

VCE American Revolution

Lecture 1

AOS 1 & 2

Section A

Am AOS 1 & 2

- Why study History?
- Stories, people: individuals, communities, countries, soul
- Why study America? (The Roman Empire of our time)
- All learning; Arrive confused, but leave confused at a higher level.

Last minute Revs advice

- Be cool. Don't panic if you get a challenging Q. It's an exam. It's supposed to stretch you.
- Your study has given you a good overall knowledge of timeline, leaders, groups/movements, ideas etc . This will give your answer a chronology and structure in each AOS.
- A year of studying American history and Russian or Chinese or French history and good performances in SACs should give you confidence. You only have to nail one more assessment (the Exam) and you're done.
- Be methodical and precise. Accuracy of answer: arguments, facts, dates, names, taxes, documents, historians opinions will be rewarded. Vague statements like "some historians think" , "some taxes" ... will be punished. Sophisticated answers gain 8, 9 & 10.

Last minute Revs advice

- Be careful and ruthless with timing. 1 hr each for Sect A America and Sect B Rev 2, 30mins for each AOS (AOS1 & 2 Sect A. America, AOS 1 & 2 Sect B. Rev 2). No point in using more time finishing one section at the expense of another. I've had a student write short answers and 2 pages for the essay and still scored brilliantly. Another wrote a novel and did brilliantly. If it's good, it's good no matter the number of pages filled.
- There is little magic to a great score; it takes massive dedication, good study habits and ability to apply your knowledge to answer the questions given. Students that get high 30s are in top 10% of the State. Students that get 40s are in top 8%-1%. All of you can be in these elite cohorts. Some can even get a perfect score. However, VCAA does not hand out elite scores on a platter (in any subject). You have to earn the marker's respect. Think through answers carefully. 15mins Reading Time is ample time for the answers to begin forming in your head. Answer Q, Flex your knowledge, write succinctly/precisely (accurate dates, names, events, historians..) and give examiners no choice but 9/10 & 10/10.

VCE

- Wednesday 16th November, 3.00 – 5.15
- Two hours, plus 15 minutes reading, thinking, choosing and planning time
- 50% of study score
- SAC marks 50% study score, moderated by examination and GAT

Sect A. Am AOS1 1763-1776

Events

- 1763. Proclamation Act/end French-Indian War/ Pontiac's Rebellion
- 1764 Sugar Act/ Currency/ Quartering
- 1765 Stamp Act
- 1766 Declaratory Act
- 1767 Townshend Act

Sect A. Am AOS 1

Events

- 1770 Boston Massacre
- 1773 Boston Tea Party
- 1774 Coercive Acts
- 1774 First Continental Congress
- 1775 Second Con Congress/Lexington-Concord
- 1776 Jan. Paine's *Common Sense*
- 1776 July. Jeff's *Declaration of Independence*
- 1776 Battle of Long Island/ Trenton

Leaders/Personalities

- Thomas Paine
- Thomas Jefferson
- Samuel Adams
- George Washington
- Patrick Henry
- Benjamin Franklin
- George III, James Otis, Paul Revere, John Adams, Hancock

Ideas

- Enlightenment, natural rights-life, liberty and pursuit of happiness
- mercantilism
- Justified revolution
- Separation of powers
- Actual / virtual representation, salutary neglect
- American nationalism
- social mobility

Groups/movements

- Colonial Assembly
- Sons of Liberty
- Daughters of Liberty
- Non-importation organisations
- Committees of Correspondence/ Safety
- Continental Congress
- Continental Army

Documents

- James Otis' *Against the Writs of Assistance 1761, Rights of British Colonies Asserted and Proved 1764*
- Patrick Henry *Virginia Resolves 1765*
- Sam Adams *Short Narrative of Horrid Massacre of Boston 1770, Journal of Events 1768*
- Patrick Henry's *Give Me Liberty or Give Me Death 1775*
- *Olive Branch Petition 1775*
- Jefferson's *Declaration of the Causes and Necessity of Taking up Arms 1775, Declaration of Independence 1776*
- Paine's *Common Sense Jan 1776, American Crisis Dec 1776*

