



CIVICS EOC

JANUARY 2018

Origins and Purposes of Law & Government



mercantilism

noun | mer·can·til·ism | \-,tē-,li-zəm, -,tī-, -tə-\

an economic system developing during the decay of feudalism to unify and increase the power and especially the monetary wealth of a nation by a strict governmental regulation of the entire national economy usually through policies designed to secure an accumulation of bullion, a favorable balance of trade, the development of agriculture and manufactures, and the establishment of foreign trading monopolies

1660: The Navigation Acts

■ British Action:

- Designed to keep trade in England and support **mercantilism**
- Colonists could only trade goods with England
- All colonial ships must stop in a British harbor before going to another country

■ Colonial Response:

- Ignored them (profitable to trade with other countries)
- **Salutary Neglect** (relaxed enforcement for continued loyalty)

THE BILL OF RIGHTS,

PASSED IN 1689,

THE FIRST YEAR OF WILLIAM AND MARY,

An Act declaring the Rights and Liberties of the Subject, and settling the Succession of the Crown.

WHEREAS the Lords Spiritual and Temporal, and Commons, assembled at Westminster, lawfully, fully, and freely representing all the estates of the people of this realm, did upon the thirteenth day of February, in the year of our Lord one thousand six hundred eighty-eight, present unto their Majesties, then called and known by the names and style of William and Mary, Prince and Princess of Orange, being present in their proper persons, a certain declaration in writing, made by the said Lords and Commons, in the words following, *viz.*

“ WHEREAS the late King James the Second, by the assistance of divers evil counsellors, judges, and ministers employed by him, did endeavour to subvert and extirpate the Protestant religion, and the laws and liberties of this kingdom;

“ 1. By assuming and exercising a power of dispensing with and suspending of laws, and the execution of laws, without consent of Parliament.

“ 2. By committing and prosecuting divers worthy Prelates, for humbly petitioning to be excused from concurring to the said assumed power.

“ 3. By issuing and causing to be executed a commission under the Great Seal for erecting a Court called, *The Court of Commissioners for Ecclesiastical Causes.*

“ 4. By levying money for and to the use of the Crown, by pretence of prerogative, for other time, and in other manner, than the same was granted by Parliament.

“ 5. By raising and keeping a standing army within this kingdom in time of peace, without consent of Parliament, and quartering soldiers contrary to law.

“ 6. By causing several good subjects, being Protestants, to be disarmed, at the same time when Papists were both armed and employed contrary to law.

“ 7. By violating the freedom of election of Members to serve in Parliament.



- **Limited monarchy**

a system of government in which the king or queen shares authority with an elected legislature and agrees to be bound by a constitution or a set of laws, also known as a constitutional monarchy

- **Popular Sovereignty:**

Power of the government comes from the people.

English Bill of Rights

Limited the power of the king and expanded/increased the power of the people by creating a list of rights that people of England had.

Impact of the document...

Framers/creators of the US Constitution included their own Bill of Rights in the US Constitution

Magna Carta

First document to limit the power of the king, increase the power for the nobles, and create a legislative body known as Parliament.

Impact of the Document...

*Developed the idea of a limited government.

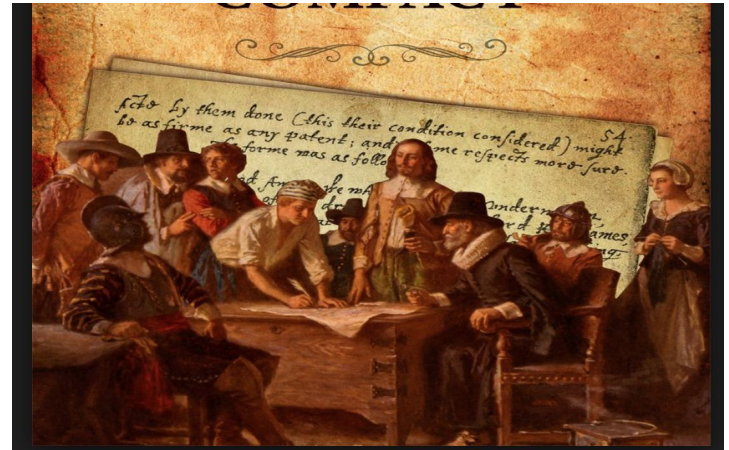
Limited government is a government that has been limited in power by a constitution, or written agreement & Checks and Balances

***habeas corpus**- the principle that the government has to provide a cause or reason for holding a person in jail

***Rule of Law**: the U.S. Constitution is the law of the land and no one is above it.

The Mayflower Compact

In 1620, Pilgrims on board the Mayflower
Signed a compact, or agreement
To set up a civil government and obey
Its laws and established a direct
democracy in colonial America
First document American colonists
claimed a right to govern
themselves



(Mayflower continued...)

