states or between a state and citizens of another state.
Other Matters <ul style="list-style-type: none"> • Admission to confederacy by 9 votes (of original 13) • Amendment to Articles by unanimous vote • States retain independence 	Other Matters <ul style="list-style-type: none"> • Congress to admit new states (must have a republican government) • Amendment to Constitution by 2/3 vote of both houses or by national convention, followed by ratification by 3/4 of the states • States accept Constitution as the "Supreme Law of the Land"

Articles of Confederation

Constitution

No executive to administer/enforce legislation

Congress has sole authority to govern

Executive committee to oversee government when Congress out of session

Unicameral (1 house legislature)

Each state has 1 vote regardless of population

Nine votes (of original 13) needed to enact major legislation

Congress established temporary courts to hear cases of piracy

Amendment by unanimous vote

States retain independence

President administers and enforces federal laws

Bicameral (2 house legislature)

Each state has equal representation in Senate

Each state represented according to population in the House

Simple majority to enact legislation

National court system headed by Supreme Court

Amendment to Constitution by 2/3 vote of both houses or by national convention, followed by ratification by 3/4 of the states

States accept as the "Supreme Law of the Land"

Articles of Confederation vs. Constitution

Who/What makes the laws? What does the system look like? Describe it.

Who/What administers laws in this system? What does it look like?

What happens to people who break the laws? How does the government help solve problems when people and political systems do not get along? _____

In regards to the body that enforces laws in this system, what does it look like? _____

Comparing the Articles to the Constitution: Branches of Government

	Articles of Confederation	Constitution
Executive Branch		
Legislative Branch		
Judicial Branch		

Activity Folders and Additional Review Materials

Federal
State
Shared
Delegated
Reserved
Concurrent

Federalism

Delegated Powers: Powers granted to the federal government

- (Elastic Clause: Article I, section 8: "Make all laws which shall be necessary and proper")

Reserved Powers: Powers reserved for state governments and citizens

- Create local governments and hold elections
- States control education and trade within their borders

Concurrent Powers: Powers the federal government and state governments share

Powers Delegated to the National Government

- Declare war
- Maintain armed forces
- Regulate interstate and foreign trade
- Admit new states
- Establish post offices
- Set standard weights and measures
- Coin money
- Establish foreign policy
- Make all laws that are necessary and proper for carrying out delegated powers

Shared Powers (Concurrent)

- Maintain law and order
- Levy taxes
- Borrow money
- Charter banks
- Establish courts
- Provide for public welfare

Reserved to States

- Establish and maintain schools
- Establish local governments
- Regulate business within state
- Make marriage laws
- Public safety
- Assume other powers not delegated to the national government or not prohibited to states

Delegated

Reserved

Concurrent (Shared)

Declare war

Maintain armed forces

Regulate interstate and foreign trade

Admit new states

Establish post offices

Set standard weights and measures

Coin money

Establish foreign policy

Levy taxes

Maintain law and order

Borrow money

Charter banks

Establish courts

Provide for public welfare

Establish and maintain schools

Establish local governments

Regulate business within state

Make marriage laws

Public safety

Assume other powers not delegated to the national government or not prohibited to states

Make all laws that are necessary and proper for carrying out delegated powers

The Branches of Government and their Responsibilities

Legislative Branch (Congress)

- Writes the laws
- Confirms presidential appointments
- Approves treaties
- Grants Money
- Declares War

Executive Branch (President)

- Proposes laws
- Administers the laws
- Commands armed forces
- Appoints ambassadors and other officials
- Conducts foreign policy
- Makes treaties

Judicial Branch (Courts with the Supreme Court as the highest level)

- Interprets the Constitution and other laws
- Reviews lower-court decisions

Legislative

Executive

Judicial

Writes the laws

Confirms presidential appointments

Approves treaties

Grants Money

Declares War

Proposes laws

Administers the laws

Commands armed forces

Appoints ambassadors and other officials

Conducts foreign policy

Makes treaties

Interprets the Constitution and other laws

Reviews lower-court decisions

Legislative

Executive

Judicial

Writes the laws

Confirms presidential appointments

Approves treaties

Grants Money

Declares War

Proposes laws

Administers the laws

Commands armed forces

Appoints ambassadors and other officials

Conducts foreign policy

Makes treaties

Interprets the Constitution and other laws

Reviews lower-court decisions

Branches and Checks

Legislative Checks on Executive

- May impeach the president
- May reject appointments
- May reject treaties
- May withhold funding
- May override a veto
- *May reject appointments to the Supreme Court (also a check on judicial)

