Unit 4: Americas 1650-1850

**Unit 4 Lesson 1: Americas 1650-1850 Introduction**

**Goal of the unit:** Students will learn about revolutions and resistance movements in the Americas and France between 1650 and 1850. During these years, many factors led to changes in the political systems of the Americas. These factors were included:

* the colonial social and ethnic make up of the region
* the effect of Enlightenment ideas
* the beginning of actions that went against cultural, educational, and language assimilation
* the beginning of actions that went against political and economic exclusion.

This timeline provides *some* events included in this unit’s learning. The goal for this timeline is to assist understanding chronologically.

1600-1800 Enlightenment Period

1680 Pueblo Rebellion

1692 Spanish colonizers return and conquer the Southwest U.S.

1745 Russian colonizers enslave the Unangan (Aleut)

1754-1763 French and Indian War

1762 Unangan rebellion

1763 Proclamation of 1773

1765 Stamp Act

1767 Townshend Acts

1773 Tea Act

1774 Coercive Acts, First Continental Congress

***1775-1783 American Revolutionary War***

***April 18-19 1775 Paul Revere Ride/Battle of Lexington***

***June 17, 1775 Bunker Hill***

***July 4 1776 Declaration of Independence***

***Winter 1777-1778 Valley Forge Encampment***

***October 19, 1781 Siege of Yorktown***

***September 3, 1783 Treaty of Paris (American Revolutionary War ends)***

1789 U.S. Constitution became the governing document

1789 French Revolution begins

1791 U.S. Bill of Rights added, Haitian Revolution begins

1799 French Revolution ends

1802-1806 Lewis and Clark Expedition

1804 Abolition of slavery and independence for Haiti (Haitian Revolution ends)

1808 Napoleon invades Spain

1821 Mexico gains independence

1830 Oregon Trail Established

1831 Nat Turner Rebellion

1848 Revolutions of 1848

1850

**Unit 4 Lesson 2: Relations with Native Americans**

**Objective 1:** In this section, you will describe and compare colonizers’ relationships with Indigenous Americans of the United States.

**Essential Question 1:** How did the relationship between colonizers and Indigenous Americans vary across the United States?

Big Ideas:

-European colonizers wanted to use the of the Americas for their own gain. This was often done without consideration for the people already living on the American continents.

-Spanish Colonizers in the southwest North America ruled by military force.

-French colonizers in the north of North America wanted to gain control of the areas fur trade.

-English colonizers focused on farming and the taking of more lands.

-Before American independence, Indigenous peoples and European colonizers fought and the rights of Indigenous Americans were often ignored.

-The U.S. was trying to increase its land west of the Mississippi River. American colonizers wanted to take over land that was already lived on by Indigenous peoples.

Key Terms:

**Indigenous** – native to a specific area or territory

**colonizer** – a person who takes part in the act of colonization

**Pueblo Rebellion** – a rebellion of the Pueblo people against Spanish colonizers

**nomadic** – a lifestyle of continual movement to meet survival needs

**Objective 2:** In this section, you will analyze colonizer challenges to tribal sovereignty in the early United States.

**Essential Question 2:** How did colonizers challenge tribal sovereignty in the early United States?

Big Ideas:

Tribal sovereignty is the right of Indigenous peoples to live their lives as they wish, free from harm and attack.

In the early days of the U.S., European and American colonizers threatened tribal sovereignty in many ways

* Alaska: In order to gain more fur, the colonizers were cruel to the Indigenous people of the Arctic. This was a threat to their tribal sovereignty.
* Oregon: American colonizers had arrived there in large numbers. They took over land and threatened tribal sovereignty.
* Hawaii: European colonizers threatened tribal sovereignty in Hawaii in ways that were like what was happening elsewhere in North America. They forced Indigenous people off their lands to make room for coffee and sugar plantations.

European and American colonizers threatened the tribal sovereignty of Indigenous peoples by introducing diseases, plants, and animals that destroyed the land and people. They also took over land, either by force or by agreement, that had been home to Indigenous Americans for a very long time.

Key Terms:

**Tribal sovereignty** – the right of Indigenous people to govern themselves

**Manifest Destiny**– the idea that the United States is destined to have a geographical reach from the Atlantic to the Pacific Oceans

**Objective 3:** In this section, you will analyze Indigenous resistance movements from the colonial period to the post-Revolutionary war period.

**Essential Question 3:** How can we analyze Indigenous resistance movements from the colonial period to the post-Revolutionary War period?

Big Ideas:

European colonizers thought they were better than Indigenous people and did not treat them kindly. Indigenous people received strict punishments when they practiced their own religion. These punishments included beatings, torture, and death. Indigenous choices to fight colonizers have a long history. One example is the **Pueblo Rebellion.**

During the American Revolutionary War, most Indigenous sided with the British. After the Revolutionary War, the new American government began making agreements with many Indigenous communities. Often, Indigenous communities were forced to sign treaties against their will. They were also forced off land they had lived on for many years.

