15. In order for liberty to be preserved, people must act with certain virtues and must keep in mind the basic principles of a free society.
   • No matches
16. People should be able to practice their religion freely. It is everyone’s duty to practice Christian virtues when dealing with others.
   • First Amendment

ROBERT MORRIS

Handout A—Robert Morris (1734–1806)
1. Morris signed the Declaration of Independence, the Articles of Confederation, and the Constitution.
2. Morris’s difficulties with the states during his tenure as chairman of the Continental Congress’s Finance Committee and as superintendent of finance under the Articles convinced him of the need for a stronger national government. He often had to badger the states to fulfill their quotas of money and supplies. He was particularly disappointed that the impost amendment failed to win the approval of all thirteen states as required by the Articles of Confederation.
3. He speculated in Western land, buying vast tracts of land cheaply in the hope of selling them later at a high price. This gamble and several other new business ventures failed. During the 1790s, Morris also sunk an enormous amount of money into the construction of an extravagant mansion in Philadelphia.
4. As chairman of the Continental Congress’s Finance Committee and as superintendent of finance under the Articles, Morris worked hard to stabilize the nation’s financial system. He cut spending, streamlined accounting procedures, and cajoled the states into meeting their quotas of money and supplies. Morris risked his own money and credit to help keep the government afloat. The Continental Army would likely have disintegrated if not for Morris’s efforts.
5. Answers will vary.

Handout B—Vocabulary and Context Questions
1. Vocabulary
   a. destructive
   b. widespread
   c. lacking energy
   d. laziness/complacency
   e. exhausting
   f. importance
   g. government official
   h. taken
   i. beg
   j. determining
   k. charging
2. Context:
   a. The document was written in 1781.
   b. The document was written in Philadelphia.
   c. Robert Morris is the author of the document.
   d. The document is a letter to the governors of the states.
   e. The purpose of the document was to urge the governors to fulfill their quotas of money and supplies.
   f. The audience was the governors of the states.

Handout C—In His Own Words: Robert Morris on States’ Responsibilities

Document Paraphrase
Paragraph One:
I am upset that many state officials think that their states don’t have to fulfill their obligations to the national Congress; this idea makes everyone complacent. You wise governors should know that this war cannot be carried on without everyone’s cooperation. I know that the states will do what is right. They know that they cannot gain by doing wrong. If the states
cooperate and give the money they owe to the Congress, then the United States will become powerful and great.

Paragraph Two:
I am enclosing in this letter a list of what you owe Congress. I also need to know the following information: all the laws passed in your state regarding how you will collect the money and supplies you owe the Congress; how your state is going to levy and collect taxes from your citizens; when your legislature is going to meet. I am not asking about these things because I am curious or nosy; I simply need to know these things, and I wish to ask you directly about them.

Paragraph Three:
I also need to know what types of money are used in your state.

Paragraph Four:
I know this is a lot of trouble, but I think that you will answer my questions happily because this is for the good of your country.

V. Wrap-Up Discussion
Tone of the Document
Morris’ tone is one of supplication/persuasion/flattery. He has no power to force the governors to comply with his requests, so he must employ tactics of persuasion. The following words and phrases indicate this tone.

Paragraph One:
• “is beneath the wisdom”: Morris suggests that noncooperation with his requests would be unwise.
• “I shall never permit a doubt that the States will do what is right”: Morris flatters the states and simultaneously puts them on the spot.
• “that these States must expect to establish their independence and rise into power, consequence, and grandeur”: Morris suggests that the reward for cooperation with his request will be national power and glory.

Paragraph Two:
• Morris uses several verbs of supplication in this paragraph: “entreat,” “pray,” and “beg leave.”

Paragraph Three:
• Morris uses the verb “entreat” once again.

Paragraph Four:
• “I know that I give you a great deal of trouble but I also know it will be pleasing to you because the time and the labour will be expended in the service of your country”: Morris suggests that by complying with his requests, the governors will be doing their patriotic duty. The language is calculated to put the governors on the spot: Could it be possible, Morris implicitly asks, that they would be unwilling to devote time and labor in the service of their country?

CHARLES PINCKNEY
Handout A—Charles Pinckney (1757–1824)
1. Pinckney was the first to use the term Senate. He worked to prohibit religious qualifications for public office. He also pushed for a “vigorous Executive,” but with limitations. He feared if the executive had too much power in the realms of war and peace, then the system “would render the Executive a Monarchy, of the worst kind, to wit an elective one.” Despite his fear of an overzealous ruler, he supported a single executive, with the title President, instead of a governing body. These ideas were part of the plan of government he introduced at Philadelphia.

2. The following are Pinckney’s proposals that failed to pass: He supported an elitist government. He wanted high property qualifications for federal offices and said that “the Legislature, the Executive, and the judges should be possessed of competent property to make them independent and respectable.” He also