Legislative Checks on Judicial

- May propose constitutional amendments to overrule judicial decisions
- May impeach Supreme Court justices
- *May reject appointments to the Supreme Court (also a check on executive)

Executive Checks on Legislative

- May adjourn Congress in certain situations
- May veto bills

Executive Checks on Judicial

- Appoints judges

Judicial Checks on Executive

- May declare executive actions unconstitutional

Judicial Checks on Legislative

- May declare laws unconstitutional

Legislative Branch (Congress)

Writes the laws
Confirms presidential appointments
Approves treaties
Grants Money
Declares War

Executive Branch

Proposes laws

Administers the laws

Commands armed forces

Appoints ambassadors and other officials

Conducts foreign policy

Makes treaties

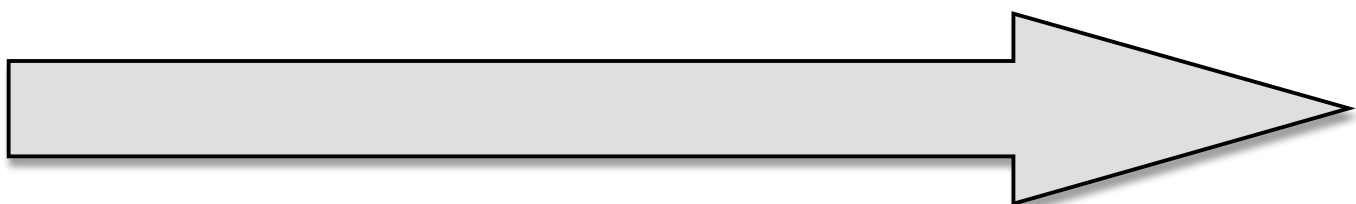
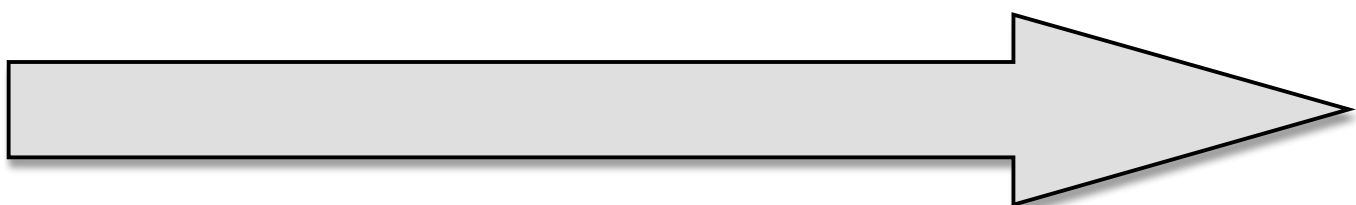
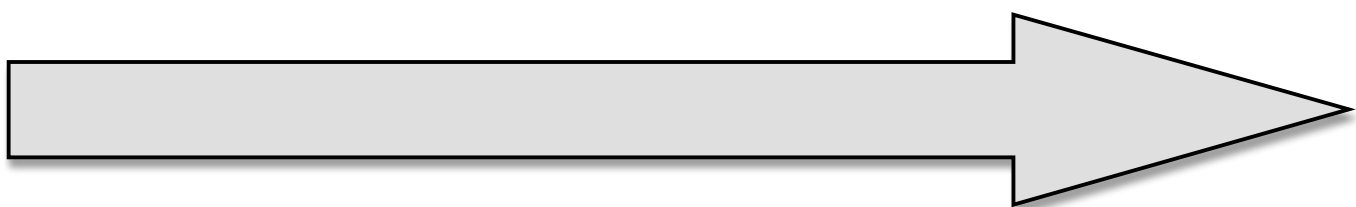
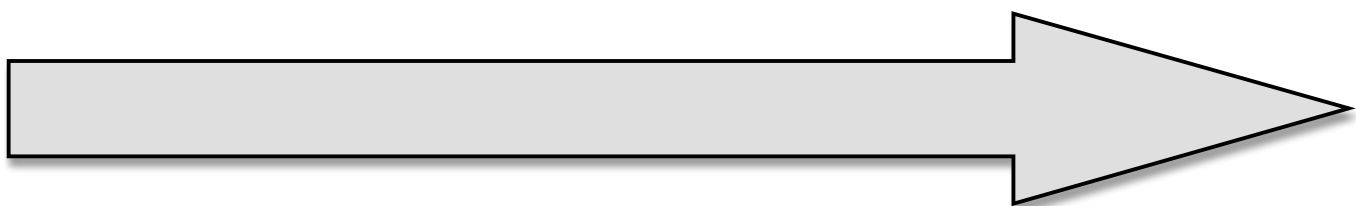
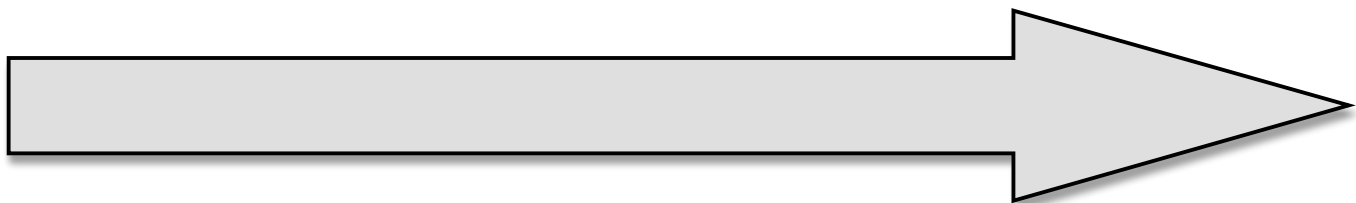
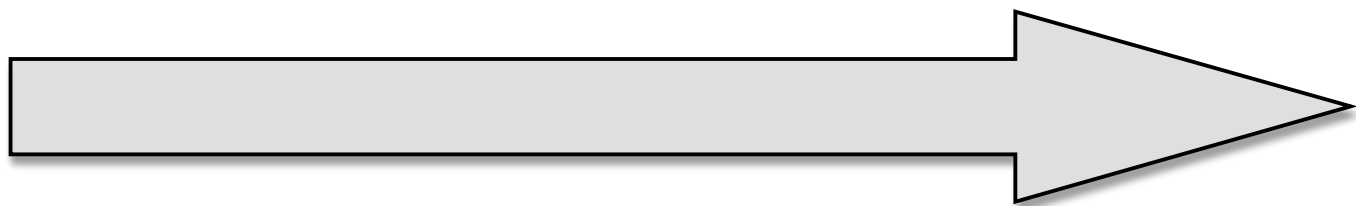
Judicial Branch