Key Terms:

**systemic racism**– a form of racism embedded in a society or organization

**Pueblo Rebellion**– a rebellion of the Pueblo people against Spanish colonizers

**Treaty-**a formal agreement between two countries

**Objective 4:** In this section, you will use a primary source to explain why European colonizers were largely unsuccessful in enslaving the Indigenous peoples of the Americas.

**Essential Question 3:** How can we use a primary source to explain why European colonizers were largely unsuccessful in enslaving the Indigenous peoples of the Americas?

Big Ideas:

The mean acts by the colonizers towards the Native Americans and the spread of disease meant that many Indigenous people died. Therefore, there were less Indigenous people alive in the Americas after the first few years of Spanish colonization, especially in the Caribbean. This was a genocide.

As a result, European colonizers didn’t have enough Indigenous people to force to work on plantations. The colonizers had to look elsewhere for people to force into slavery. This is one reason the slave trade developed. The slave trade took people from their homes in Africa and brought them to the Americas by force.

Key Terms:

Genocide- the killing of a large number of people from the same ethnicity or culture in order to exterminate the group

Quick Check:

Which of the following best describes the colonists’ relationships with Indigenous peoples in North America in early U.S. history?

* The relationship between Indigenous peoples and colonizers was filled with indifference
* The relationship between Indigenous peoples and colonizers was a compassionate one
* The relationship between Indigenous peoples and colonizers was a compassionate one
* **The relationship between Indigenous peoples and colonizers was a violent one.**

What was the “westward expansion”? The U.S. was trying to expand its territory west of the Mississippi River.

* The U.S. wanted to expand into Europe. It wanted to take over land that was already live on by Indigenous peoples.
* The U.S. was trying to take over all of North and South America. It wanted to take over land that was already lived on by Indigenous peoples.
* The U.S. was trying to move its capital city out West. It wanted to take over land that was already lived on by Indigenous peoples.
* **The U.S. was trying to expand its territory west of the Mississippi River.** **It wanted to take over land that was already lived on by Indigenous peoples.**

Analyze colonizer challenges to tribal sovereignty in the early United States.

* Colonizers challenged tribal sovereignty by trading with Indigenous groups and sharing farming techniques with them.
* Colonizers challenged tribal sovereignty by allowing Indigenous peoples to negotiate with the American government fairly and allowing them to keep living on their land.
* American colonizers did not challenge tribal sovereignty. They worked together with Indigenous people and respected their rights.
* **Colonizers challenged tribal sovereignty by stealing land and introducing diseases, plants, and animals that devasted Indigenous land and peoples.**

Analyze Indigenous resistance movements from the colonial period to the post-revolutionary War period.

* European colonizers in the Americas, on the whole, treated Indigenous people with cruelty. The Indigenous people were never able to fight back.
* European colonizers in the Americas, on the whole, treated Indigenous people with cruelty. Mainly, Indigenous people did not fight back. The Pueblo Rebellion was the exception.
* European colonizers in the Americas, on the whole, treated Indigenous people with kindness. Still, Indigenous people fought them. Examples of this include the Pueblo Rebellion and the fight of the Iroquois Confederacy against the Americans in the Revolutionary War.
* **European colonizers in the Americas, on the whole, treated Indigenous people with cruelty. These practices led Indigenous people to fight back. Examples of this include the Pueblo Rebellion and the fight of the Iroquois Confederacy against the Americans in the Revolutionary War.**

Explain why enslaving the Indigenous peoples of the Americas was largely unsuccessful in filling the need of the plantations.

* Slavery did not exist in the Americas at the time of European colonization.
* European colonizers’ cruelty meant that many people—Indigenous people as well as colonizers—died. As a result, there were not enough people left to enslave.
* European colonizers were kind to Indigenous peoples. As a result, the colonizers did not want to enslave Indigenous peoples.
* **European colonizers’ cruelty, as well as the spread of disease, meant that many Indigenous people died. As a result, there were not enough people left for colonizers to enslave.**

**Unit 4 Lesson 3: Servitude and Resistance**

**Objective 1:** In this section, you will explain how chattel slavery and the encomienda system developed and impacted the Americas.

**Essential Question 1:** How did chattel slavery and the encomienda system develop and impact the Americas?

Big Ideas:

In the colonial Americas, forced labor systems were present including chattel slavery and the encomienda system. Both systems affected the people of the Americas.

Due to chattel slavery, many people felt terrible hardships, such as being separated from their families, fighting, and being made to move away from their lands.

There were long-lasting effects, including poverty, racism, and bias that still exist in the countries that participated in chattel slavery.

Due to the encomienda system, many Spanish colonizers became rich from the large amount of gold and silver mined in the colonies. The system led to mistreatment of Indigenous people, the theft of their lands, and the deaths of many from violence and disease.

Key Terms:

**chattel slavery** – the enslaving and owning of human beings and their children; in the system of chattel slavery, people were treated like livestock and families were enslaved for generations

**encomienda system** – a system in which a Spanish soldier was given the rights to the labor of a certain number of Indigenous people who lived in the area

**Objective 2:** In this section, you will identify similarities and differences between the experiences of those involved in the systems of indentured servitude and chattel slavery.

