

# Appendix A

## The Causes of the Revolutionary War

**Directions:** The purpose of this assignment is to activate your prior knowledge. As you engage with each text, record your answers to the provided prompts.

**Watch** “A Brief History of America’s Independence: Part 1” (2 minute 45 seconds)

<https://www.youtube.com/watch?v=tfnrDWYmZus>

In summary, what were the causes of the Revolutionary War?

List the stock story images you observed? How might the stock story be problematic?

## The Founding Principles

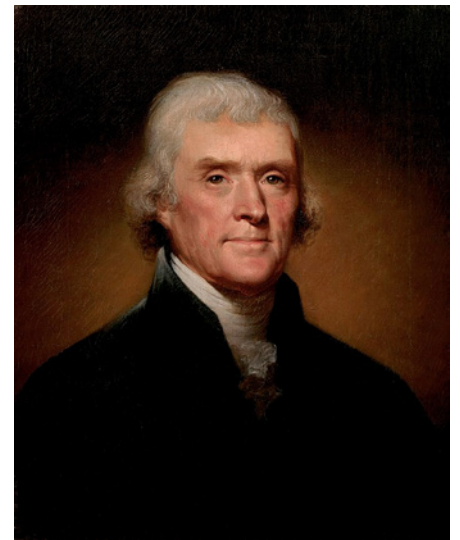
Thomas Jefferson, drawing on the current thinking of his time, used natural rights ideas to justify declaring independence from England.

### The Declaration of Independence

Even before the Continental Congress declared independence, most colonies along with some towns, counties, and even private organizations had issued their own declarations. In most cases, these statements detailed British abuses of power and demanded the right of self-government.

On June 8, 1776, the Continental Congress voted to write a declaration of independence and appointed a committee to draft a formal document. But the job of actually writing the draft fell to Thomas Jefferson, mainly because John Adams and other committee members were busy trying to manage the rapidly escalating war with England.

Working off and on while attending to other duties, Jefferson completed his draft of the declaration in a few days. He argued in his opening two paragraphs that a people had the right to overthrow their government when it abused their fundamental natural rights over a long period of time. Then



*Thomas Jefferson, 3rd President of the United States, 1801-1809. Source: White House Collection/White House Historical Association.*

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in a direct attack on King George, Jefferson listed 20 instances when the king violated the rights of the American colonists. Having thoroughly laid out his proof that the king was a “tyrant” who was “unfit to be the ruler of a people,” Jefferson continued on to condemn the British people. “These unfeeling brethren,” he wrote, had reelected members of Parliament who had conspired with the king to destroy the rights of the colonists. Jefferson ended his draft by stating, “we do assert and declare these colonies to be free and independent states...”

When Jefferson sent his draft to the Congress on June 28, the delegates spent little time on his opening paragraphs, which today are the most famous parts of the Declaration of Independence. Instead, they concentrated on Jefferson’s list of grievances against King George and the British people.

The delegates made some small changes to improve the Declaration’s clarity and accuracy. But they also ripped apart the last sections of Jefferson’s draft, cutting about 25 percent of it

Jefferson grew depressed as more and more of his words were cut or changed. He later wrote that the Congress had “mangled” his draft.

On July 2, 1776, the Continental Congress voted to declare the independence of the American colonies from English rule. On the Fourth of July, they approved the final edited version of the Declaration of Independence.

## Natural Rights

The members of the Continental Congress made only two minor changes in the opening paragraphs of Jefferson’s draft declaration. In these two paragraphs, Jefferson developed some key ideas: “all men are created equal,” “inalienable rights,” “life, liberty, and the pursuit of happiness.” Where did Jefferson get these ideas?

**Inalienable or unalienable:** unable to be taken away from or given away by the possessor.

Jefferson was a man of the Enlightenment. This was

the period during the 17th and 18th centuries when thinkers turned to reason and science to explain both the physical universe and human behavior. Enlightenment thinkers thought that by discovering the “laws of nature” humanity could be improved.

Jefferson did not invent the ideas that he used to justify the American Revolution. He himself said that he had adopted the “harmonizing sentiments of the day.” These ideas were, so to speak, “in the air” at the time.