The colonists did not know who would be in charge when they landed in North America so they had to develop their own government

Impact of the Document...

Developed the idea of self-government

Self-government is popular or representative system where the people create and run their own government

Common Sense (by Thomas Paine)

A pamphlet that explains why it only made sense for the colonist in North America to break away from England. The King of England was violating the colonists' rights.

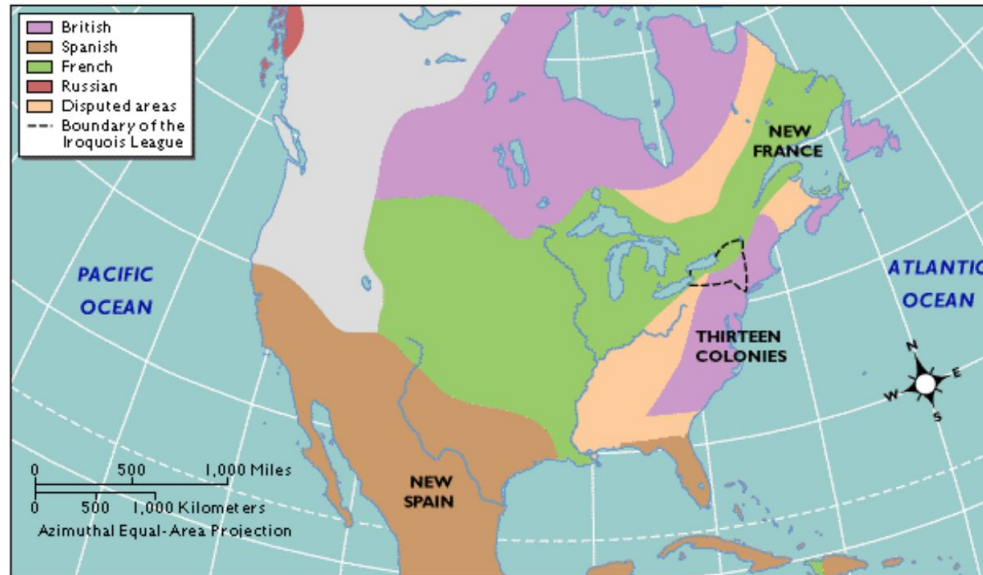
Impact of the Document...

Fueled the colonist fight for independence.

The French and Indian War

- French empire collided w/ British empire
- Competing over the Ohio River Valley

North America in 1754



The French and Indian War

As the colonies grew, they expanded westward. By the 1750s, British colonists were moving into areas also claimed by France. The increasing tensions soon led to war. In 1754, French forces joined with some Native American groups. Together they drove British colonists from land west of the Appalachian Mountains. The conflict was called the French and Indian War. It led to war between Great Britain and France in Europe.

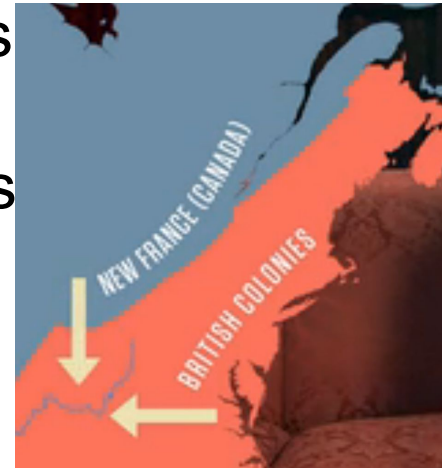
Britain sent troops to the colonies. Finally, the British army won the war in 1763. Britain took control of French lands all the way to the Mississippi River. The colonists wanted to move into those lands. The French were now gone, so the colonists felt that they did not need British troops to protect them. However, British king George III had other plans for the colonies.

Caused by colonists moving west into French and Native American lands. Competition turned into open warfare

<http://www.ushistory.org/declaration/related/frin.html>

British and colonists won the war and took control of all land east of the Mississippi River.