Interprets the Constitution
and other laws

Reviews lower-court
decisions

May reject appointments
May reject treaties
May withhold funding
May impeach the president
May override a veto
May adjourn Congress in
certain situations
May veto bills

May declare laws
unconstitutional
May declare executive
actions unconstitutional
Appoints judges
May propose constitutional
amendments to overrule
judicial decisions
May impeach Supreme
Court justices
May reject appointments to
the Supreme Court



The United States Constitution

Official: http://www.archives.gov/exhibits/charters/constitution_transcript.html

Preamble

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.

Article. 1. Section. 8.

The Congress shall have Power To lay and collect Taxes, Duties, Imposts and Excises, to pay the Debts and provide for the common Defence and general Welfare of the United States; but all Duties, Imposts and Excises shall be uniform throughout the United States;

To borrow Money on the credit of the United States;

To regulate Commerce with foreign Nations, and among the several States, and with the Indian Tribes;

To establish an uniform Rule of Naturalization, and uniform Laws on the subject of Bankruptcies throughout the United States;

To coin Money, regulate the Value thereof, and of foreign Coin, and fix the Standard of Weights and Measures;

To provide for the Punishment of counterfeiting the Securities and current Coin of the United States;

To establish Post Offices and post Roads;

To promote the Progress of Science and useful Arts, by securing for limited Times to Authors and Inventors the exclusive Right to their respective Writings and Discoveries;

To constitute Tribunals inferior to the supreme Court;

To define and punish Piracies and Felonies committed on the high Seas, and Offences against the Law of Nations;

To declare War, grant Letters of Marque and Reprisal, and make Rules concerning Captures on Land and Water;

To raise and support Armies, but no Appropriation of Money to that Use shall be for a longer Term than two Years;

To provide and maintain a Navy;

To make Rules for the Government and Regulation of the land and naval Forces;

To provide for calling forth the Militia to execute the Laws of the Union, suppress Insurrections and repel Invasions;

To provide for organizing, arming, and disciplining, the Militia, and for governing such Part of them as may be employed in the Service of the United States, reserving to the States respectively, the Appointment of the Officers, and the Authority of training the Militia according to the discipline prescribed by Congress;

To exercise exclusive Legislation in all Cases whatsoever, over such District (not exceeding ten Miles square) as may, by Cession of particular States, and the Acceptance of Congress, become the Seat of the Government of the United States, and to exercise like Authority over all Places purchased by the Consent of the Legislature of the State in which the Same shall be, for the Erection of Forts, Magazines, Arsenals, dock-Yards, and other needful Buildings;--And

To make all Laws which shall be necessary and proper for carrying into Execution the foregoing Powers, and all other Powers vested by this Constitution in the Government of the United States, or in any Department or Officer thereof.