**Essential Question 2:** How can we use primary sources to identify similarities and differences between the experiences of those involved in the systems of indentured servitude and chattel slavery?

Big Ideas:

Indentured servitude and chattel slavery had many similarities. They were both cruel practices that forced people into providing free labor for many years.

People forced into chattel slavery were sold to the person who offered the most money. People in indentured servitude sold themselves to the person who offered the shortest time in indentured servitude.

These systems also had many differences. Indentured servants were not enslaved for generations. Instead, the terms of indentured servitude specified the length of their service. This was usually between three and six years, although it could be longer for children. Sometimes they had the choice of becoming indentured servants. For many, however, this choice was a forced one because of debt.

People who were forced into chattel slavery, on the other hand, often were done so through kidnapping. They were enslaved against their will for generations because any children born during their enslavement would also be forced into slavery.

Key Terms:

**indentured servant** – a worker who willingly enters into a labor agreement that includes the number of years that the worker must work in return for pay, housing, and food

**primary source** – a historical record created by a person who experienced something firsthand

**abolitionist** – a person who favors ending the practice of a particular institution, such as slavery

**Objective 3:** In this section, you will analyze primary and secondary sources concerning the resistance of enslaved peoples in the Americas.

**Essential Question 3:** How can we use primary and secondary sources to analyze the resistance of enslaved peoples in the Americas?

Big Ideas:

Enslaved people in the Americas were faced with violence and cruelty. They rose up in rebellion against their oppressors. In the United States, more than 300 rebellions occurred before the Civil War.

These rebellions challenged the beliefs of many nineteenth-century non-enslaved Americans. People were forced to consider that the enslavement of human beings was not a good thing and that enslaved people were not happy. They also learned enslaved people were smart, organized, and willing to risk their lives in order to gain their freedom.

Key Terms:

**primary source –** a historical record that was created by a person who experienced something firsthand

**secondary source –** a historical record that was created by a person who did not experience events themselves

**Objective 4:** In this section, you will analyze African and Black American movements that countered assimilation from the colonial to post-Revolutionary War period.

**Essential Question 4:** Which African and Black American movements countered assimilation in the colonial to post-Revolutionary War period?

Big Ideas:

Between the colonial and post-Revolutionary War periods, many African and Black slaves fought against authority by taking part in different groups.

Despite the efforts of slaveowners, Africans and Black Americans continued to fight back against assimilation and racism. They fought back through art, religion, military service, and uprising. Each way allowed people to stand up against their oppressors.

Key Terms:

**assimilation** – a policy in which imperialists force their culture and way of life to their subjects; it assumes that the way of life of the imperialist is superior to the way of life of the subject

**exclusion** – the process of being barred from something

**Nat Turner’s Rebellion** – a rebellion of enslaved people in Virginia in 1831,led by Nat Turner

**systemic racism** – a form of racism embedded in a society or organization

**tribal shamanism** – varied systems of religious belief followed by Indigenous peoples worldwide in different forms

Quick Check:

How did chattel slavery and the encomienda system develop and impact the Americas?

* Each system developed as a way of ensuring labor for colonizers. Each system was based on national origin, which has had long-term effects on the structure of the societies of the America.
* Each system developed as a way of ensuring labor for Indigenous peoples of the Americas. Each system was based on race, which has had long-term effects on the structure of the societies of the Americas.
* Each system developed as a way of ensuring a steady supply of food for the Americas. Each system was based on rac, which has had long-term effects on the structure of the societies of the America.
* **Each system developed as a way of ensuring labor for colonizers. Each system was based on race, which has had long-term effects on the structure of the societies of the Americas.**

Which of the following is a similarity between chattel slavery and the encomienda system?

* Both took place throughout the Americas, although the encomienda system was found in places taken over by French colonizers.
* Both took place only in specific places in the Americas, although the encomienda system was found in places taken over by Spanish colonizers.
* Both took place throughout the Americas, although the encomienda system was found only in the southern American states.
* **Both took place throughout the Americas, although the encomienda system was found in places taken over by Spanish colonizers.**

Identify similarities and differences between the experiences of those involved in the systems of indentured servitude and chattel slavery.

* One similarity is that people involved in both systems were allowed their freedom after providing labor for a few years. One difference is that indentured servants were not paid for their work, while people forced in chattel slavery were.
* Indentured servitude and chattel slavery were essentially the same systems. The only differences were the countries the people traveled from.
* One similarity is that people involved in both systems were forced to provide free labor. One difference is that indentured servants were forced into labor for generations, while people forced into chattel slavery were released after on generation.
* **One similarity is that people involved in both systems were forced to provide free labor. One difference is that indentured servants were not forced into labor for generations, while people forced into chattel slavery were.**

How can we use primary and secondary sources to analyze the resistance of enslaved peoples in the Americas?

