

Name: _____

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Letters from a Pennsylvania Farmer

Mr. Rhinehart AP US History

1. How would you describe the author – how does he present himself? (i.e. social class, education, etc..) _____

2. What are his thoughts on liberty and freedom? What movement do you believe may have influenced these thoughts? Why? _____

3. What is the main subject of his letter (i.e. what is he gravely concerned by?) Why? _____

4. What is the author's opinion on the right of the British authorities to tax, compel action or deprive of privilege on the behalf of American colonists? Who does he believes has that right? _____

5. Where do you see the development of an American identity and unity in the letter? _____

6. What method of protest does Dickinson recommend at this point? Why do you believe he says this? _____

7. Overall, how does letter argue for republican principles in the American colonies? How did the British respond to such arguments in the Declaratory Act? _____

T. Paine – Common Sense Primary Source Analysis

Identify (i.e. What is the source? Where and when was it created? By Whom?) _____

Analyze (i.e. consider TWO of the following => Historical context, Purpose and intended audience, author's point of view, Type of Source, Argument & Tone)

Evaluate (i.e. How did the source impact historical events or processes? Make a judgement about the position and ideas of the source relative to the time period or relate it to another source from the time period)

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Olive Branch Petition

Mr. Rhinehart AP US History

Directions: After the battles of Lexington and Concord & Bunker Hill, the Second Continental Congress drafted this petition and sent it directly to the King of Britain.

1. Analyze the language and presentation of the petition – what does it sound like and why do you believe the assembly wrote it in that manner? _____

2. What is the position of the American colonists? What do they request? How do they portray the King? _____

3. Who wrote and signed the petition? (list at least three names you recognize and tell me what else they were involved in) _____

4. What does the Olive Branch Petition show about American unity and the desire to go to war with Britain? _____

5. Why do Americans not learn about the Olive Branch Petition? _____

Who's Who in the Making of the American Revolution

Mr. Rhinehart AP US History

Directions: Use the Internet and your textbook to find how ONE of the following individuals contributed to the execution, planning, ideology or strategy of the American Revolution. You can fill the chart in w/ bullet points if you like. We will go over the all individuals in class.

	<u>Individual</u>	<u>Contribution</u>
1.	<i>Samuel Adams</i>	
2.	<i>Crispus Attucks</i>	
3.	<i>Mercy Otis Warren</i>	
4.	<i>Patrick Henry</i>	
5.	<i>Thomas Jefferson</i>	

6.	<i>Ben Franklin</i>	
7.	<i>James Madison</i>	
8.	<i>Haym Soloman</i>	
9.	<i>Paul Revere</i>	
10.	<i>George Washington</i>	

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Author's Thesis Paper: In the author's thesis paper assignment, you will read a primary or secondary source and be asked to answer a few questions on the source. Then in class we will discuss each author's ideas and you will decide who you believe is correct.

The Thesis?

- What is the main argument of each author?

The Evidence?

- Looking at the supporting evidence, analyze whether they are logically interpreted by the authors. Do they clearly support the thesis?

Critical Analysis?

- What do the sources add to your understanding of the topic? How do the author's ideas fit into other points of view or historical information as you understand it?
- What points are strongly made and well documented?

Final Analysis?

- Which of the sources makes the most convincing case and why?

Author's Thesis Paper: Signing the Declaration of Independence

Source #1 => *56 Great Risk Takers*, by Jeff Jacoby

Thesis: _____

Evidence (3+ exs that author uses to support main argument):

Critical Analysis (i.e. Do you agree with perspective? Did others risk more than the signers?):

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Loyalist Reading

Mr. Rhinehart AP US History

1. How did the Loyalists view themselves in relation to the Patriot rebels? Why? _____

2. What type of people were typically Loyalists? Describe 3 groups of people who tended to be Loyalists:

A: _____ -- _____

B: _____ -- _____

C: _____ -- _____

3. Why did some ethnic minorities support Britain in the Revolutionary War? _____

4. After the war's end how did white loyalists fare? Black loyalists?

Whites: _____

Blacks: _____

5. During the Revolutionary War did it require more courage to be a Loyalist or a Patriot? Why? _____

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Hamilton vs Jefferson – America's 1st Political Parties

Mr. Rhinehart AP US History

<u>Issue</u>	<u>Jefferson</u>	<u>Hamilton</u>
Tariffs		
National Bank		
Common Man		
Foreign Alliances		
Future Character of US		
State vs Federal		

IV. Provided always, and be it further enacted, That every Negro and Mulatto child, born within this state after the passing of this act as aforesaid (who would, in case this act had not been made, have been born a servant for years, or life, or a slave) shall be deemed to be, and shall be, by virtue of this act, the servant of such person, or his or her assigns, who would in such case have been entitled to the service of such child, until such child shall attain unto the age of twenty-eight years, in the manner, and on the conditions, whereon servants bound by indenture for four years are or may be retained and holden ...

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PA Gradual Emancipation Law

Mr. Rhinehart AP US History

1. How did most northern states emancipate and end slavery? Why? _____

2. How did the PA emancipation law work? How old did blacks have to be to gain freedom? Who was freed?

3. What impact did the law have on free blacks? _____

4. How long did it take for slavery to disappear from PA due to the bill? _____

5. The historian writing the above passage calls the PA Emancipation bill a "very conservative law." Do you

agree? Why or why not? _____

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The Scots-Irish

Mr. Rhinehart AP US History

1. Where did the Scots-Irish prefer to settle? Why? _____

2. What drove the many Scottish people to migrate to Northern Ireland in the 1600's? _____

3. Why did the Scots-Irish leave N. Ireland? Where did they migrate to? Why? _____

4. Where did the Scots-Irish settle once they arrived in America? How did their settlement pattern differ from German patterns of settlement?

Where?: _____

Pattern: _____

5. What was the dominant feature of every Scots-Irish settlement? How did the Scots-Irish feel about religious

rule? _____

6. How did the Scots-Irish help to create an American identity? What did they add to that identity?

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Tyranny is Tyranny – Howard Zinn

Mr. Rhinehart AP US History

1. What is Zinn's basic belief and premise about the motives and real nature of the American revolution?

How does he support this argument? Provide 2-3 specific examples of how he supports his argument:

Main argument: _____

Support #1: _____

Support #2: _____

Support #3: _____

2. Define each of the following groups in Zinn's mind: "lower orders" and the local political and social elite"

Lower orders: _____

Political & social elite: _____

3. According to Zinn, how did the creation of the United States benefit the upper class (and not necessarily the lower classes)? _____

4. What major issues fueled the Regulator Movement? How does this movement illustrate Zinn's overall point? _____

5. What groups of Americans were deprived of the ideals set forth in the Declaration of Independence? _____

6. Explain the statement at the end of the passage: "Tyranny is tyranny, let it come from who it may" What is this statement implying about the American Revolution? _____