Historians

- Gordon Wood
- Bernard Bailyn
- Hugh Brogan
- John Cantwell
- Edward Countryman
- Steve Thompson
- Howard Zinn , Francis Jennings, Charles Beard

Devilishly cunning VCE, AOS1

- 2 extended answers/mini essays of 10 marks each
- Answer the question
- HAMBURGER, 3 layers, 3/4 main points. Factual content with insight
- Writing a killer mini essay
- Past Qs have been:
 - 2005 VCE Q1 Paine & Q 2 Stamp Act.
 - 2006 VCE Q1 Coercive Acts & Q 2 Sons.
 - 2007 VCE Q1 Rev Act(Townshend) Q2 GIII

Past VCE Qs.

- 2008 VCE Q1 B rev raising Q2 2nd Cont Congress
- 2009 VCE Q1 BTP & Q2 Tom Jeff/ Dec
- 2010 VCE Q1 G111 & Q2 Ideas of Liberty
- 2011 VCE Q1 ? Q2 ?

Sample answer. Coercive Acts

- **INTRO.** CA comes directly in the wake of BTP & after over 10 years rev activity in Am: Sugar, Stamp. Towns, BM..
- **BODY.** Defiance of BTP, hardline B reaction with CA. 4/5 parts of CA.
- **OUTCOMES/CONCLUSION.** Hardline B reaction = hardline Am reaction. CA leads to CC 1 & 2 1774 / 1775, Lex/War 1775 and D of I. 1776.

Sample. Sugar Act

- **INTRO.** Sugar A. comes directly in the wake of PA & after 150 years self governance by Col Assem. Salutary neglect.
- **BODY.** Sugar A. B. taxation. mercantilism, Grenville, molasses etc. Otis and Writs of A, Am resistance mainly NE, this latent angst becomes org into Sons etc
- **OUTCOMES.** After Sugar A. comes further taxes Stamp etc, resistance all 13 cols. Latent Fed Am appearing. First real resistance to B eco policy that would end in war & Dec of I.

Help

- www.vcaa.vic.edu.au & www.studyroom.com
- American uni websites: Harvard...
- 6 episodes of *Liberty*. *PBS Home Video*
- Teacher, past and current pupils
- HTAV days
- Past papers
- *Leading Edge*, wide reading & BHW
- Historians: Thompson, Cantwell
- Preparation breeds confidence & enjoyment

Am AOS 2. Section A

1776-1789

Area of Study Two: creating a new society – things to know...

George Washington
Continental Army
✦ *Formation*
✦ *Composition*
✦ *Problems*
Early defeats
Battle of Trenton
Valley Forge
Arrival of French
Marquis de Lafayette
The war in the south
Battle of Yorktown
Treaty of Paris

Articles of Confederation 1777
Problems with the Articles
Inter-state tensions
Economic crisis
War veterans unpaid
National and domestic debt
High state poll taxes
Debtors' courts
Shays' Rebellion 1786
Annapolis Convention 1786
Constitutional Convention 1787
United States Constitution
Ratification debate 1787-88

Federalists
Anti-Federalists
Alexander Hamilton
James Madison
Patrick Henry
Bill of Rights 1789
Ratification achieved
Washington president
Outcomes
✦ *social change*
✦ *economic change*
✦ *political change*
✦ *Indians, slaves*

Historians

- Gordon Wood
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Am. AOS 2 Section A

- Discriminating Q.
- Image/ Document/ Historiography
- Structured questions *a, b, c & d*
- *a* and *b* comprehension . 2 marks each
- *c* 6 marks and *d* 10 marks, *c* = killer opening paragraph & *d* mini essay
- HAMBURGER, 3 layers, 3/4 main points.
Factual content with insight

Am AOS 2 Section A.