North America was a big, beautiful place full of endless opportunities- Great Britain and France each wanted a piece of the action. The British controlled their 13 colonies were looking to expand west. French occupied Canada and were looking to expand south. It was inevitable that they would bump into each other. And that is exactly what happened...



Vocabulary

Delegate:

Representative to a meeting

Debate

Proclamation

An official, formal public announcement

.... in the Ohio River Valley, an important trading area with access to the Mississippi River.

A SOLDIER NAMED GEORGE...

This war marked the debut of 21 year old George Washington- a lieutenant colonel for the militia in the British colony of Virginia. In 1754, he was ordered to protect a British fort near what is now Pittsburgh. On the way, he encountered a French military unit- the two sides fought in the first battle of the French and Indian War. In a war that saw two European imperialists go head to head over territory...Washington was young but he was quickly gaining the experience he would need to eventually command the Continental Army and become America's first president.

King George wanted to end fighting in North America which had been caused by colonists moving west.

He forbade colonists from settling in land west of the Appalachian Mountains and placed 10,000 troops in the colonies to maintain order.

Treaty of Paris

Proclamation Line of 1763

- Britain claimed land east of the Mississippi River
- Proclamation Line: banned all settlement west of Appalachian Mts. (to ease tensions w/ N.A.)
- Increased Independent Spirit



New Laws and Taxes

The French and Indian War had been long and costly. Fighting it had left Britain deep in debt. The colonists had caused the war by moving west. Therefore, King George decided they should pay for it. He also wanted to end the fighting in America. The French were gone, but Native Americans remained in the region. So he issued a **proclamation**, or an official statement. It forbade the colonists from settling in the lands won from France. He placed over 10,000 British troops in the colonies to keep order.

ENGLISH POLICIES

<http://www.cpalms.org/Public/PreviewStandard/Preview/3182>

These policies led to Declaration of Independence...

- Proclamation of 1763
- Sugar Act 1764
- Stamp Act 1765
- Quartering Act 1765
- Declaratory Act 1766
- Boston Massacre 1770
- Tea Act 1773
- Committees of Correspondence 1774
- 1st Continental Congress 1774
- 2nd Continental Congress 1775

In order for Britain/England to Pay off its debt it...

They required the colonist to pay taxes

Examples of taxes imposed on the colonist & events that fueled the revolutionary war...

1. Stamp Act: Tax on official documents

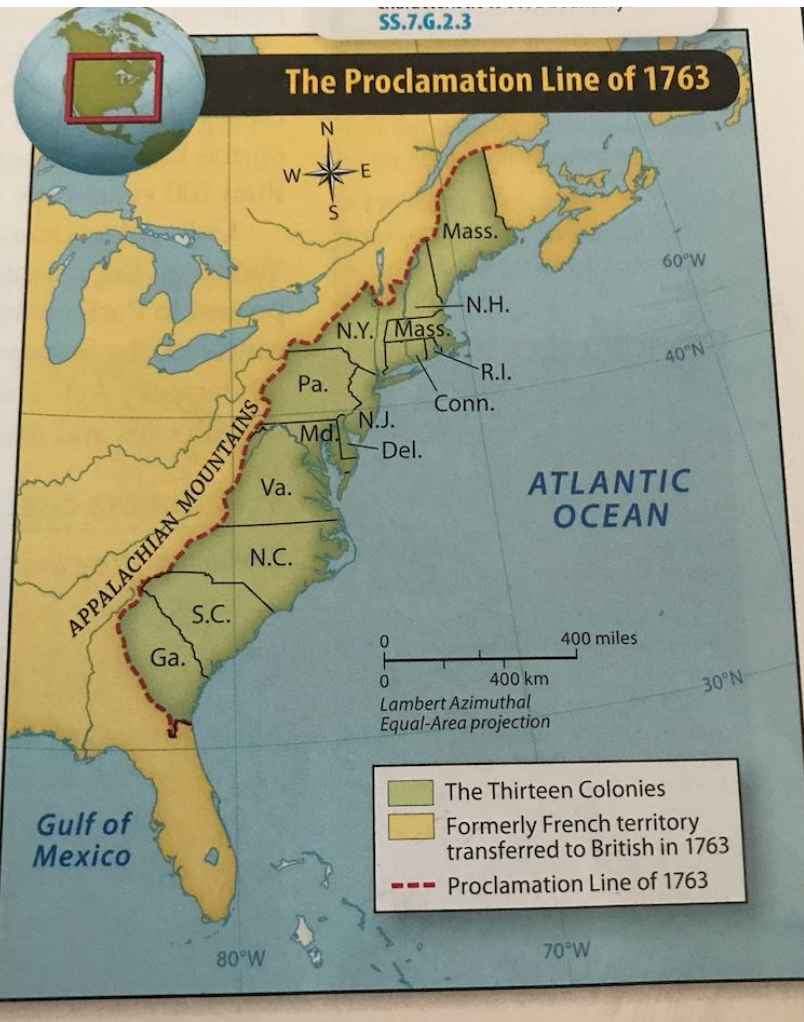
2. Tea act: The Tea Act lowered the price on this East India tea so much that it was way below tea prices from other suppliers. Colonist felt this was a way to control them.

