

The Relationship of the Declaration of Independence, Articles of Confederation, and the US Constitution

Honors U.S. History Summer Project

Cameron C.H. Yoe High School

Requirements for all U.S. History Honors Students: The following projects are a mandatory requirement for any student who wishes to participate in the Honors U.S. History Class.

These projects are due on August 22nd, 2016. These completed projects may be emailed to djones@cameronisd.net. If a student completes Option 1 (Posters) on poster board, those may be turned in to me on the first day of class.

These projects will be graded and used for the first six weeks grading period. Students are encouraged to complete their assignments and turn them in on time, as this would be grounds to be rescheduled into a regular U.S. History class. The Honors program is geared toward the self-motivated student who has a good work ethic and understands the importance of being challenged academically. Honor students are being prepared for college and further postsecondary education. The course work will be rigorous and relevant to the student.

Assignment 1:

The Relationship of the Declaration of Independence, Articles of Confederation, and the US Constitution

After signing the Declaration of Independence in 1776, the delegates to the Continental Congress drafted and adopted the Articles of Confederation, our first constitution, in November 1777. The Articles created a loose confederation of sovereign states and a weak central government unable to solve the nation's problems. These failures resulted in the Constitution of 1787 being drafted eleven years after the signing of the Declaration of Independence.

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Student Tasks (Students must complete all 3 tasks):

1. **Complete the attached chart.** The grievances listed in the Declaration of Independence, as well as a modern translation, are listed in the first two columns on the chart. Referencing the Articles of Confederation and the US Constitution, you will fill in the remainder of the chart. (*Do not narrowly interpret the meaning of the phrase “executive authority.”*)

Articles of Confederation

<http://www.ushistory.org/documents/confederation.htm>

US Constitution

<http://www.ushistory.org/documents/constitution.htm>

2. **Short Essay Question.** Based upon your knowledge and the chart, explain why the Constitution of 1787 was drafted. (**Hint:** Listing the traditional reasons---no executive, no judicial branch---will contradict information in the chart you completed. Completion of the chart should indicate there was an “executive authority”, remember Congress annually elected an individual who served as President of the Congress, and that judicial matters were addressed somewhat in the Articles. There is a difference between *failure to grant adequate power* and the complete *absence of power*. Also just defining Shays’ rebellion will not be adequate. You must connect Shays’ Rebellion to the failure to grant adequate power to the national government.)

3. **Select one of the following options.**

Option 1 (2 Posters)

Based upon your knowledge of US History, the chart you completed in item 1, and research conducted over Federalists and Antifederalists, design two campaign posters. One poster encourages ratification of the Constitution (Federalist viewpoint), and the other urges citizens to reject the proposed Constitution (Anti-federalist viewpoint). The poster’s title must be Federalist or Anti-federalist. Select one key argument and present the Federalist and the Anti-federalist viewpoint on it. In other words, you will have a single argument presented from opposing viewpoints. The Federalist argument will be on the Federalist poster, and the Anti-federalist argument will be on the Anti-federalist poster. Also include the name(s) of key Federalist or Anti-federalist leaders, on the appropriate posters. Make sure the picture is school appropriate and relates to the group’s viewpoint. You may use the movie poster feature on <http://bighugelabs.com/>. You may also use a plain white poster board. If you use a poster board, use a single medium.

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Option 2 (1 editorial)

Based upon your knowledge of US History, the chart you completed in item 1, and research conducted over Federalists and Antifederalists, write one editorial (letter to the editor/ 1st person perspective) from either the Federalist or Anti-federalist viewpoint. The editorial's title must be Federalist or Anti-federalist. Select one key argument and present that group's viewpoint on it. Also include the name(s) of key Federalist or Anti-federalist leaders, as appropriate for the editorial. You will write your editorial from the viewpoint of an ordinary citizen.

Assignment 2: U.S. History Decades “Scrapbook”

Choose one of the 20th Century Decades (1900-2000; 10 years = Decade) to complete the assignment.

- 1.) Create a cover sheet which illustrates your decade choice. You will need to be creative and colorful.
- 2.) The inside of your scrapbook will need to cover the following information in a colorful, creative manner:
 - a. A chronological depiction of the fifteen most important events of the decade relating to U.S. History that you choose. Beside each event, give a brief summary of the event's importance,
 - b. A page for each President of the decade. Place his picture, term, dates, and party on the page. In some way, show me why you think each of these presidents were a good or poor leader, and give some examples of his leadership.
 - c. A page of the major sports events of the decade. Include pictures and headlines.
 - d. A page depicting the music of the era.
 - e. A page depicting the entertainment of the era. This could be movies, television shows, art, novels, dances, etc.
- 3.) Create a fictional character to write a summary of this decade based on his/hers point of view. Was it a good time or bad time in which to live? Describe how he/she changed as a result of the events of this decade.
- 4.) Illustrate the back of your scrapbook to further “describe” your decade.

Assignment is due 1st the day of class, Monday, August 22nd, 2016. Failure to complete the assignment will result in a grade reduction and possible removal from course.

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	Grievance in Declaration of Independence	Problem (modern translation)	Addressed in Articles of Confederation (yes/no)	Explanation of Evidence (for either answer)	Addressed in Constitution (yes/no)	Explanation of Evidence (for either answer)
1	He has refused his assent to the laws, the most wholesome and necessary for the public good.	How to prevent the Executive Authority from stopping passage of laws the people want and need.		Article 9 paragraph 5		
2	He has refused to pass other laws... unless those people would relinquish the right of representation in the Legislature	How to prevent the Executive Authority from denying representation in the Legislature		Article 5		
3	He has called together legislative bodies at places unusual, uncomfortable and distant from Public Records	How to prevent the Executive Authority from calling a session of Congress in an out-of-the-way place		Article 9 last paragraph		
4	He has refused...to cause others to be elected	How to Prevent the Executive Authority from preventing elections		Article 5		
5	He has made judges dependent on his will alone for the tenure of their offices, and the amount of payment of their salaries.	How to prevent the Executive Authority from placing the judges under his control.		Article 9 paragraph 2		

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6	He has kept among us, in times of peace, standing armies without the consent of our Legislature.	How to prevent the Executive Authority from increasing standing armies without the consent of Congress.		Article 7		
7	...For quartering large bodies of troops among us.	How to prevent the Executive Authority from stationing troops where he pleases.		Article 9 paragraph 5		
8	He has combined with others for cutting off our trade with all parts of the world.	How to prevent the Executive Authority from interfering with trade.		Article 9 paragraph 1		
9	He has combined with others for imposing taxes on us without our consent.	How to prevent the Executive Authority from passing additional taxes without the consent of the Legislature.		Article 8 paragraph 2		
10	He has combined with others for taking away our charters, abolishing our most valuable laws, and altering fundamentally the forms of our government.	How to prevent the Executive Authority from changing our system of government.		Article 13		