George Washington Lansdowne Analysis
October 21-22, 2010
Helena, MT
Danice Roller Toyias, danice.toyias@mchce.net

Lesson Topic

Painting Analysis of the Lansdowne Portrait of George Washington

Essential Question

Why is the portrait such a pivotal representation of the American presidency?

Context and Content Background

George Washington was the first president of the newly formed United States (from 1789-1797). He was president for two terms before peacefully transferring executive power in 1797 to John Adams. The portrait we will be examining is a full-length portrait painted by Gilbert Stuart. It was painted in 1796 and is called the Lansdowne painting because it was a gift to the Marquis of Lansdowne, an English supporter of American independence, from Senator and Mrs. William Bingham of Pennsylvania.¹ (This is also the painting Dolly Madison saved as she fled the White House during the War of 1812.)

Lesson Focus

This lesson focuses on a critical analysis of a painting. It is meant to submerge students in symbolism and an understanding of symbolic meaning.

Lesson Sequence and Understandings

- 1) Go over the background and history of the portrait.
- 2) Have students examine the large slide picture of George Washington. The first step is to list everything they see in their notebooks.
- 3) Hand out the Painting Analysis Worksheet and ask students to fill out the second column in which they try to discover the meaning of the items listed.
- 4) Have students present their findings.
- 5) Go over “other interpretations” on the teacher’s guide worksheet. Have students add the other interpretations to the third column.
- 6) Students should gain the essential understanding from this exercise of the highly symbolic and pivotal nature of George Washington releasing his position and the peaceful transition of presidential power—something that has occurred since the creation of this nation.

¹ From The Smithsonian Portrait Gallery <http://www.georgewashington.si.edu/portrait/index.html>



George Washington (Lansdowne portrait) by Gilbert Stuart, oil on canvas, 1796
National Portrait Gallery, Smithsonian Institution
(<http://www.georgewashington.si.edu/portrait/non-flash.html>) December 1, 2008

George Washington Lansdowne Painting Analysis Worksheet

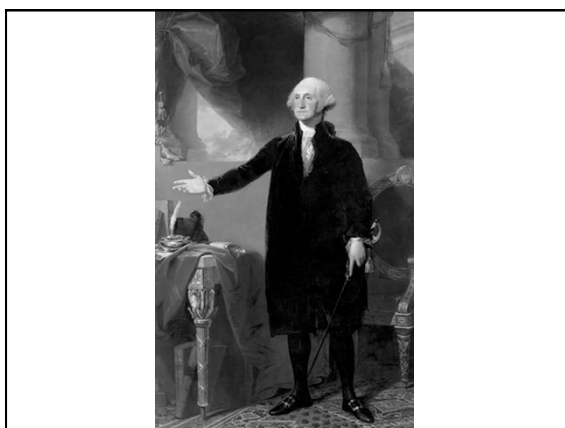
Item	What you think it means	Other interpretations
1. Gesture and Figure		
2. Face		
3. Clothing		
4. Sword		
5. Table (Leg)		
6. Chair		
7. Books on Table		
8. Books on Floor		
9. Inkwell		
10. Rainbow		
11. Dark Clouds		
12. Portico		

Painting Analysis

- What do you see?

George Washington (Lansdowne portrait) by Gilbert Stuart, oil on canvas, 1796
National Portrait Gallery, Smithsonian Institution (<http://www.georgewashington.si.edu/portrait/non-flash.html>)
December 1, 2008





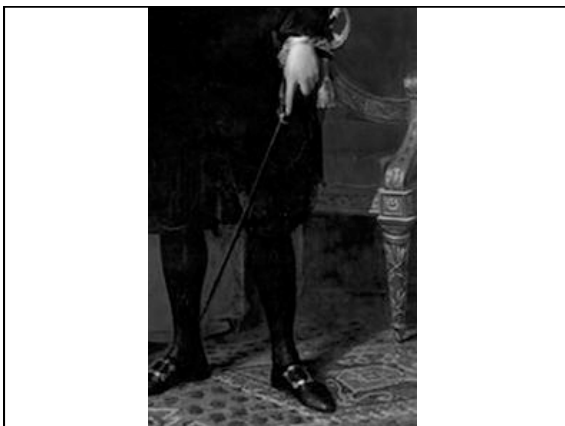
Divide into quadrants....