3. Boston Massacre: Colonist were protesting/rioting in the streets. British Soldiers (redcoats) felt scared and fired into the crowd killing 5 colonist

4. Boston Tea Party: Colonist were upset about the Tea act so they dressed as Native Americans and threw the tea into the harbor

SS.7.G.2.3

The Proclamation Line of 1763



Enlightenment leaders urged people to question accepted political authority.

In 1763, at the end of the French and Indian War, the British issued a proclamation, mainly intended to appease the Indians by checking the encroachment of settlers on their lands.

In the centuries since the proclamation, it has become one of the cornerstones of Native American law in the United States and Canada.

1764: Sugar Act

■ British Action:

- Cut the tax on molasses but raised it on other goods such as textiles, wine, coffee, indigo, and sugar
- Strengthened Vice-Admiralty courts
 - Cases decided by a single judge, not a jury

■ Colonial Response:

- First time a tax had been passed to raise revenue rather than regulate trade
- Colonial merchants protested the increased duties

1765: Quartering Act

■ British Action:

- Purpose to keep troops in the colonies and reduce the cost
- Colonists had to keep troops in their homes

■ Colonial Response:

- Colonists did not get along with army and did not want them there permanently

1765: The Stamp Act

■ British Action:

- Taxed all documents, newspapers, and playing cards by forcing colonists to place a special stamp on the items
- Direct tax

■ Colonial Reaction:

- Sons of Liberty
- Harassed stamp distributors
- Boycotted (a collective refusal to use, buy or deal with) English goods
- Stamp Act Congress issued a Declaration of Rights and Grievances (9 legislatures)



Stamp Act: British Response

- Parliament repealed the Stamp Act
 - Boycotts so successful not one stamp was ever sold
- Declaratory Act – asserted Parliament's right to make laws that “bind the colonies in all cases whatsoever”

1767: The Townshend Acts

■ British Action:

- Put tax on goods such as paper, glass, paint, and tea
- Revenue raised would be to pay salaries of British officials in the colonies

■ Colonial Reaction

- Organize new boycott of goods
- Protest “No taxation without representation”
- Demonstrations and clashes between colonists and soldiers
- Women get involved in protests

March 3, 1770: The Boston Massacre



1. Stamp Act

Tax on official documents

2. Tea act

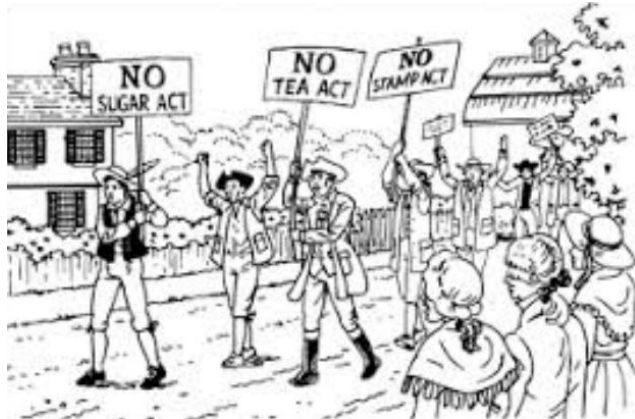
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NO TAXATION WITHOUT REPRESENTATION.