Question 3 Structure

- a) What? Comprehension. Answer drawn from source (2 marks)
- b) What? Comprehension. Answer drawn from source (2 marks)
Identify key points, ideas, arguments or assumptions made in the source.
- c) Analysis –knowledge + source (*‘quoting from extract and using your own knowledge’ 2010 Exam*) – going beyond the source, placing it in context & introducing evidence relevant to source that is not in the source.
(6 marks)
- d) Critical evaluation –reliability/strengths and limitations (+ & -) of the extract, its accuracy, completeness, assumptions, other factors and evidence. Are there different points of view, different interpretations, significant omissions? (*‘refer to different views of the new society’ 2010 Exam*)
(10 marks)
- It is only one source and not the last word on the issue.

VCE past AOS 2 Qs

- 2005 VCE Edward Countryman + & -
- 2006 VCE Constitution + but 3/5ths
- 2007 VCE George Washington 1786 -
- 2008 VCE John Howe 1967 +
- 2009 VCE Eric Foner + & -
- 2010 VCE Gordon Wood +
- 2011 ?

Am. AOS 2 Section A

- 2005 VCE; Countryman's interpretation of the new American Constitution and of the process that produced it.
- As a key event from the period 1776-1789, students would be expected to know the background to the Constitution, especially the Articles of Confederation that it replaced, the debates over the Constitution, and the key features of the new political structure established by the Constitution.

Am. AOS 2 Section A

- Extract from a noted **historian/commentary/ doc** providing an explanation, judgment, viewpoint, of an aspect of the revolution 1776-89.
- This interpretation may be their opinion of the nature or significance of key events, individuals, groups, crises, changes, or of the revolution itself
- Gordon Wood on the positive impact of the Revolution in producing significant social change, producing a more equal society based on merit and education. Howard Zinn arguing that the Revolution did not produce economic and social change; instead its leaders established a Constitution that aimed to protect the rich and the powerful. Countryman's description of Shay's Rebellion pointing out that these rebels had similar aims to the revolutionaries of 1763-1776, but that Shay's rebels were harshly dealt with by revolutionary leaders.

Sample answer for Zinn doc.

- *C. ... Knowledge & extract..outline content & function of Bill of Rights.*
- The Bill of R, engineered by Federalist James Madison , the Father of the Const. was a list of amendments that were added to the Const., and were intended to protect an individuals rights against the State. The Const. resolved many of the pol, eco & soc problems of the 1776-89 period like Shays Rebellion, States Rights V Fed rights problems of the AOC, and currency and debt issues; but created a powerhouse central govt. in return. The Bill..was designed as a ‘guardian of peoples liberty’ against a tyrannical central govt., which Anti Feds such as Pat H feared would have too much power and revert back to the system of govt under the B. which transgressed ind, rights. During the Ratification debates of 1788, the Anti Feds were wary of giving too much power to the new govt but the Bill.. converted the Anti Feds.,to support Const. and’build pop. backing for the new govt’. The Bill.. contained provisions and rights such as the ‘freedom of speech’, ‘religion’, ‘assembly’, protection against ‘home intrusion’ and to bear arms and to be tried fairly.. Rights that the B had transgressed during the Quartering Acts ,Coercive Acts and Rev war.. The Dec, Const & Bill became cornerstones of Am democ..,

Structure ideas

- **d. – perspective.** Zinn's extract is a left wing interp of the Const. and is both controversial and critical of the undemocratic nature of the doc. The FF exploited the post Rev War pop with the 'fanfare of patriotism' and created a govt of the 'rich & powerful'.
- Property qualification. Only the wealthy could get elected. Poor still poor. Women still no franchise.
- Beard's argt. All FFs got much richer post 1789.
- African Ams. No franchise in new society. Wash, Mads, Jeff all owned hundreds of slaves. Irony of 'all men created equal'
- Jennings. Native Americans dispossessed.
- Source counter punch/ omission is **+ perspective.** Dominant paradigm.
- FF save Am from implosion in 1789. Constit & Bill of Rights fixes eco (currency, tariffs, debt, inflation, international trade...), pol system under AOC, fix soc. probs (Shays), fixes Army, Navy, post, defence, NW Ordinance for land expansion, lays foundation of Am being a global superpower instead of a fractured & separate Euro multi state. Historians: Wood, Brogan, Bailyn...