* We can use secondary sources to analyze the resistance of enslaved peoples in order to gain firsthand knowledge of their motivations at the time. Primary sources give us a modern form of historical examination as a lens to analyze their resistance.
* We can use primary and secondary sources to analyze the resistance of enslaved peoples in order to gain firsthand knowledge of their motivations at the time, although neither source provides a modern examination of history.
* We can use primary and secondary sources to analyze the resistance of enslaved peoples through the lens of modern forms of historical examination. This is valuable when we do not have access to firsthand historical knowledge.
* **We can use primary and secondary sources to analyze the resistance of enslaved peoples in order to gain firsthand knowledge of their motivations at the time, as well as use modern forms of historical examination as a lens to analyze their resistance.**

Analyze how African and Black American movements countered assimilation in the colonial to post-Revolutionary War period.

* These movements countered assimilation by allowing enslaved African and Black American people to nurture their own artistic practices and religions, but not stand up for their political and economic rights.
* These movements countered assimilation by allowing enslaved African and Black American people to nurture their own artistic practices and religions, as well as stand up for their political and economic rights—but only outside the U.S.
* These movements countered assimilation by allowing enslaved African and Black American people to stand up for their political and economic rights, but not nurture their own artistic and religious practices.
* **These movements countered assimilation by allowing enslaved African and Black American people to nurture their own artistic practices and religions, as well as stand up for their political and economic rights.**

**Unit 4 Lesson 4: Counter Assimilation Movements**

**Objective 1:** In this section, you will use primary and secondary sources to construct and support claims and counterclaims about the uprisings and resistance of enslaved people in the Americas.

**Essential Question 1:** What led to the uprisings of enslaved people in the Americas?

Big Ideas:

Enslaved people of the Americas faced horrific conditions and had to give up everything they knew. Many wanted freedom and tried to gain it thru both peaceful and violent resistance. Not every rebellion was successful, but some were. Even if freedom was not achieved, rebellions made some slaveholders realize that they were not treating people fairly or humanely.

If enslaved people could not break free and take others with them, they resisted in other ways. They refused to use the names their slaveholders gave them and kept their own identities.

They created songs and folktales to keep their African traditions alive.

Reading the works of former enslaved people clearly demonstrates the evils of slavery.

The methods may look different, but all works provide evidence to counter the claim that enslaved people did not resist their forced servitude. Rather, resistance took many forms from individual acts to collective rebellion.

Key Terms:

**claim** – a statement that needs proof to support it

**counterclaim** – a statement that is the opposing viewpoint on an issue

**Unit 4 Lesson 5: The American Revolution**

**Objective 1:** In this section, you will identify the important factors that led to the American Revolution with a focus on the influence of ideals from the Enlightenment.

**Essential Question 1:** How did ideals from the Enlightenment help lead to the American Revolution

Big Ideas:

Historians have found many causes that led to the American Revolution. These include: the French and Indian War, the Stamp and Townshend Acts, The Boston Massacre, the Boston Tea Party, and the Coercive Acts. However, one of the most important factors was the Founders’ beliefs in the political and social ideas of the Enlightenment. These ideas played an important part in the Founders’ reasoning for breaking away from Great Britain and starting their own country.

Key Terms:

**Enlightenment** – a European intellectual movement in the 1600 and 1700s that focused on the concepts of God, humankind, nature, and reason

**inalienable rights** – the natural rights of all people that are universal and supersede all legal rights

**Stamp Act** – a 1765 British tax that was placed on many products used by the colonists, including legal documents, dice, newspapers, and playing cards

**Townshend Acts** – a 1767 British tax that was placed on products imported to the colonies

**Coercive Acts** – a series of acts passed by the British Parliament in 1774 as punishment for the Boston Tea Party

**Unit 4 Lesson 5: The American Revolution**

**Objective 2:** In this section, you will use a timeline to outline the major events and leaders of the American Revolution.

**Essential Question 2:** What were the most important events of the American Revolution?

Big Ideas:

The American Revolution officially began in 1775 with Paul Revere’s famous ride and the Battles of Lexington and Concord. It was one of United States’s longest wars. It lasted until 1783 with the Treaty of Paris. This treaty made the United States of America a sovereign nation.

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| April 18–19, 1775 | Paul Revere’s Ride/Battles of Lexington and Concord in Massachusetts. These battles were the start of the American Revolution. |
| June 17, 1775 | The Battle of Bunker Hill. The battle was a victory for the British but a moral victory for the American Army. Revolutionary leader General Joseph Warren was killed in the battle. |
| July 4, 1776 | The Declaration of Independence, written primarily by Thomas Jefferson, was adopted by the Continental Congress. |
| Winter 1777–1778 | Valley Forge was the encampment where George Washington’s Army became better trained under Baron von Steuben. |
| October 19, 1781 | The Siege of Yorktown was the final battle of the American Revolution. General George Washington and his French allies defeated British General Lord Charles Cornwallis. |
| September 3, 1783 | The Treaty of Paris was signed by Americans Benjamin Franklin, John Adams, and John Jay. The treaty officially ended the American Revolution and made the United States an independent country. |

Key Terms:

**siege** – a military operation in which an army surrounds an area to cut off supplies and force a surrender

**sovereign nation** – a country with a single centralized government that rules over a specific territory

**Unit 4 Lesson 5: The American Revolution**

**Objective 3:** In this section, you will explore the political, social, and economic outcomes of the American Revolution.