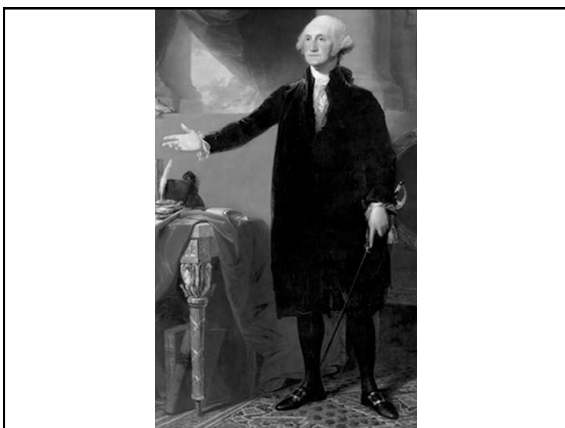
List what you see in each quadrant,
and then look again at the whole
picture.











What does this mean?

Focus on your assigned piece of the painting. Write down what you think it means.

Gesture and Figure



Face



Clothing



Sword




**Table
(Leg)**



Chair





Books on the Table

Federalist

Journal of Congress

Books on the floor

General Orders, American Revolution

Constitution and Bylaws



Inkwell



Rainbow

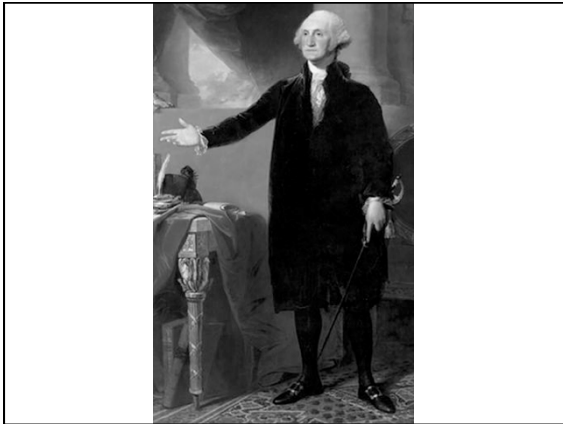


**Dark
Clouds**





Portico



TEACHER'S GUIDE: George Washington Lansdowne Painting Analysis Worksheet

Directions: Fill out your paper like the table below. Examine the portrait and explore the symbolic meanings and interpretations of the objects in the portrait. Try to make meaning from what you already know about Washington and the New Nation.

1. Gesture and Figure

Some think that Washington is pointing toward the future, foreseeing bright prospects for his nation. Others believe that Washington is saying farewell. When this portrait was painted, he was about to leave office after having served two terms as President. Viewing the portrait, an observer saw him “bestowing his good advice to his countrymen.”

2. Face

Stuart, like many of his contemporaries, believed in physiognomy, the theory that a person's appearance reflected temperament and character. Thus Stuart wanted to depict Washington so that his sterling character would be conveyed. An engraving of Stuart's first portrait of Washington was used as an illustration for a book, *Essays on Physiognomy*. In the book, a writer comments that “every thing in this face announces the good man, a man upright, of simple manners, sincere, firm, reflecting and generous.”

3. Clothing

Washington was well aware of the symbolism of personal attire. When the Second Continental Congress assembled in Philadelphia in 1775, he was the only delegate in military uniform, for he wished to demonstrate Virginia's willingness to aid Massachusetts, already fighting British troops. For a portrait of Washington, who was so frequently painted in military uniform, the depiction in a suit symbolized a switch in his public role from general to President. At his first inauguration in 1789, he had worn a brown suit of broadcloth from Hartford, Connecticut, with eagle-adorned buttons. The attire reflected the complexity of the new idea of an American President. He chose to wear American-made clothing, rather than attire made in Britain. The eagle was a symbol of the new nation. In the Lansdowne portrait, he wears, as a second-term President, a formal black suit more suitable to his station.