As a man of the Enlightenment, Jefferson was well acquainted with British history and political philosophy. He also had read the statements of independence drafted by Virginia and other colonies as well as the writings of fellow revolutionaries like Tom Paine and George Mason. In composing the declaration, Jefferson followed the format of the English Declaration of Rights, written after the Glorious Revolution of 1689.

Most scholars today believe that Jefferson got the most famous ideas in the Declaration of Independence from the writings of English philosopher John Locke. Locke wrote his *Second Treatise of Government* in 1689 at the time of England’s Glorious Revolution, which overthrew the rule of James II.

Locke wrote that all individuals are equal in the sense that they are born with certain “inalienable” natural rights. That is, rights that are God-given and can never be taken or even given away. Among these fundamental natural rights, Locke said, are “life, liberty, and property.”

By “property,” Locke meant more than land and goods that could be sold, given away, or even confiscated by the government under certain circumstances. Property also referred to ownership of one’s self, which included a right to personal well-being. Jefferson, however, substituted the phrase, “pursuit of happiness,” which Locke and others had used to describe freedom of opportunity as well as the duty to help those in want.

Locke believed that the most basic human law of nature is the preservation of mankind. To serve that

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purpose, he reasoned, individuals have both a right and a duty to preserve their own lives. Murderers, however, give up their right to life since they act outside the law of reason.

Locke also argued that individuals should be free to make choices about how to conduct their own lives as long as they do not interfere with the liberty of others. Locke therefore believed liberty should be far-reaching.

The purpose of government, Locke wrote, is to secure and protect the God-given inalienable natural rights of the people. For their part, the people must obey the laws of their rulers. Thus, a sort of contract exists between the rulers and the ruled. But, Locke concluded, if a government persecutes its people with “a long train of abuses” over an extended period, the people have the right to resist that government, alter or abolish it, and create a new political system.

Are Locke’s ideas of inalienable natural rights present in today’s U.S. society? Explain.

Was the Declaration of Independence a revolutionary document for its time and context?

**Revolutionary:**  
causing major change;  
completely new  
and having great effect

Did anything in this text challenge the stock story about the Declaration of Independence?

# Appendix B

## The Declaration of Independence and Slavery

### Why was the Declaration's anti-slavery passage removed?

With its soaring rhetoric about all men being “created equal,” the Declaration of Independence gave a powerful voice to the values and principles behind the American Revolution. Critics, however, saw a glaring contradiction: Many of the colonists who sought freedom from British tyranny themselves bought and sold human beings, depriving them roughly one-fifth of the population of their own “inalienable” right to liberty.

What isn't widely known, however, is that Founding Father Thomas Jefferson, in an early version of the Declaration, drafted a 168-word passage that condemned slavery as one of the many evils imposed upon the colonies by the British crown. The passage was cut from the final document.

