3. “I feel so good and appreciated for the risks I take every day to defend my community. I am so glad Hancock is rallying others to support me.”

4. “He needs to take it easy. Why can’t he be more moderate? We can reconcile with Britain. We are Englishmen!”

5. “He is so wrong about me. I am not unfit to live in civil society; I am doing my job. If they’d stop acting like hoodlums, we wouldn’t have to treat them like hoodlums.”

6. “I wouldn’t have minded if he would have addressed the women, sisters, and mothers of the colonies. I also feel vaguely insulted at his calling it ‘effeminate’ to back down.”

7. “Wow, he’s making good points about what government should be about. I think the colonies need to unite against Britain.” Or “He’s being too radical. Massachusetts is risking alienating the other colonies.”

**JOHN JAY**

**Handout A—John Jay (1745–1829)**

1. Congress sent Jay to Spain for financial aid and recognition of the new nation, and he was sent to Paris to negotiate a peace treaty with Britain.

2. George Washington appointed Jay to be the first Chief Justice of the Supreme Court.

3. Jay’s Treaty accomplished its goal of avoiding war, but the treaty was unpopular because many people thought it was lopsided, making too many concessions to the British.

4. Jay refused to sign the Declaration of Independence because he believed in the colonies’ historical attachment and loyalty to Britain. He favored a moderate approach and hoped the colonies could reconcile their relationship with Britain. Some students may agree with his decision to hold to his personal convictions even in the face of public pressure. Others may believe he should have yielded more quickly to the majority’s wishes.

5. Throughout his years of public service, Jay had battled against slavery. In 1785, he created the New York Manumission Society that advanced abolition on a local as well as state level through boycotts and lawsuits. As governor, Jay fought for the emancipation of slaves. As a result of consistent efforts, Jay signed an emancipation bill passed by the New York legislature in 1799. His state set an example for the nation.

**Handout B—Vocabulary and Context Questions**

1. Vocabulary
   a. agree
   b. entering the country
   c. bringing
   d. able
   e. acceptance
   f. inconsistent
   g. contradiction

2. Context
   a. This document was written in 1819.
   b. John Jay wrote this document.
   c. This is a letter.
   d. The purpose of this document was to express Jay’s position on slavery in the new states.

**Handout D—Analysis: Founding Documents**

Jay’s main idea: Slavery should not be allowed in the new states, and should be gradually abolished in all the states.

A.

1. Congress has the power to regulate, and it is implicit that Congress can make new regulations for NEW states.

2. Congress can make new regulations for new and old states after 1808.

3. “Persons” means “Slaves.”
B.
1. The Declaration of Independence states, “All men are created equal.”
2. All people have the inalienable rights.
3. Slavery abridges those rights to life, liberty and the pursuit of happiness.

GOUVERNEUR MORRIS
Handout A—Gouverneur Morris (1752–1816)
1. As a teenager, Morris’s right arm was badly burned when a pot of scalding water overturned on him. The arm was badly crippled for the rest of his life. Morris lost his left leg after a carriage accident in Philadelphia. His left ankle was caught in the spokes of a moving carriage’s wheel. Doctors amputated the leg just below the knee.
2. Aggravated by Congress’ failure to support the troops, Morris began to hint to some that the Continental Army itself might employ force if Congress did not act. In March 1783, the officers of the Continental Army assembled at a barn in Newburgh, New York. Talk of treason was in the air, as many officers whispered about marching on Philadelphia. Fortunately for the republic, Washington himself quelled the conspiracy by appearing at the gathering.
3. At the Convention, Morris became a leader of the nationalist bloc. He was the only delegate to make a lengthy speech against the institution of slavery. Morris was appointed to the Committee of Style as the debates ended. Morris worked on the document for four days to fashion a finished product that was more concise and clear than the draft given to him. He also glossed the wording of the Constitution so as to enhance the power of the new federal government. Most significantly, Morris began the Preamble with the phrase, “We the people,” to signal that the new government was not the creature of the states, but the handiwork of the entire nation.
4. Some students may list the following as Morris’s shortcomings: his propensity to engage in affairs; his encouraging the Continental Army to consider using force against Congress; his dismissive attitude toward the lower classes, demonstrated by his calling the people “reptiles.” Students might list the following as Morris’s strengths: his charm and intelligence; his moral vision, shown in his denunciation of slavery at the Philadelphia convention; his political skill, evidenced by the use of his position as writer of the Constitution to get what he wanted; his bravery during the Reign of Terror in Paris; his patriotism, demonstrated by his service to his state and country.
5. Some students will say yes, Morris had fought to make the federal government supreme over the states at the Constitutional Convention, yet secession contradicts this principle. Other students will say no, that states always retain the right of secession; this right is not related to the strength of the central government.

JAMES OTIS
Handout A—James Otis (1725–1783)
1. Writs of assistance were search warrants that gave customs officials broad authority to inspect ships, warehouses, and even private homes. Officials did not have to present evidence to a judge before a search was conducted. They also did not have to specify what they were looking for. Writs of assistance soon became one of the chief complaints of the colonists against the British government.
2. In defending the liberty of his fellow colonists, Otis appealed to both natural and English rights. He asserted that every man possessed inalienable rights of