4. Sword

The sheathed sword, held in Washington's left hand, is ceremonial. Although a sword with a suit (rather than with a uniform) was going out of style, it was “the grand distinguishing mark of a fine Gentleman.” It is also a symbolic reference to Washington as head of state.

5. Table (Leg)

The table and chair in the portrait probably never existed; they serve only as symbols. The furniture's neoclassical decorative elements are derived from the Great Seal of the United States, authorized by Congress in 1782. Like the eagle on the Seal, the two eagles at the top of the table leg are posed upright. Each holds in one claw a bundle of arrows, a symbol of war. But unlike the eagle on the Great Seal, neither holds an olive branch, the symbol of peace, in the other claw. The wooden mace in the House of Representatives may have inspired the design for the table leg. That mace (destroyed when the British set the city of Washington afire in 1814) was described as a bundle of reeds tied together and topped by an eagle. A similar object was carried by officials in ancient Rome as a sign of power. A version of it, looking more like a torch, appears on today's dime.

6. Chair

The oval medallion on the back of the armchair is draped with laurel, a symbol of victory. The medallion's stars and stripes imitate those on the Great Seal, in which an eagle bears a shield with a blue horizontal field with 13 stars above 13 red-and-white vertical stripes. William Barton, one of the designers of the Seal, said the stars and the stripes represented the 13 original states, individually and as a confederation.

7. Books on Table

On the table are two books: *Federalist*, a reference to the *Federalist Papers*—essays published to support ratification of the Constitution—and *Journal Of Congress*. Here, and with the books under the table, Stuart chooses symbols of Washington's work in the world of ideas and the world of politics, where his integrity and sense of purpose shaped the American presidency.

8. Books on Floor

The books under the table include *General Orders*, *American Revolution and Constitution and Bylaws*; they symbolize Washington's roles as commander of the American army, and as President of the Constitutional Convention of 1787, during the debates over the structure of the new government.

9. Inkwell

The inkwell and quill may refer to the making of laws and the fact that Washington wrote and signed many important documents in his lifetime. The two documents on the table could be Stuart's way of symbolizing Washington's role in important documents, but Stuart does not portray any specific document.

10. Rainbow

The rainbow, closely connected with the story of Noah, evolved into a symbol of purity, because it appears after rain has purified the air. Also, it is a symbol of hope, recalling the Biblical story of the deliverance of humankind from the great flood. And because it is white light split into its parts, a rainbow symbolized unity in diversity for a new nation.

11. Dark Clouds

An advertisement about this portrait says that “the appearance of the rainbow is introduced in the background as a sign” that storms have passed. Not all Americans had expected the nation to survive under a federal government. Debates over states' rights still simmered. But, as Washington said in his First Inaugural Address, “the experiment entrusted to the hands of the American people” had thus far succeeded.

12. Portico

The portrait follows the European tradition of so-called “state” portraits: a portico-like space with a wall, columns, a curtain, and an open sky behind the figure. The foreground, an ambiguous space that is often furnished and carpeted, repeats compositions used for portraits of monarchs, bishops, admirals, or other public figures.

Abigail and John Adams enjoyed an intense love affair that endured through fifty years of marriage, five children, multiple homes across three continents, and lengthy separations--not to mention a revolution, wars, and an array of political and diplomatic crises. We know of their romance from more than a thousand letters they exchanged.

John: (After meeting Abigail Smith in the summer of 1759):

“I was unimpressed. She was not fond, not frank, not candid”

(However, three years later, John wrote)

“Miss Adorable: By the same Token that I sat up with you last night, I hereby order you to give me as many Kisses and as many Hours of your Company after 9 O’Clock as I shall please to Demand, and just charge them to my Account.”

Abigail: (1774) “My Much Loved Friend, I dare not express to you at 300 hundred miles distance how ardently I long for your return. I have some very miserly Wishes; and cannot consent to your spending one hour in Town till at least I have had you for 12 hours. The Idea plays about my Heart, unnerves my hand whilst I write, awakens all the tender sentiments that years have increased and matured. May the like sensations enter thy breast.

John: “Is there no Way for two friendly Souls, to converse together, although the Bodies are 300 Miles off?— Yes, by Letter.— But I want a better Communication. I want to hear you think, or see your Thoughts. The Conclusion of your Letter makes my Heart throb. You bid me burn your Letters. But, I must forget you first.”

Abigail: (1776): "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.”

John: “You are so saucy! "As to your extraordinary code of laws, I cannot but laugh. We have been told that our struggle has loosened the bonds 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. But your letter was the first intimation that another tribe, more numerous and powerful than all the rest, were grown discontented.”