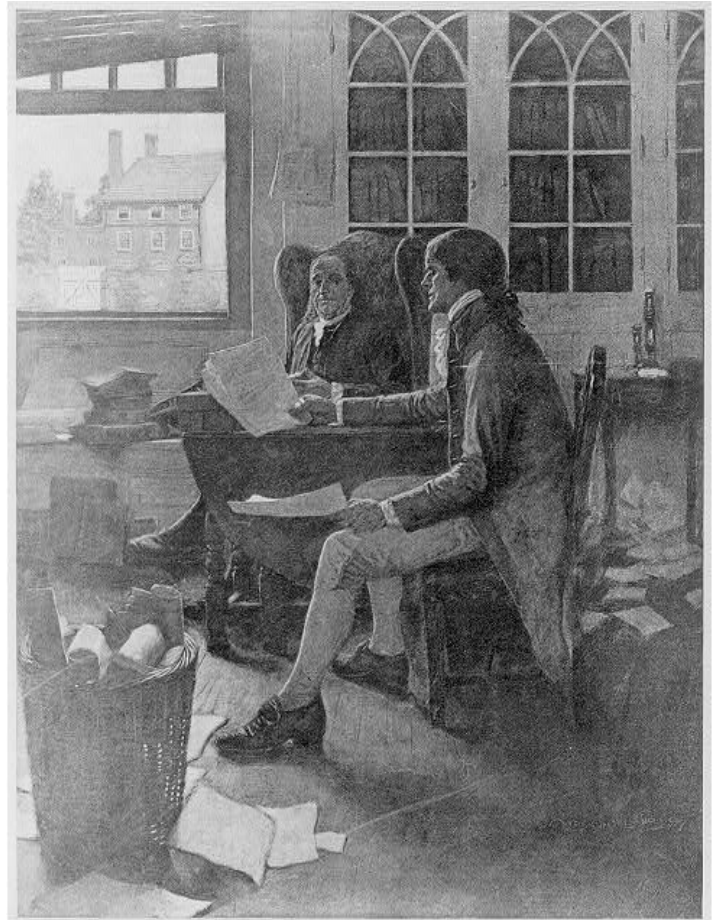
### What the deleted passage said

In his initial draft, Jefferson blamed Britain's King George for his role in creating and perpetuating the Transatlantic slave trade—which he describes, in so many words, as a crime against humanity.

*“He has waged cruel war against human nature itself, violating its most sacred rights of life & liberty in the persons of a distant people who never offended him, captivating & carrying them into slavery in another hemisphere or to incur miserable death in their transportation thither.”*

Jefferson went on to call the institution of slavery “piratical warfare,” “execrable commerce” and an “assemblage of horrors.” He then criticized the crown for:

*“...exciting those very people to rise in arms among us, and to purchase that liberty of which he has deprived them, by murdering the people on whom he also obtruded them: thus paying off former crimes committed against the Liberties of one people, with*



Thomas Jefferson, 1743, 1826, reading rough draft of Declaration of Independence to Benjamin Franklin. Source: Library of Congress.

*crimes which he urges them to commit against the lives of another.”*

This passage refers to a 1775 proclamation by Britain's Lord Dunmore, which offered freedom to any enslaved person in the American colonies who volunteered to serve in the British army against the patriots' revolt. The proclamation inspired thousands of enslaved people to seek liberty behind British lines during the Revolutionary War.

The exact circumstances of the passage's removal may never be known; the historical record doesn't include details of the debates undertaken by the Second Continental Congress.

The removal was mostly fueled by political and economic expediencies. While the 13 colonies were

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already deeply divided on the issue of slavery, both the South and the North had financial stakes in maintaining it. Southern plantations, a key engine of the colonial economy, wanted free labor to produce tobacco, cotton and other cash crops for export back to Europe. Northern shipping merchants, who also played a role in that economy, remained dependent on the triangle trade between Europe, Africa and the Americas that included the traffic in enslaved Africans.

Decades later, in his autobiography, Jefferson primarily blamed two Southern states for the clause's removal, while acknowledging the North's role as well.

“The clause...reprobating the enslaving the inhabitants of Africa, was struck out in compliance to South Carolina and Georgia, who had never attempted to restrain the importation of slaves, and who on the contrary still wished to continue it. Our Northern brethren also I believe felt a little tender under these censures; for tho' their people have very few slaves themselves, yet they had been pretty considerable carriers of them to others.”

## Many in Congress wanted to keep the institution of slavery

To call slavery a “cruel war against human nature itself” may have accurately reflected the values of



The committee which drafted the Declaration of Independence: Thomas Jefferson, Roger Sherman, Benjamin Franklin, Robert R. Livingston and John Adams. *The Declaration committee*. Source: Library of Congress.

many of the founders, but it also highlighted the contradiction between what they said and what they did. Jefferson, after all, had been tasked with writing a document to reflect the interests of a group of slave-owning colonies with an enormous financial interest in preserving the institution of slavery. One third of the Declaration's signers were enslavers and even in the North, where abolition was more widely favored, states passed “gradual emancipation” laws designed to slowly phase out the practice.

Jefferson himself had a complicated relationship to the “peculiar institution” of slavery. Despite his philosophical disgust of slavery and his ongoing legislative efforts to abolish the practice, Jefferson over his lifetime enslaved more than 600 people—including his own children with one of his enslaved persons, Sally Hemings. On his death in 1826, Jefferson, long plagued with debt, chose to free five of the human beings he claimed as property in his lifetime.