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- tooheyv@stkevins.vic.edu.au

VCE American Revolution

Lecture 2

» AOS 1 & 2

» Section B

Last minute Revs advice

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Last min Revs advice

- Be careful and ruthless with timing. 1 hr each for Sect A Rev 1 and Sect B Rev 2 America, 30mins for each AOS (AOS1 & 2 Sect A. R/F/C, AOS 1 & 2 Sect B. America). No point in using more time finishing one section at the expense of another. I've had a student write short answers and 2 pages for the essay and still scored brilliantly. Another wrote a novel and did brilliantly. If it's good, it's good no matter the number of pages filled.
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Section B. Am. AOS1

1763-1776. Events

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- 1776 Jan. Paine's *Common Sense*
- 1776 July. Jeff's *Declaration of Independence*
- 1776 Battle of Long Island/ Trenton

Section B Am AOS1

LEADERS/personalities

- Thomas Paine
- Thomas Jefferson
- Samuel Adams
- George Washington
- Patrick Henry
- Benjamin Franklin
- George III, James Otis, Paul Revere, John Adams, Hancock

» *IDEAS*

- Enlightenment, natural rights-life, liberty and pursuit of happiness
- Justified revolution
- Separation of powers
- Actual / virtual representation
- Salutary neglect
- American nationalism
- social mobility

GROUPS/movements

- Colonial Assembly
- Sons of Liberty
- Daughters of Liberty
- Non-importation organisations
- Committees of Correspondence/ Safety
- Continental Congress
- Continental Army

» DOCUMENTS

- James Otis' *Against the Writs of Assistance* 1761, *Rights of British Colonies Asserted and Proved* 1764
- Patrick Henry *Virginia Resolves* 1765
- Sam Adams *Short Narrative of Horrid Massacre of Boston* 1770, *Journal of Events* 1768
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- Paine's *Common Sense* Jan 1776, *American Crisis* Dec 1776

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Section B. Am. AOS1

1763-1776

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- Image/ Document/ Historiography
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Factual content with insight

Sect B. Am AOS 1

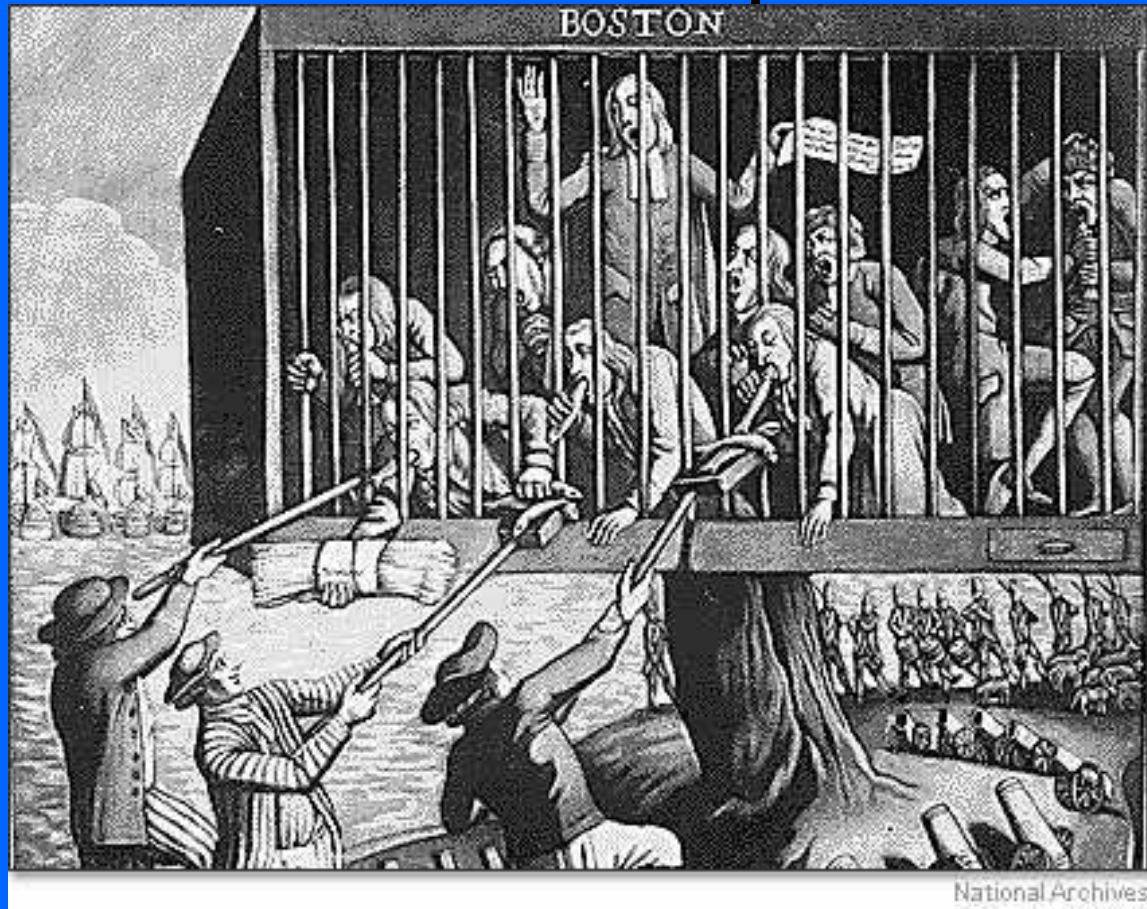
- 2005 VCE BTP/Lib Tree cartoon. Anti Am
- 2006 VCE Bost. Massacre. Revere
- 2007 VCE Bost in Distress cartoon
- 2008 VCE Bost cannonaded cartoon
- 2009 VCE Anti- B. Parliament cartoon
- 2010 VCE Tar & Feathering poster
- 2011?