From the *Journal of Elizabeth Drinker. The journal of Philadelphia Quaker Elizabeth Sandwith Drinker (1735-1807) is perhaps the single most significant personal record of eighteenth-century life in America from a woman's perspective. Drinker wrote in her diary nearly continuously between 1758 and 1807, from two years before her marriage to the night before her last illness. The extraordinary span and sustained quality of the journal make it a rewarding document for a multitude of historical purposes.*

Sept. 2, 1793: We heard this day of the death of a poor intemperate woman of the name of Clarey, who sold oysters last winter in a Cellar in Front Street, a little below Elfrith’s alley. She was taken out of her senses and went out of town; was found dead on the road.

Sept. 4, 1793: We were told a sad story indeed It seems not unlikely, of a young woman who had nursed one or more in Water Street who died of ye disease. She, being unwell, the neighbors advised her to somewhere else, as none of them chose to take her in. She went out somewhere. I did not hear in what part of Town it was, and lay down ill at a door. A Magistrate in ye Ward had her sent in a cart to ye Hospital, where she was refused admittance, and was nar that place found dead in the cart, next morning.

Nov. 20, 1794. Polly Chapman who lived some years at service with us, came here yesterday to tell her troubles. She has lost her husband (a poor thing) and left with two young children. Our made Jenny who went out of town a little before our family, came here this evening, but talked of returning to ye country again. Good servants at this time are very scarce. Rain and hail this evening. Wind at N.E.

Nov. 22, 1794. Little Peter, a negro boy, aged 7 years, came to us today from Virginia. He has not had the small pox, and appears weakly, otherwise well disposed. We are to give, if we keep him, fifteen pounds for his time. Washed him this afternoon in a tub of warm soapsuds, his head with larkspur and rum, and changed his apparel.

Feb. 20, 1795. Alice, a yellow woman [mulatto], who has taken our clothes in to wash for sometime past, came here before dinner in great distress, her child in her arms; her husband, John Wright, a negro man, and a while girl, attended by a Constable, who was taking them all to Jail, for keeping, as he said, a disorderly or riotous House. As we know nothing of the business and but little of Alice, could say no more in her favor, but that we hoped she was honest. He took them off; I expected we should lose our Linen &c. that was in her custody – a dozen quite new shirts, aprons, and many other things – as they had left their house open and nobody in it. About an hour after she returned in good spiritis, informing us that her Husband and self had procured bailed, but the white girl was put in jail. Soon after, she brought our Linen home, nothing missing.

Dec. 7, 1795. Henry [Drinker] has sold Scipio to George Emlen, and we have given him our little Peter Savage. I hope he will be a good boy, ‘tho he is but little worth at present.

Records of the Gloria Dei Church, A Swedish Luthern Church in the Philadelphia suburb of Southward, 1794. Entries by the Reverend Nicholas Collin.

January 2. Widow Fletcher came to inquire whether her daughter Jane had been married to a young Frenchman, Francis, as they had lately eloped; on hearing that they were not, she forbid the bans [notice of the proposed marriage published in advance of the ceremony] the girl being only 16 years of age, and he a very young tradesman.

January 8. Came Margret Power, who married to John Martin, on the 22d of December last, for a new certificate as he had taken the firs from her, and had left her on the very evening of the marriage. She was a widow, 27 years-old and he 26; natives of Ireland.

January 8. A negro came with a white woman, who called herself Eleonore King, widow of a sea captain. They were refused [marriage].

January 10. Came a man to ask whether a certain Mary White had been married. She was on the 10th of December last, as per record. He declared her to have been his wife, though she pretended widowhood. He had been from her in New York for 3 years. Note well – Hajams and his wife declared at the time of marriage, that this woman was pregnant by the party Philip Land.’

January 12. Sunday. At night came a party, and with strong entreaties called me out of bed. On my refusing to marry the couple, they went off in a vicious manner throwing a large stone against the entry door.

February 1. Rudolph Bartholomew and Alsey Levering, who had a child together, were married.

March 2. A Spanish mariner was to be married to a young girl, but did not come. I had requested a certificate from her father, though her mother was to present, this he could obtain because the father, who came that day to enquire, had refused his consent until his intended son-in-law had returned from the voyage on which he was going the next day. Same evening, late, came a couple; were refused chiefly because the hour was unpardonable, and no previous notice had been given.

April 24. ... A French captain of a privateer came with a young lady, from Baltimore. Begged very hard but were refused.