Such conflicts didn't go unnoticed. How was it possible, wrote British essayist Samuel Johnson at the start of the war, “that we hear the loudest yelps for liberty among the drivers of Negroes?” American loyalist and former governor of Massachusetts Thomas Hutchinson echoed these sentiments in his “Strictures Upon the Declaration of the Congress at Philadelphia”:

“I could wish to ask the Delegates of Maryland, Virginia, and the Carolinas, how their constituents justify the depriving more than a hundred thousand Africans of their rights to liberty, and the pursuit of happiness, and in some degree to their lives, if these rights are so absolutely unalienable....”

## The legacy of a foundational omission

The signers ultimately replaced the deleted clause with a passage highlighting King George's encouragement of “domestic insurrections among us,” for stirring up warfare between the colonists and Native tribes—leaving us to wonder what might have been if the slavery passage had been kept.

Indeed, removing Jefferson's condemnation of slavery would prove a significant deletion from the Declaration of Independence. The founders' failure to directly

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address the question of slavery exposed the hollowness of the words “all men created equal.” Nonetheless, the underlying ideals of freedom and equality expressed in the document have inspired generations of Americans to struggle to obtain their inalienable rights.

Why did the delegates eliminated Jefferson’s assault on slavery and the slave trade?

Jefferson claimed the king was ultimately responsible for slavery and the slave trade in the 13 colonies? Why is this thinking incorrect?

Our founding principles (in the Declaration of Independence) claim that all men are equal in the sense that they are born with certain “inalienable” natural rights. These principles declare our fundamental natural rights to be “life, liberty, and the pursuit of happiness.” Was this true in the American colonies, 1776?

Was the Declaration of Independence a revolutionary document for its time and context?

Did anything in this text challenge the stock story about the Declaration of Independence?

## Sources

Constitutional Rights Foundation. (2001). *The Declaration of Independence and Natural Rights*. Constitutional Rights Foundation. <https://www.crf-usa.org/foundations-of-our-constitution/natural-rights.html>

Williams, Yohuru. (2020, June 29). *Why Thomas Jefferson’s anti-slavery passage was removed from the Declaration of Independence*. History.com. <https://www.history.com/news/declaration-of-independence-deleted-anti-slavery-clause-jefferson>



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# Appendix C

The Declaration of Independence		The U.S. Constitution	
Proposed:	Signed:	Proposed:	Signed:
Civil Liberties:		Relationship Between People and the Government:	
Who was and was not represented in its creation?			
Stock story elements			
What can we infer about the concerns of the colonists?			
Triumphs of the document (provide sources)			
Shortcomings of the document (provide sources)			

# Appendix D

## 5 Key Compromises of the Constitutional Convention

**Directions:** In your group, read and discuss the following 5 compromises using the provided prompts. In addition, determine and record words or images that summarize each of the compromises. Finally, record your answer to the final prompt.

The original governing document of the United States was the Articles of Confederation, adopted by the Continental Congress in 1777 during the Revolutionary War before the United States was officially a country. This structure combined a weak national government with strong state governments. The national government could not tax, could not enforce the laws it passed, and could not regulate commerce. These and other weaknesses, along with an increase in national feeling, led to the

Constitutional Convention, which met from May to September 1787.

The U.S. Constitution it produced has been called a “bundle of compromises” because delegates had to give ground on numerous key points to create a Constitution that was acceptable to each of the 13 states. It was ultimately ratified by all 13 in 1789. Here are five key compromises that helped make the U.S. Constitution become a reality.

Compromise description	Words and Images that summarize the compromise
<p><b>1 Great Compromise</b></p> <p>The Articles of Confederation under which the United States operated from 1781 to 1787 provided that each state would be represented by one vote in Congress. When changes were being discussed for how states should be represented during the creation of a new Constitution, two plans were pushed forward.</p> <p>The Virginia Plan provided for representation to be based on the population of each state. On the other hand, the New Jersey Plan proposed equal representation for every state. The Great Compromise, also called the Connecticut Compromise, combined both plans.</p> <p>It was decided that there would be two chambers in Congress: the Senate and the House of Representatives. The Senate would be based on equal representation for each state and the House would be based on population. This is why each state has two senators and varying numbers of representatives.</p> <ul style="list-style-type: none"><li>■ What were the concerns and objectives of each side of the debate?</li><li>■ What are the lasting effects of this compromise? What does it impact us today?</li></ul>	