<http://floridastudents.org/PreviewResource/StudentResource/16503>

<http://www.cpalms.org/Public/PreviewCourse/Preview?id=561&backend=true>

Those in the Second Continental Congress did not just walk in and sign the Declaration of Independence. It took about a year from the time they first met to the time they signed it. Research what went on during the period that led up to the signing of the Declaration of Independence and

- Take on the role of a late night comedian. Write a monologue that pokes fun at what went on.
- Develop a series of "supposed" Television news interviews to show how things developed.

<https://corg.indiana.edu/amendments>

SIR:

We have now the honor to submit to the consideration of the United States in Congress assembled, that Constitution which has appeared to us the most advisable.

The friends of our country have long seen and desired that the power of making war, peace, and treaties, that of levying money, and regulating commerce, and the correspondent executive and judicial authorities, should be fully and effectually vested in the General Government of the Union; but the impropriety of delegating such extensive trust to one body of men is evident: hence results the necessity of a different organization.

It is obviously impracticable in the Federal Government of these States to secure all rights of independent sovereignty to each, and yet provide for the interest and safety of all. Individuals entering into society must give up a share of liberty to preserve the rest. The magnitude of the sacrifice must depend as well on situation and circumstance, as on the object to be obtained. It is at all times difficult to draw with precision the line between those rights which must be surrendered, and those which may be preserved; and, on the present occasion, this difficulty was increased by a difference among the several States as to their situation, extent, habits, and particular interests.

In all our deliberations on this subject, we kept steadily in our view that which appears to us the greatest interest of every true American, the consolidation of our Union, in which is involved our prosperity, felicity, safety—perhaps our national existence. This important consideration, seriously and deeply impressed on our minds, led each State in the Convention to be less rigid on points of inferior magnitude than might have been otherwise expected; and thus, the Constitution which we now present is the result of a spirit of amity, and of that mutual deference and concession, which the peculiarity of our political situation rendered indispensable.

That it will meet the full and entire approbation of every State is not, perhaps, to be expected; but each will, doubtless, consider, that had her interest alone been consulted, the consequences might have been particularly disagreeable or injurious to others; that it is liable to as few exceptions as could reasonably have been expected, we hope and believe; that it may promote the lasting welfare of that Country so dear to us all, and secure her freedom and happiness, is our most ardent wish.

With great respect, we have the honor to be, sir, your excellency's most obedient and humble servants. By the unanimous order of the convention.

GEO. WASHINGTON, *President.*

His Excellency the President of Congress.

Enlightenment

a period in European history when many educated people developed new ideas to improve human existence

John Locke's natural rights

life, liberty, and property

Natural rights

Rights people have that cannot be taken away by anyone or any government

Analyze the ideas (natural rights, role of the government) and complaints set forth in the Declaration of Independence.

The writers of the Declaration of Independence included Enlightenment ideas in this document.

The idea of natural rights was their main focus, and it was the Founders' main reason for declaring independence. The Declaration of Independence stated that natural rights were not "given" to people by governments. They said that natural rights could only come from "Nature and Nature's God." Natural rights included "life, liberty and the pursuit of happiness". Governments may not take these rights away because they are given to people and taken away from them by "Nature and Nature's God".

Analyze the ideas (natural rights, role of the government) and complaints set forth in the Declaration of Independence.

The Declaration of Independence describes the specific natural rights of life, liberty and the pursuit of happiness.

- These rights are unalienable (cannot be taken away by government).
- The natural right to life means that individuals, and not the government, have control over their lives.
- Limits on this right exist when an individual tries to deny another person their rights.
- Liberty means individuals have the right to be free.

Analyze the ideas (natural rights, role of the government) and complaints set forth in the Declaration of Independence.

- Being free more fully explained in the Bill of Rights with ideas that included
 - freedom of speech
 - freedom of the press
 - freedom of assembly
 - freedom of religious exercise
 - freedom to petition the government

Limits to liberty exist when one person's liberty prevents another person from having liberty.

Analyze the ideas (natural rights, role of the government) and complaints set forth in the Declaration of Independence.

Finally, “the pursuit of happiness” is whatever individuals define as making them happy.

Individuals have the right to try to achieve goals that will lead to their personal happiness. Again, limits to the pursuit of happiness exist when they interfere with another person’s natural rights.

One of the basic roles of government is to protect the natural rights of individuals.

- According to the Declaration of Independence, government does not give individuals these natural rights.
- Individuals are born with these rights, and government protects these rights with the consent of the governed.
- Government, then, gets its power from the people who are being governed.