**Essential Question 3:** What were the major impacts of the American Revolution?

Big Ideas:

The American Revolution ended in 1783 with the Treaty of Paris. This treaty made the United States of America a sovereign nation. The American Revolution effected the new country in many different ways. The most important political effect of the American Revolution was the change of government. The United States changed from a British monarchy to an American republic. The biggest economic effect of the American Revolution was the end ofmercantilism.

Key Terms:

**deference** – showing humble respect

**egalitarian** – a society where people have equal roles

**mercantilism** – an economic system in which government controls trade to benefit the state and colonies exist to provide wealth to the controlling country

**Unit 4 Lesson 5: The American Revolution**

**Objective 4:** In this section, you will use textual evidence to assess the influence that ideas of the Enlightenment had on the American Revolution.

**Essential Question 4:** What ideas from the Enlightenment are evident in American revolutionary documents?

Big Ideas:

A big motivator of the American Revolution was the Founders’ belief in the ideas of the Enlightenment. These ideas played a key role in the Founders’ reason for breaking away from Great Britain and starting their own country. Historians can find Enlightenment values in three of America’s most important documents: the Declaration of Independence, the Constitution, and the Bill of Rights. John Locke believed that natural rights included life, liberty, and property. Jefferson used this idea in the Declaration of Independence. John Locke believed that if a government did not protect people’s rights the people had the right to start a new government. Jefferson used these ideas as reasons to become independent from Great Britain. John Locke’s ideas that liberty is a natural right is repeated in the U.S. Constitution’s Preamble.

Key Terms:

**executive branch** – a branch of government responsible for enforcing laws

**legislative branch** – a branch of government responsible for creating laws

**judicial branch** – a branch of government responsible for making sure laws are constitutional

**unalienable rights** – the rights given to humans by nature that cannot be taken away by governmental law

Quick Check:

Identify one of the final factors that led to the American Revolution:

* The French and Indian War
* The Stamp Act
* The Proclamation of 1763
* **The Coercive Act**

Which British policy of forcing citizens to house and feed soldiers was so hated by the founders of the United States they specifically discussed it in the Declaration of Independence and the Bill of Rights?

* The Stamp Act
* The Proclamation of 1763
* The Townshend Act
* **The Quartering Act**

Identify the primary author of the Declaration of Independence.

* Benjamin Franklin
* George Washington
* John Locke
* **Thomas Jefferson**

Which statement explains an economic impact of the American Revolution?

* The American Revolution led to the rise of the “common citizen”.
* The American Revolution ended the monarchy in the United States.
* The American Revolution caused the Anglican Church to lose members and change its name.
* **The American Revolution ended mercantilism in the United States.**

Which statement offers the best assessment of John Locke’s influence of the Founders of the U.S.?

* John Locke’s view on freedom of religion were evident in the Bill of Rights.
* John Locke’s view on separation of powers were evident in the U.S. Constitution.
* John Locke’s views on freedom of speech were evident in the Bill of Rights.
* **John Locke’s views about natural rights were evident in the Declaration of Independence.**

**Unit 4 Lesson 6: Latin American Independence Movements**

**Objective 1:** In this section, you will identify ways absolutism and colonization led to independence movements in Latin American and the Caribbean.

**Essential Question 1:** How do the motivations for Latin American independence movements relate to absolutism?

Big Ideas:

The start of European absolutism in colonial Latin America led to complex societies. A lot of people in these societies were not allowed growth opportunities because they were not born in Europe.

Fighting in Europe created doubt in Latin American colonies. Enlightenment ideals of fairness and freedom were reasons behind the Latin American independence movements.

By 1824, the biggest Latin American colonial empire, Spain, held only Cuba and Puerto Rico. Most of the remaining lands were independent or on their way to be.

Key Terms:

**absolutism** – a governing philosophy based around the unlimited legal and political power of a single, centralized authority such as a king or emperor

**creole** – person of European descent born in the Latin American colonies

**mestizo** – a person of mixed European and indigenous ancestry native to the Americas

**hierarchical** – arranged in order of rank or status

**Unit 4 Lesson 6: Latin American Independence Movements**

**Objective 2:** In this section, you will identify the ways that Enlightenment influenced independence movements in Haiti and Spanish America.

**Essential Question 2:** Why did enlightened ideas spark independence movements in Haiti, Mexico, and throughout South America?

Big Ideas:

In the late 1600’s, the way people understood the world around them changed. Belief in traditions gave way to experimentation, common sense, and exploration. Scholars began to question old social and political organizations. Enlightened scholars challenged tyranny and the existing order. Teachers focused on the ideas of equality, self-rule, and freedom. These ideas helped bring about independence movements throughout the Americas.