July 12. Came a man of mature age, to bespeak his marriage for the next day, his bride was an orphan. These came accordingly but she confessed that her father was living. Refused.

December. Parents came with their son and a girl, by him pregnant, as they said. He was not free [He was an indentured servant.] and therefore refused until his master should certify his consent, the declaration of said parents being insufficient.

In the 1760's, the Philadelphia's overseers of the poor abandoned the traditional system of providing cash, firewood, and to foods in their own homes in favor of an institutional solution, constructing a "bettering house," or Alms House, with tax money and placed it in the hands of a private corporation. This almshouse/workhouse was designed for the dual purpose of minimizing the cost of care for indigents and forcing capable paupers to labor for their livelihood. The following are taken from the Almshouse Daily Occurrence Docket, 1795.

Sept. 29. Admitted John Morris an Old German hath legal residence, he served his time in this City with old Mr. Gorman, Sugar Baker, many years ago; he was a Soldier in our revolutionary War from the beginning to the ending. He is now poor, sick, and palsied, and totally rendered incapable of rallying round the standard of Labour for a Living. Debit City.

October 3: Admitted Margaret Dillmore a Child between four and five years of age, her mother died in the [yellow] fever of 1789, the Father Thomas Dillmore is a Seaman and hath deserted his child ever since the death of his wife ... Debit City. [On December 8, Margaret apprenticed for fourteen years to Griffith Jones, a farmer in Chester County, Pennsylvania.]

October 6: Admitted Mary Berry a Mulatto young Woman twenty three years of age, of legal residence, is far advanced in her pregnancy and says the Father of the Child that she now bears is Named Matthias Clay, a Member of the [U.S.] Congress and to whom she has sworn it before Gunning Bedford Esquire. Said Mary lived with the Widow Sadie in Arch street (and at the same time Clay boarded there) between seventh and eighth streets ... Debit City.

October 7: Admitted Mary Wright, hath legal residence, is twenty years of age, born in this City. Her Husband Dominick Wright twelve months ago went to sea in the Ship Jane Brown to London (the Owner nor Captains Name she cannot tell) and heard only once from him since and as she says, never received one farthing of his Monthly pay ... However, unfortunate it is that she was taken with a fit and contiguous to the fire place, she fell into the Fames and got burnt in a most distressing manner Debit Southwark.

October 10: Admitted Sarah Baker, Pregnant, she was born in New England, is thirty years of age, came to Philadelphia very young, and was bound to one James Hanniker of said City, Gardener, who in about three months after, moved to the Bek [New Jersey], where she stayed and served her time out, which was nine years of Indenture. After she was free, went to Lancaster [Pennsylvania] and hired herself out as maid, when she got married and moved to Hanover, York County [Pennsylvania] were she continued seventeen months, when her Husband died. After which she went to Baltimore and hired herself out in different families for the space of four years and seven months, as it was in November 1795 when she went there and came to this City from there the 1st July last. The Father of the child she now bears is Named Jacob Adams of Baltimore, Merchant, and with whom she hired herself as a Maid, and she says he went to sea last May, and thinks to the East Indies. However, she never swore the child ... Debit City. [Sarah was discharged in April 1801.]

Discussion Questions for the Adams Correspondence

Questions for the first letter from Abigail:

1. Does Abigail sound eager for American independence?
2. What does she expect independence will require?
3. What does she hope will happen when independence is declared?
4. What is the meaning of "Remember the Ladies?"
5. Why does she accuse her husband's ancestors of being ungenerous?
6. What is she threatening?
7. How does this threat echo America's struggle for independence?
8. What does this suggest about America's struggle?
9. Do you agree that men are by nature cruel and demanding?
10. Does she say all men act in ways which are cruel and demanding?
11. Is this letter a serious plea for women's rights?

Questions for John's response:

1. What does John mean by "your extraordinary Code of Laws"?
2. To whom are women being compared?
3. What do these different groups have in common?
4. What is the struggle for independence causing to happen to society?
5. What does the social turmoil he mentions suggest about the struggle?
6. Is he pleased that different sorts of people are also demanding rights?
7. Is he willing to give women political rights?
8. Is his letter serious?

Questions for Abigail's response:

1. What does she say will happen if women are not given political rights?
2. According to her, how can women subdue men?
3. Is her solution a way to real independence and freedom for women?
4. Why is her solution to the lack of women's rights so faint-hearted?
5. Is she serious in offering this means to dominate men?