Section B. Am R AOS1

Question 1 Structure

- a) What? Comprehension. Answer drawn from source (2 marks)
- b) What? Comprehension. Answer drawn from source (2 marks)
Identify key points, ideas, arguments or assumptions made in the source.
- c) Analysis –knowledge + source (*‘quoting from extract and using your own knowledge’ 2010 Exam*) – going beyond the source, placing it in context & introducing evidence relevant to source that is not in the source.
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(10 marks)
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Let's work through an image and exam questions....



American Revolution
The Bostonians in Distress,
1774

Let's work through an image and exam questions....

American Revolution

The Bostonians in Distress, 1774

Question:

a. What is suggested about colonial Americans in this representation? (2 marks)

Answer:

a. That the colonial Americans are surrounded, detained and treated harshly by Britain and its military forces. They are starving and forced into an almost barbaric state by their imprisonment.

Let's work through an image and exam questions....

American Revolution

The Bostonians in Distress, 1774

Question:

- b. Identify two details in the representation that shows anti-British feeling in the colonies? (2 marks)*

Answer:

- b. The colonists are denied their liberty and reduced to a state of starvation and disorder, due to the presence of British cannon and soldiers (bottom right) and naval blockade (left)*

Let's work through an image and exam questions....

American Revolution

The Bostonians in Distress, 1774

Question:

c. Using your knowledge & the representation, explain why this cartoon appeared (6 marks)

Answer:

c. This cartoon appeared because of the Coercive Acts (1774) which the Americans referred to as the 'Intolerable Acts' because they could not be endured. Some aspects of this legislation included the suspension of the Massachusetts Assembly, the closure of Boston Harbour, the establishment of a naval patrol, extra troops and a new Quartering Act which required the Bostonians to house and feed them. Virtually living under martial law, Boston citizens held illegal town meetings, stepped up communication with other colonies and the production of propaganda like 'Bostonians in Distress' and 'The Able Doctor, or America swallowing the bitter draught', suggesting that a criminal denial of liberty was being committed. Outcomes = harnessing of media by Am, CC 1 & 2, Cont. Army, Dec of I

Let's work through an image and exam questions....

