RLP-USHA · RLP U.S. History A — Founding Ideals, Industrial America and a World Power

Unit 1: Founding Ideals and a Nation Remade

Practice Workbook. The same problems, in the same order, as the Practice sections of the online lessons.

Name _____ Period _____

Lesson 1.1 — Self-Evident Truths — The Founding and Its Promise

FLUENCY

1. Put in chronological order: (a) the Bill of Rights is ratified; (b) the Declaration of Independence; (c) the Constitutional Convention in Philadelphia; (d) the Articles of Confederation take effect.

2. In the sentence 'they are endowed by their Creator with certain unalienable Rights,' what does *unalienable* mean, and why does it matter that the rights come from a Creator rather than a government?

3. Define the Three-Fifths Compromise in one sentence and name the document it appears in.

APPLICATION

4. Source this excerpt: 'We hold these truths to be self-evident: that all men and women are created equal.' Who wrote it, when, for what audience, and why does it copy the Declaration?

5. Douglass asked, 'What, to the American slave, is your 4th of July?' in Rochester on 5 July 1852. How does the date and his audience affect how reliable the speech is as evidence, and of what?

6. Several states ratified the Constitution in 1787-1788, and the Bill of Rights was added in 1791. Did ratification cause the Bill of Rights, or did it only come before it? Explain.

REVIEW

7. Prerequisite review: name the thinker whose idea that governments rest on the consent of the governed appears in the Declaration, and the thinker associated with separating legislative, executive and judicial power.

Lesson 1.2 — Federal Power, State Power and a Widening Democracy, 1787-1900

FLUENCY

1. Order these events: Compromise of 1877; McCulloch v. Maryland; Fifteenth Amendment; South Carolina's nullification crisis; Mississippi's 1890 constitution.

2. Use 'nullification' correctly in a sentence about 1832.

APPLICATION

3. Read: 'No State shall make or enforce any law which shall abridge the privileges or immunities of citizens of the United States.' Identify the document, its date, and what is structurally new about the words 'No State.'

4. Lincoln's Gettysburg Address dates the nation from 1776 ('Four score and seven years ago'). Why might a historian treat that choice as evidence, and of what?

5. Reconstruction ended in 1877, and Plessy v. Ferguson was decided in 1896. A student writes: 'The end of Reconstruction caused Plessy.' Evaluate the claim.

REVIEW

6. From Lesson 1.1: which document is law — the Declaration of Independence or the Constitution — and what did the law of 1787 say about the Atlantic slave trade?

Lesson 1.3 — Seminar — Faith, Reform and Religious Liberty

FLUENCY

1. Order: the Second Vatican Council; the First Great Awakening; Jefferson's letter to the Danbury Baptists; Engel v. Vitale; the founding of the AME Church.

2. Distinguish the Establishment Clause from the Free Exercise Clause in one sentence each.

APPLICATION

3. Source Washington's words: 'the Government of the United States, which gives to bigotry no sanction, to persecution no assistance.' Who was he writing to, when, and why does the audience matter?

4. Jefferson's phrase 'a wall of separation between Church & State' comes from a private letter to Baptists in 1802. How reliable is it as evidence of what the First Amendment means?

5. The Second Great Awakening came before the rise of abolitionism in the 1830s. Did the revival cause abolitionism, or only precede it?

REVIEW

6. From Lesson 1.2: which amendment led, through the Supreme Court in the 1940s, to the religion clauses binding the states?

Lesson 1.4 — Workshop — Washington, Du Bois and the Meaning of Progress

FLUENCY

1. Order: the founding of the NAACP; Washington's Atlanta address; Plessy v. Ferguson; The Souls of Black Folk; the Niagara Movement.

2. Use 'disfranchisement' in a sentence about Mississippi's 1890 constitution.

APPLICATION

3. Washington said in 1895: 'In all things that are purely social we can be as separate as the fingers, yet one as the hand in all things essential to mutual progress.' Who was his audience, and how might it have shaped his words?

4. Corroborate: Du Bois wrote in 1903 that 'Mr. Washington represents in Negro thought the old attitude of adjustment and submission.' What other evidence from the lesson complicates this description of Washington?

5. Washington's Atlanta address (1895) came one year before Plessy v. Ferguson (1896). Did the speech cause the decision?

REVIEW

6. From Lesson 1.1: what two words did the Seneca Falls Declaration add to the Declaration of Independence's sentence on equality?

7. From Lesson 1.2: name the first Black U.S. senator and the year he took office.

Unit 1 checkpoint

1. Which compromise of 1787 counted enslaved people for representation?
   A. The Great Compromise
   B. The Three-Fifths Compromise
   C. The Missouri Compromise
   D. The Compromise of 1877
2. True or false: The Bill of Rights was part of the original Constitution signed in 1787.
3. In _____ v. Maryland (1819) the Court upheld implied powers; in 1832 South Carolina attempted _____ of a federal tariff.
4. Which amendment made everyone born in the United States a citizen?
   A. Thirteenth
   B. Fourteenth
   C. Fifteenth
   D. Nineteenth
5. True or false: New Jersey ended voting by some property-holding women in 1807.
6. What ended in 1877?
   A. The Civil War
   B. Federal troops' presence in the last Southern statehouses
   C. Slavery
   D. The Freedmen's Bureau's founding
7. The phrase 'wall of separation' comes from _____'s 1802 letter; Massachusetts kept a tax-supported church until _____.

8. Which revival leader is associated with the Second Great Awakening?
   A. Jonathan Edwards
   B. Charles Finney
   C. George Whitefield
   D. Walter Rauschenbusch

9. True or false: In Plessy v. Ferguson, Justice Harlan wrote the majority opinion.

10. Which pair best describes Washington's and Du Bois's strategies?
    A. Both demanded immediate voting rights
    B. Washington: economic progress first; Du Bois: rights and higher education could not wait
    C. Both opposed industrial education
    D. Washington founded the NAACP

11. Which statement shows causation rather than sequence?
    A. Reconstruction ended in 1877; Plessy came in 1896
    B. Several states ratified the Constitution on the promise of amendments, and Madison drafted the Bill of Rights to keep that promise
    C. The Declaration was written before the Constitution
    D. The AME Church was founded after the Danbury letter

Sejal Learning Systems · Royal Legacy Preparatory School · Generated from the course's practice files; generated problems are checked by computer, authored problems by their author.