Key Terms:

**natural rights** – rights that are not given by a government or society, but exist universally; according to Enlightenment philosopher John Locke, these included an individual’s right to life, liberty, and property

**sovereignty** – the ultimate authority in the decision-making process of the state and in the maintenance of order

**tyranny** – absolute, oppressive rule

**Unit 4 Lesson 6: Latin American Independence Movements**

**Objective 3:** In this section, you will identify ways Latin American and Caribbean independence movements were inspired by the American Revolution.

**Essential Question 3:** In what ways do revolutions lead to other revolutions?

Big Ideas:

In 1776, 13 British colonies and the North Atlantic fought against a European monarchy for the right to rule themselves. Their victory, and the government created after, became an example for other colonies. The beliefs expressed in the Declaration of Independence became a reason behind independence movements across Latin America.

Key Terms:

**abdicate** – to renounce or give up a throne

**chasquis** – messengers

**kuraka** – a superior, principal Incan leader

**Unit 4 Lesson 6: Latin American Independence Movements**

**Objective 4:** In this section, you will explain how political revolutions in Latin America were influenced by the American and French revolutions, the Napoleonic Wars, individuals such as Simón Bolivar and Napoleon Bonaparte, and ideas of popular sovereignty, human/natural rights, liberty, self-rule/democracy, and equality.

**Essential Question 4:** To what degree were the French Revolution and Napoleon’s invasion of Spain both positive and negative for the colonies in Latin America?

Big Ideas:

The American Revolution was the first big uprising in the Americas. However, it was events in France that provided the reason for the growth of colonial revolutions in the Americas. France was the center of the Enlightenment. Its thinkers helped spread new ideas across Europe and its colonies. The American and French Revolutions began based on Enlightenment ideas. The slogan of the French Revolution of 1789 was “liberty, equality, and fraternity.” That slogan helped inspire independence movements across Latin America and Caribbean colonies.

Key Terms:

**coup** – a violent takeover of the government

**guerrilla band** – a small group of fighters who use unusual methods of warfare

**privateer** – a privately owned armed ship with a government commission to capture enemy ships

Quick Check:

A student writing an essay identifying the causes of independence movements in Latin American and the Caribbean would include which of the following?

* Decentralized government
* The absence of slavery
* Religious persecution
* **Enlightenment ideas**

Which of the following statements identifies a way Enlightenment ideas influenced Latin America?

* The Spanish monarchy imposed absolute rule in their American colonies
* Creoles supported royalist troops to protect their own status and rights
* Simon Bolivar, The Liberator, becomes dictator of Peru
* **The Haitian Revolution led to the creation of an independent egalitarian republic**

Which of the following identifies a way the Latin American and Caribbean independence movements were inspired by the American Revolution?

* The American Revolution began as a fight for religious liberty
* The leaders of the American Revolution all came from the lower classes
* The American Revolution resulted in the abolition of slavery
* **The leaders of the American Revolution championed equality of all men.**

Which headline best explains how Napoleon’s invasion of Spain influenced Latin American independence movements?

* Cries for “Liberty, equality, fraternity” echo in St. Domingue’s Revolt
* United States Constitution used as model in new constitutions across South America
* Toussaint L’Ouverture leads enslaved and freed people of color in fight for freedom and equality
* **Refusing to recognize Bonaparte, New Spain colonies crate their own provisional governments.**

**Unit 4 Lesson 7: Foundations of the American Political System**

**Objective 1:** In this section, you will analyze the Great Debate between the Federalists and Anti-Federalists regarding ratification of the U.S. Constitution.

**Essential Question 1:** Why did Americans debate the ratification of the U.S. Constitution?

Big Ideas:

Both Federalists and Anti-Federalists were worried about how the U.S. government would protect Americans’ rights. They just had different opinions on how to accomplish this goal. Federalists thought that the new Constitution would do a good job protecting peoples’ rights. However, the Anti-Federalists did not think the Constitution did enough to protect individual rights.

Key Terms:

**discourse –** a conversation, written or spoken, about a given topic

**faction –** a group with a different opinion within one larger group

**federal government –** a central, or national, government

**ratify –** to make official and legally binding

**Unit 4 Lesson 7: Foundations of the American Political System**

**Objective 2:** In this section, you will identify the Greek and Roman democratic ideals, including rule of law from ancient to modern times, embedded in the U.S. Constitution and Bill of Rights, as well as how they impact the election process.

**Essential Question 2:** Why did the U.S. Constitution and Bill of Rights incorporate classical democratic ideals?

Big Ideas:

The United States government was something different when it was created in the late 1700s. It was the U.S. Constitution and Bill of Rights that made the country a democratic republic. It included elements of democracy. It also used the structure of a republic. To make this government, American political leaders drew on ideas they admired. These men incorporated ancient Greek and Roman political ideals into the nation’s founding documents.