American Revolution

The Bostonians in Distress, 1774

Question:

d. To what extent are the revolutionary ideas in this cartoon valid and justified? What other interpretations might exist? (10 marks)

Answer:

d. The revolutionary ideas expressed in the cartoon were valid.. Hardline B reaction to BTP met with hardline Am reaction, CC 1 & 2, Cont Army & Dec.. Brogan, Wood, Bailyn argts. Taxes, nat rights, social mobility, New World ideas v Old World... However many historians might suggest that the 'distress' of the Bostonians could be blamed on their own conduct up to 1774. Activities of Boston's Sons of Liberty included destruction of personal and private property during the Stamp Act riots and 342 crates of tea destroyed during the Boston Tea Party; in addition, royal officials and appointees were harassed, threatened and burned in effigy, some were even assaulted or 'tarred-and-feathered'. Marxist interpretations like those of Zinn and Jennings suggest that these incidents were sparked by elements of the colonial merchant-class, anxious to instigate separation from England to increase both their economic and political influence in their region.

Sect B. Am AOS 2 Essay

1776-1789

Area of Study Two: creating a new society – things to know...

George Washington
Continental Army
↳ *Formation*
↳ *Composition*
↳ *Problems*
Early defeats
Battle of Trenton
Valley Forge
Arrival of French
Marquis de Lafayette
The war in the south
Battle of Yorktown
Treaty of Paris

Articles of Confederation 1777
Problems with the Articles
Inter-state tensions
Economic crisis
War veterans unpaid
National and domestic debt
High state poll taxes
Debtors' courts
Shays' Rebellion 1786
Annapolis Convention 1786
Constitutional Convention 1787
United States Constitution
Ratification debate 1787-88

Federalists
Anti-Federalists
Alexander Hamilton
James Madison
Patrick Henry
Bill of Rights 1789
Ratification achieved
Washington president
Outcomes
↳ *social change*
↳ *economic change*
↳ *political change*
↳ *Indians, slaves*

Sect B. Am AOS 2 Essay

- Open essay question. Historian's statement plus a question.
- Almost all writing should be on the new society 1776-1789
- Short essay in 30 minutes
- Approx. 2-3 pages 500-700 words

Sect B. Past Am AOS 2 Essays

- 2005 Choice of 3: pol change, signif change, crises and compromises
- 2006 Choice of 3: rigid and auth, benefits, original aims and reality
- 2007 Choice of 3: leaders modifying ideals, difficulties, signif change
- 2008 Choice of 3: resolve grievances, successful in fulfilling ideals, nature of pol authority

Sect B. Am AOS 2 Essay

- 2009 Set Q. Contention about Preamble of Consit.
- “To what extent did the new society’s pol structures secure the ‘blessings of liberty’ for the Am people”.
- Use evidence to support your answer.

Sect B. Am AOS 2 Essay

- 2010 Set Q. Historians have argued that the Am Rev saw the birth of a nation dedicated to equal opportunity, the rights of the individual, and govt by popular consent.
- How true is this of the American Revolution?
- Use evidence to support your answer.

Sect B. Am AOS 2 Essay

- Introduction – state your main argument immediately. Answer Q.
- Strong, clear argument directly relevant to all parts of the question
- 4-5 ‘body’ paragraphs; one on each of the main areas relevant to the question
- Conclusion – summarising your main argument and the key evidence supporting it

Sect B. Am AOS 2 Essay

- Avoid the temptation to spend more than 30 minutes on this task (35 minutes max)
- Its 25% of the marks so spend 25% of the exam time
- Use reading time to decipher Q
- Underline key words and terms in question; consistently reuse these in your response
- Produce a brief skeleton plan, at least; with the with key areas/focus of each paragraph listed
- Structure essays chronologically or thematically
- About 500-700 words, 2-3 pages
- State your main argument in relation to the question immediately.

