
5. Some students may suggest that Dickinson’s opposition to the Declaration of Independence has excluded him from the pantheon of heroes of the American independence movement. Others may note that his moderation had made him less interesting than more extreme figures in the debates about independence and the new Constitution. Still others may note his bad luck in being sick during the Constitutional Convention and thus being unable to participate fully in the debates. He also retired from politics in 1788.

Handout B—Vocabulary and Context Questions
1. Vocabulary
   a. colonies
   b. exist
   c. located
   d. designed
   e. for both
   f. dealings
   g. members of
   h. hurtful
   i. revenue
   j. used
   k. taxing
   l. new idea
   m. hopeless

2. Context
   a. John Dickinson wrote this document.
   b. This document was written in 1768.
   c. This is an essay.
   d. The audience for this document was the colonists and, since it was read in England, perhaps the British government.

Handout C—In His Own Words: John Dickinson on the Townshend Acts
• Likely appeal to British Parliament and Loyalist Americans: Paragraph 2; Paragraph 3, lines 1–5
• Likely to appeal to Patriots: Paragraph 1; Paragraph 5, line 1; Paragraph 6

ALEXANDER HAMILTON
Handout A—Alexander Hamilton (1757–1804)
1. Hamilton was a leading critic of the Articles of Confederation during the 1780s. In 1787 he was chosen as a member of the New York delegation to the Constitutional Convention. Though he played a minor role in the debates at Philadelphia, he took the lead in the campaign for ratification in New York. In 1787–1788 he joined with Madison and John Jay in writing The Federalist Papers, a series of essays supporting the Constitution.

2. Hamilton pressed for the establishment of a national bank, funding of the national debt, and assumption of state war debts. He also favored a tariff to protect manufacturing and the creation of a standing army and navy. Hamilton wanted to change the basis of wealth in America from land to money. Money, he held, was the great equalizer. Anyone could amass it and thereby advance up the economic and social ladder.

3. Hamilton’s economic plan alarmed many who feared government power. Secretary of State Thomas Jefferson became the leader of the opposition to Hamilton. The first American party system formed around these two men. The Federalists supported the Hamiltonian program. The Democratic-Republicans (or simply, Republicans) worked for its defeat.
4. Some students will say that an industrial society allows people to earn money regardless of land ownership, whereas an agrarian society requires that people own land and have the ability to cultivate it. Other students, on the other hand, may point out that industrial societies are likely to take advantage of workers.

5. Some students will say that a stronger federal government is better able to protect individual liberty because it can stop states from abridging citizens’ rights. These students may point to federal civil rights legislation and Jim Crow laws. Others may say that a strong federal government has more potential to intrude into personal liberty by interfering in matters that should rightly be handled by states, or into those in which no government should be involved.

Handout B—Vocabulary and Context Questions
1. Vocabulary
   a. supporters
   b. active and forceful
   c. poor
   d. appropriateness
   e. pacify
   f. rivalry
   g. hostility
   h. fearful
   i. uncertain

2. Context
   a. Alexander Hamilton wrote this document.
   b. This document was written in 1788.
   c. This document is addressed to The People of the State of New York, but was intended to be read by the country as a whole.
   d. This document was written to raise support for the Constitution.

Handout D—Analysis: Alexander Hamilton and Federalist No. 70
A. A strong and single executive is the most important quality for an effective government.
   1. It is vital to protecting against foreign attacks.
   2. It is important for consistent administration.
   3. It is needed to protect property.
   4. It protects against people with personal desires to overtake.
   5. It protects against divisive groups.
   6. It prevents chaos.
B. Intelligent and respected men approve of a single executive and a legislature of many.
   1. They believe executive power is most important for “single hand.”
   2. A legislative body composed of many lawmakers is better able to deliberate and gain the confidence of the people.
C. If two or more people share power, arguments are more likely.
   1. Two equals in power are likely to be jealous or mistrustful of each other.
   2. These disputes lessen the dignity of the government.
   3. The community may also split along the lines as the government.
D. Having a large executive is actually a threat to liberty.
   1. It is safer for the public to have only one individual to watch and guard.
   2. People banded together are better able to abuse power.