# Appendix D (cont.)

Compromise description	Words and Images that summarize the compromise
<p><b>2 Three-Fifths Compromise</b></p> <p>Once it was decided that representation in the House of Representatives was to be based on population, delegates from Northern and Southern states saw another issue arise: how enslaved people should be counted.</p> <p>Delegates from Northern states, where the economy did not rely heavily on the enslavement of African people, felt that enslaved people should not be counted toward representation because counting them would provide the South with a greater number of representatives. Southern states fought for enslaved individuals to be counted in terms of representation. The compromise between the two became known as the three-fifths compromise because every five enslaved people would be counted as three individuals in terms of representation.</p> <ul style="list-style-type: none"><li>■ How could slaves be counted as part of the population but not granted citizenship and rights?</li></ul>	
<p><b>3 Commerce Compromise</b></p> <p>At the time of the Constitutional Convention, the North was industrialized and produced many finished goods. The South still had an agricultural economy, and still imported many finished goods from Britain. Northern states wanted the government to be able to impose import tariffs on finished products to protect against foreign competition and encourage the South to buy goods made in the North and also export tariffs on raw goods to increase revenue flowing into the United States. However, the Southern states feared that export tariffs on their raw goods would hurt the trade upon which they heavily relied.</p> <p>The compromise mandated that tariffs were only to be allowed on imports from foreign countries and not exports from the U.S. This compromise also dictated that interstate commerce would be regulated by the federal government. It also required that all commerce legislation be passed by a two-thirds majority in the Senate, which was a win for the South since it countered the power of the more populous Northern states.</p> <ul style="list-style-type: none"><li>■ What can we infer about the concerns of the colonists?</li><li>■ Why would the national government control state to state (interstate) commerce (buying and selling)?</li></ul>	

# Appendix D (cont.)

Compromise description	Words and Images that summarize the compromise
<p><b>4 Compromise on Trade of Enslaved People</b></p> <p>The issue of enslavement ultimately did tear the Union apart, but 74 years before the start of the Civil War this volatile issue threatened to do the same during the Constitutional Convention when Northern and Southern states took strong positions on the issue. Those who opposed the enslavement of African people in the Northern states wanted to bring an end to the importation and sale of enslaved individuals. This was in direct opposition to the Southern states, which felt that the enslavement of African people was vital to their economy and did not want the government interfering.</p> <p>In this compromise, Northern states, in their desire to keep the Union intact, agreed to wait until 1808 before Congress would be able to ban the trade of enslaved people in the U.S. (In March 1807, President Thomas Jefferson signed a bill abolishing the trade of enslaved people, and it took effect on Jan. 1, 1808.) Also part of this compromise was the fugitive slave law, which required Northern states to deport any freedom seekers, another win for the South.</p> <ul style="list-style-type: none"> <li>■ Why did pro-slavery advocates fight so hard to maintain slavery?</li> <li>■ Where were anti-slavery advocates willing to make this compromise?</li> <li>■ Do you think this compromise was a good decision?</li> </ul>	
<p><b>5 Election of the President: The Electoral College</b></p> <p>The Articles of Confederation did not provide for a chief executive of the United States. Therefore, when delegates decided that a president was necessary, there was a disagreement over how he should be elected to office. While some delegates felt that the president should be popularly elected, others feared that the electorate would not be informed enough to make that decision.</p> <p>The delegates came up with other alternatives, such as going through each state's Senate to elect the president. In the end, the two sides compromised with the creation of the Electoral College, which is made up of electors roughly proportional to population. Citizens actually vote for electors bound to a</p>	

# Appendix D (cont.)

Compromise description	Words and Images that summarize the compromise
<p>particular candidate who then votes for the president.</p> <ul style="list-style-type: none"><li>■ What were the concerns and objectives of each side of the debate?</li><li>■ What are the lasting effects of this compromise? What does it impact us today?</li></ul>	

Why and how did slavery impact the Constitution? Is there merit to the argument that slavery did not play a significant role in the framing of our Constitution? Explain.

## Source

Kelly, M. (2019, July 3). *5 key compromises of the Constitutional Convention*. Thought.co. [thoughtco.com/compromises-of-the-constitutional-convention-105428](https://www.thoughtco.com/compromises-of-the-constitutional-convention-105428)