Sect B. Am AOS 2 Essay

- Produce well structured logically organized sequence of paragraphs (approx. 4, plus conclusion. **Always leave time for a clear, thoughtful and relevant conclusion**)
- Begin each paragraph with clear topic sentences
- Include specific, well **selected**, accurate relevant EVIDENCE . Relevant facts, statistics, dates, short quotes, names, examples, historiog.
- Correctly spell terms, events, leaders etc
- Include reference to historians' interpretations and their evidence
- 9/10 Essay: clear strong argument, sophisticated, with complexities of the questions fully addressed

Sect B. Am AOS Essay

- Gordon Wood claims that by 1789 the Americans had become the ‘most liberal, the most democratic, the most commercially minded and the most modern people in the world.’
- Do you agree with this view? Use evidence to support your answer. (20 marks)
- Sample introduction:

Structure ideas:

- *Positives:* FF save Am from implosion in 1789. Constit & Bill of Rights fixes eco (currency, tariffs, debt, inflation, international trade....) , pol system under AOC, fix soc. probs (Shays), fixes Army, Navy, post, defence, NW Ordinance for land expansion, lays foundation of Am being a global superpower instead of a fractured Euro multi state. Historians: Wood, Brogan, Bailyn...
- *Negatives:* Native Am. & dispossession, African Am & slavery, poor, women. Rich got richer. Property qualification for voting and election. Oppressive mil state is born: Whiskey Rebellion example. Historians: Zinn, Beard, Jennings..

Intro

- Gordon Wood's flattering statement celebrates the achievements of the American Revolution and would tend to suggest that the aims of the revolutionaries had been fulfilled. Not all historians have assessed the outcomes of the American Revolution in such glowing terms and some have criticised the Founding Fathers who drafted the Constitution for ignoring the rights of women, indigenous people, slaves and property-less white men. Yet, Wood might defend his claim by arguing that the American Revolution must be judged in context and that comparative to changes occurring elsewhere in the world the developments in America were revolutionary.

Body & Conclusion

- Students might use the following examples to support an argument for this question:
- Changes to the political structure of America were indeed radical, especially in a time when most nations were headed by some form of monarchical control.
- At the time when Americans were considering the structure of the new nation there were few distinct models that the revolutionaries could copy. Only two things were certain in 1776: one was that the new America would be republican, the other was that the new states would have written constitutions. It was only after years of debate and experience under a weak alliance (the Articles of Confederation) that the American Constitution took form;
- The final document with its accompanying Bill of Rights was a complex arrangement involving a series of checks and balances designed to prevent one branch of government predominating over another. The House of Representatives was based on the concept of democracy with the more populous states having more representatives. The Senate provided for equal representation of all states regardless of size. Two other branches of government were created, the executive and the judiciary.

- Initially the economy suffered from the war situation and the inability of Congress to tax the citizen. Consequently the American governments (State and Federal) borrowed from abroad and the printing of paper currency and bills of credit led to inflation. However, these negative effects were countered by the creation of the necessities of an army and with new opportunities for trade, farmers and entrepreneurs developed skills to exploit these chances;
- This economic development was encouraged under the leadership of Alexander Hamilton, the first Secretary of the Treasury. Hamilton argued for the federal government to take over the debts of the old Continental Congress allowing for the development of a centralised and prosperous capitalist economy. The positive changes effected in the economic sphere are reflected in Wood's claim that the 'revolution released latent economic energies that set America on a course of rapid commercial development rarely matched by any country in the history of the world.';

- • The loosening of political ties also opened up many opportunities for commercial growth and in the decades following the revolution the economy expanded to exert influence internationally;
- It was in the social sphere that change was less pronounced yet even here there was transition, from what Wood has termed a 'hierarchy-ridden' society, to a meritocracy. But the class that benefited most from the revolution were 'white men of property'. The departure of the 60,000 to 80,000 loyalists, during and immediately after the war, was the catalyst for social change in the upper echelons of society. Social status was no longer based on family connections and heritage but rather on wealth. Wealth was far more unequally distributed after the revolution;
- Feminist historians have been critical of the revolution for failing to address the inferior social status and the lack of power accorded to women. Marxist historians such as Zinn claim these failings were extended to other groups like Native Americans, slaves and poor labourers.

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