Key Terms:

**Renaissance –** an era in European history from 1350 to 1620 in which peoplebegan to show a greater interest in the arts and sciences

**separation of powers –** the principle of government in which executive, judicial, and legislative powers are assigned to different branches of government

**Unit 4 Lesson 7: Foundations of the American Political System**

**Objective 3:** In this section, you will investigate how Greek and Roman democracies shaped the way the United States federal government functions.

**Essential Question 3:** How did ancient democracies shape the ways that the United States federal government functions?

Big Ideas:

The Americans who created the U.S. government learned how to create a government from the works of ancient Greeks and Romans.

The U.S. Constitution created a government with an executive branch, legislative branch, and judicial branch. All three branches included some elements taken from ancient government models.

Key Terms:

**limited jurisdiction** – the idea that the U.S. federal court system is only allowed to hear legal cases that fit specific criteria

**monarchy** – a government headed by a king or queen

**Supreme Court** – the highest court in the U.S. judicial system

**Unit 4 Lesson 7: Foundations of the American Political System**

**Objective 4:** In this section, you will assess the effects of the U.S. Constitution and Bill of Rights on other governments throughout the world.

**Essential Question 4:** How did the U.S. Constitution and Bill of Rights affect other governments?

Big Ideas:

The ideas in the U.S. Constitution and Bill of Rights became known around the world. The U.S. Constitution and Bill of Rights were known for the way they included separation of power, checks and balances, democracy, and a court system based on judicial review.

Key Terms:

**Bill of Rights** – the first ten amendments to the U.S. Constitution that were written in 1791 and guarantee specific rights and freedoms to the people and the states

**United States Constitution** – a founding document of the United States that was written in 1787 and outlines the national frame of government in its role as the supreme law of the land

Quick Check:

Analyze the impact of the Great Debate between the Federalists and Anti-Federalists regarding ratification of the U.S. Constitution.

* James Madison realized he would need to create an entirely new Constitution for the nation.
* The Constitution would never work effectively because people disagreed on what it should contain.
* Americans permanently divided into two factions, even after the Constitution was ratified.
* **Americans recognized that the Constitution was a document that could be modified when necessary.**

What were Americans’ experiences with political compromise before the Constitution was ratified?

* Political compromise seemed impossible because of all the factions in the U.S.
* Americans were in total agreement with one another as they drafted the new U.S. Constitution.
* Americans had never experienced political compromise because they focused on majority rule.
* **Delegates to the Constitutional Convention agreed to many compromises to create the Constitution.**

Which of the following **best** identifies how Greek and Roman democratic ideals became part of the U.S. Constitution and Bill of Rights?

* The American political leaders did not want any ideas from the English common law in their government.
* The American political leaders wanted to combine having a king with more classical democratic elements in the government.
* American political leaders wanted to create an alternative to classical republicanism for their government.
* **The Enlightenment ignited American political leaders’ interest in these classical ideas and how to apply them to the present.**

How did Greek and Roman democracies impact the design of the U.S. government as it was being created in the eighteenth century?

* Like the ancient democracies, all citizens were eligible to vote.
* Political leaders created the U.S. government with the exact same structure as the ancient democracies.
* Early political leaders used the ancient democracies as examples of bad government that they did not wish to use.
* **The designers of the government borrowed elements of these governments in structuring the U.S. federal government.**

Which of the following statements **best** assesses the effects of the U.S. Constitution and Bill of Rights on other governments?

* By the late twentieth century, few governments in the world had been inspired by the U.S. documents.
* Because the U.S. documents do not include enough focus on human rights, countries are speaking out against them.
* Today, the influence of the U.S. Constitution and Bill of Rights is increasing around the globe in a variety of new ways.
* **American ideas were highly influential even if other governments did not have lasting success implementing them.**

**Unit 4 Lesson 8: Comparisons & Responses**

**Objective 1:** In this section, you will identify the different political, economic, and social causes of the American, French, and Haitian Revolutions.

**Essential Question 1:** What different factors caused the American, French, and Haitian Revolutions

Big Ideas:

The Enlightenment period taught ideas that changed the world. During this time, many people started to question their leaders and their ability to rule successfully. As the Enlightenment continued, people became more aware of the political, economic, and social environments in which they lived. Those in the lower classes questioned the ways of the past and began searching for ways to improve their lives. Many people chose to rise up against their government hoping they could change their lives. Both the American and French Revolutions were sparked by economic problems, specifically the fair distribution of wealth. The Haitian Revolution was sparked by the ideas of freedom that came from those revolutions.

Key Terms:

**American Revolutionary War** – the war that decreed the United States’ independence from Britain; lasted from 1775 to 1783

**Boston Tea Party** – a protest by the Sons of Liberty in response to the raising of taxes on tea in the American colonies

**Declaration of Independence** – a document written by the Continental Congress in 1776 declaring separation from Britain

**Unit 4 Lesson 8: Comparisons & Responses**

**Objective 2:** In this section, you will compare the American, French, and Haitian governments following their independence movements.

**Essential Question 2:** How similar and different were the American, French, and Haitian governments following their independence movements?

Big Ideas:

The American, French, and Haitian governments all experienced independence movements in the late eighteenth century. Each country experienced differences in how their new governments operated after their revolutions.