Analyze the ideas (natural rights, role of the government) and complaints set forth in the Declaration of Independence.

- When the government becomes oppressive and does not protect the rights of the people, **it becomes a tyranny.**
- If this happens, the people have the right to “alter or abolish” the government (change it or replace it with another government).
- Several complaints listed in the Declaration of Independence is a response to a specific action taken by the English government that denied the colonists their natural rights.

Specific grievances and the natural rights that were violated:

<http://ecsd-fl.schoolloop.com/file/1385191270618/1323006101760/2780519074519557163.pdf>

assent – to agree

Declaration of Independence - a document written in 1776 that listed the basis for democratic government and the grievances of the colonists liberty - an individual's right to be free pursuit of happiness - whatever an individual defines as making them happy

SS.7.C.1.4 High Level of Complexity Sample Item Explanation

Question	What is one way that the ideas stated in the Declaration of Independence are evident today?	Identify one way that the ideas found in the Declaration of Independence can be seen in today's society.
A	equal employment opportunities	Correct – The Declaration of Independence indicates that “all men are created equal” and that they are entitled to “life, liberty and the pursuit of happiness”. One way to “pursue happiness” to be able to be hired for a job without being denied equal employment opportunities. Several government actions today insure that U.S. citizens are given equal employment opportunities.
B	voting rights amendments	Incorrect –The Declaration of Independence did not include a discussion of voting rights. The purpose of the Declaration of Independence was for the colonists to outline their reasons for cutting themselves off from the British monarchy.
C	selective service	Incorrect –The Declaration of Independence outlined complaints about how the British government was using the British military to abuse the colonists such as requiring that British troops be quartered (housed) in colonial homes. Selective service is a requirement that young men register to defend the nation if needed.
D	term limits	Incorrect –The ideas stated in the Declaration of Independence include complaints against what King George was doing to the colonists. The Declaration of Independence did not focus attention on how long the king had been in office. The issue was abuse of power and not the king's length of time in office. Term limits limit the number of years that a person may serve in elected office.

SS.7.C.1.4 Moderate Level of Complexity Sample Item Explanation

Question	<p>The passage below was written by Thomas Paine in his 1776 book, <i>Common Sense</i>.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px auto; width: fit-content;"> <p>The powers of governing . . . in the hands of the king . . . himself such an . . . enemy to liberty . . . is he . . . a proper person to say to these colonies, “YOU SHALL MAKE NO LAWS BUT WHAT I PLEASE.”</p> </div> <p>Source: Public Domain / Project Gutenberg</p> <p>Based on this passage, with which complaint against the king from the Declaration of Independence would Thomas Paine agree?</p>	<p>The passage is from a 1776 book written by Thomas Paine.</p> <p>Predict which statement Thomas Paine would most likely agree with based on the text in the passage and your knowledge of the complaints listed in the Declaration of Independence.</p>
A	persecuting immigrant groups	Incorrect – The passage does not mention or refer to immigrant groups.
B	taking away religious rights	Incorrect – The passage does not mention or refer to religious rights. “Religious rights” was not an identified complaint in the Declaration of Independence.
C	taking away political rights	Correct – The Declaration of Independence listed several complaints, or grievances, about the king’s policies toward the American colonists (imposing taxes with the consent of the people, suspending trial by jury, limiting judicial powers, quartering soldiers, and dissolving legislatures) . These policies denied the colonists their political rights which include having a voice in government.
D	persecuting racial groups	Incorrect – The passage does not support this claim about persecuting racial groups, and is not a complaint found in the Declaration of Independence.

French Lilly Mya Adam

Native Americans varying tribes Anne Liz Ayden Alana

Colonists Gabe Matthew Brady

King George Cyana Gabby John

Spain Murray Reagan Adyson Paris

Britain Skylan Lilli J Natahlia

4 groups of 3

2 groups of 4

Assignment:

Write a paper- 3-5 paragraphs on their role in French and Indian War due Wednesday, January 17. Use cursive, or type, cite your sources

French Hannah Shaylah Bradley

Native Americans varying tribes Ana Kaila Kaitlyn

Colonists Christian Thomas Sanaii Jacob

King George Vinny Caden Zack Josh

Spain Abram Austin Camila Nicholas

Britain Fabian Taylor Grace Aubree

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