* The U.S. had the least violence. Although there was some issues about taxation, it was nothing compared to France and Haiti.
* France went into internal and external chaos after its revolution with violence at home and wars with neighboring powers. The new governments changed from supporting a constitutional monarchy to embracing a republic.
* Haiti’s first government became the second democracy in the New World. However, the years of fighting led to the ruin of Haiti’s foundation and limited its ability to be productive.

Key Terms:

**faction** – an organized group of citizens that systematically attempts to form apolitical party

**slavery** – when one human is the legal property of another

**Bill of Rights** – the first ten amendments to the U.S. Constitution that were written in 1791 and guarantee specific rights and freedoms to the people and the states

**Declaration of the Rights of Man and of the Citizen** – a document of basic human liberties written in 1789 that was inspired by the principles of the French Revolution

**Unit 4 Lesson 8: Comparisons & Responses**

**Objective 3:** In this section, you will identify the features of revolutions that either force people from their homes or draw people to new places.

**Essential Question 3:** What are the features of revolutions that either force people from their homes or draw people to new places?

Big Ideas:

When people move to a new place, they do so for many reasons. Some of these reasons may be positive—such as a job offer in a new country. Other reasons may be negative—such as political instability or a revolution. Political revolutions, such as the ones that took place during the colonial period in the Americas, can cause migration. This is because of the push-pull factors associated with them.

Key Terms:

**migration –** the movement of people from one country, region, or place of residence toanother; can be one-way or temporary, forced or voluntary

***peninsulares* –** members of the Spanish elite in the Americas who held all important positions of power because they had been born in Spain

**pull factors** – the positive factors that prompt migration to a location

**push factors –** the negative factors that prompt migration away from a location

**Unit 4 Lesson 8: Comparisons & Responses**

**Objective 4:** In this section, you will investigate the consequences of independence in Latin America and Haiti.

**Essential Question 4:** What were the political, economic, and social changes for different social and ethnic groups in post-independence Latin America?

Big Ideas:

Independence brought many changes to Latin America and Haiti. Overall, it was followed by uncertainty in the region. Financial systems struggled and few leaders stayed in power for long.

Despite these difficulties, social changes were often positive. Chattel slavery and caste systems were eliminated in the years following independence. Haiti, in particular, granted freedom to anyone regardless of race.

Key Terms:

**abolition** – the ending of the practice of a particular institution, such as slavery

**caste system** – a class structure determined by birth and occupation

**civilian** – someone who is not in the military or police force

**civil war** – a war between people within a country

**structural racism** – a form of racism embedded in a society or organization

Quick Check:

Which of the following **best** distinguishes the key causes of the American, French, and Haitian Revolutions?

* The American colonists were starving with no relief from the king; the French people wanted freedom from slavery; the Haitian people wanted control of their own government.
* The American colonists wanted freedom from slavery; the French people wanted to control their own government; the Haitian people were starving.
* The American colonists were starving with no relief from the king; the French people wanted control of their own government; the Haitian people wanted freedom from slavery.
* **The American colonists wanted to control their own government; the French people were starving with no relief from the king; the Haitian people wanted freedom from slavery.**

*Use the chart to answer the question.*

|  |  |  |
| --- | --- | --- |
| **Date** | **Government** | **Independence Movement** |
| 1775–1783 | American | Fought Great Britain for independence |
| 1789–1799 | French | Internal independence movement |
| 1791–1804 | Haitian | Internal and external independence |

Which of the following statements accurately compares the American, French, and Haitian governments following their independence movements?

* The American Revolution’s violence against Great Britain appealed to French commoners.
* The American Revolution called for the end of slavery, something French commoners wanted.
* The American Revolution’s aspirations included reconciliation with Great Britain.
* **Documents created by the American Revolution included rights that appealed to French commoners.**

Identify the features of colonial revolutions in the Western Hemisphere that either force people from their homes or draw people to new places.

* Revolutions only come with push factors because these wars cause great trouble for people living in the land at the time. Push factors of colonial revolutions in the Western Hemisphere include poverty, war, safety from political enemies, slavery, racism, a loss of status, expensive land, and poor living conditions.

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* 

Revolutions come with a combination of push-pull factors. Push factors of colonial revolutions in the Western Hemisphere include political freedom, economic opportunities, slavery, racism, and a loss of status. Pull factors include poverty, war, safety from political enemies, access to free and inexpensive land, and better living conditions.

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* 

Revolutions create a combination of push-pull factors. Push factors of colonial revolutions in the Western Hemisphere include poverty, war, slavery, racism, and a loss of status. Pull factors include political freedom, economic opportunities, safety from political enemies, access to free and inexpensive land, and better living conditions.

Revolutions create a combination of push-pull factors. Push factors of colonial revolutions in the Western Hemisphere include poverty, war, slavery, racism, and a loss of status. Pull factors include political freedom, economic opportunities, safety from political enemies, access to free and inexpensive land, and better living conditions. - not selected, this is the correct answer