

NATIONAL CONSTITUTION CENTER

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NEH 2011 Landmarks of American History and Culture Summer Teacher Workshop

A Revolution in Government:

Philadelphia, American Independence and the Constitution, 1765-1791

July 11-15, 2011 or July 18-22, 2011

National Constitution Center

Philadelphia, PA

Dear Colleague:

Thank you for your interest in our exciting summer workshop! Allow us to tell you a little more about the Landmarks of American History and Culture Workshops, offered by the National Endowment for the Humanities. These workshops provide K-12 educators with the opportunity to engage in intensive study and discussion of important topics and issues in American history and culture, and provide educators with direct experiences in the interpretation of significant historical and cultural sites, including the use of archival and other primary evidence.

The National Constitution Center in Philadelphia invites you to join distinguished historians and other scholars for a week-long workshop: "A Revolution in Government: Philadelphia, American Independence and the Constitution, 1765-1791." Philadelphia, the birthplace of American democracy, was the nation's leading metropolis in the era of the American Revolution. Because so many formative events in the Revolutionary era – including the First and Second Continental Congresses and the Constitutional Convention – occurred in Philadelphia, the city is the perfect vantage point from which to study the American founding. More than any other American city, Philadelphia celebrates its past through the preservation of many nationally significant historic sites while simultaneously embracing its present and future as a commercially and culturally vibrant, modern city.

Theme

No city had a greater impact on the founding of the American republic than Philadelphia. This is the city where independence was declared, where a government was organized, and where a revolution in government – the framing of the U.S. Constitution – all took place. In the decade between 1790 and 1800, Philadelphia was the capital of the new nation. Accordingly, the city and its inhabitants left an indelible mark on the dramatic political events of the founding era. Of the six men who signed both the Declaration of Independence and the Constitution, four of them were Pennsylvanians. Philadelphia itself produced a remarkable generation of statesmen, legislators and lawyers, including Gouverneur Morris, Robert Morris, James Wilson, and of course, Benjamin Franklin. The impact that these men, and the city they inhabited, had on the nation's founding will be a special focus of the workshop, and will be demonstrated in walking-tours of historic Philadelphia and visits to the city's many landmarks. Leading American historians will conduct the daily sessions and present a tightly focused series of lectures on the origins of American conceptions of liberty and the titanic political conflicts of the founding era.

Content, Scholars and Classroom Material Development

History in Philadelphia is something to be experienced and not simply read. During our five days in Philadelphia, we will explore the Historic District through walking tours and field trips

throughout Independence National Historical Park. Carpenters' Hall, the site of the First Continental Congress, and Independence Hall, the birthplace of both the Declaration of Independence and the U.S. Constitution, are among the famous landmarks included in our program. As are less well-known sites, such as the Graff House, where Thomas Jefferson drafted the Declaration of Independence, and the Market Street address where Benjamin Franklin's home and courtyard once stood. Workshop sessions will be conducted by prominent American historians, including Daniel K. Richter, director of the McNeil Center for Early American Studies at the University of Pennsylvania, and Richard Beeman, senior historian at the University of Pennsylvania. Morning sessions will be followed by field trips and walking tours led by scholars and interpreters from the National Park Service. Gordon Lloyd of Pepperdine University and an expert in early American history will lead a walking-tour of Historic Philadelphia. Afternoons will be spent with a master teacher who will supplement the morning's content with methods of teaching the Constitution and assist you in the development of classroom-ready materials.

Topics for the five-day workshop:

Day One: The Anglo-American Heritage of Liberty (1215-1763)

American concepts and practices of individual liberty are rooted in the English tradition but were expanded and transformed by 17th- and 18th-century American life. For example, English "common law" and the 17th-century struggle between Parliament and the King profoundly shaped American understandings of British liberty and the British Constitution. To help gauge the extent of the American transformation of British traditions, we will read Benjamin Franklin's *Observations Concerning the Increase of Mankind* (1751). Franklin's text offers an American counter-example to the assigned English texts, which include the Magna Carta (1215), the Declaration of Rights (1689) and excerpts from Locke's *Second Treatise on Government*. This session will be led by Gordon Lloyd of Pepperdine University.

Day Two: Declaring Independence (1763-1776)

Despite having their personal liberty threatened, Americans struggled to forge a coherent response to the change in British imperial policy in 1763. From 1763 to 1774, American resistance mounted sporadically, but by 1774 a more united rebellion of British royal authority was forming in the colonies. Utilizing the landmarks of Carpenters Hall and the Pennsylvania State House, later to be called Independence Hall, this session will explore both the early American resistance to British authority and the climactic events of 1774-1776. We will begin the session by reading letters from British royal governors describing American resistance to the Stamp Act (July-November 1765). These will enliven our brief review of the "Resolutions of the Stamp Act Congress" (1765). To trace and discover how these resolutions fared over the next decade, we will read the "Declaration and Resolves of the First Continental Congress" of 1774. James Wilson's pamphlet, "Considerations on the Nature and Extent of the Legislative Authority of the British Parliament," and Tom Paine's *Common Sense* will then serve as an intellectual bridge to our consideration of the Declaration of Independence of 1776. The session will be led by Richard R. Beeman of the University of Pennsylvania.

Day Three: To Begin the World Anew: Establishing Government in the Name of the People (1776-1781)

Now separated from Britain, the states had to establish independent governments. "We have it in our power to begin the world over again," wrote Tom Paine. "The birthday of a new world is at hand." Most states adopted a new, republican constitution in an attempt to create a form of

government that would extend the principles of liberty throughout America. This new government, however, did not solve the problem dividing authority between local and national governments, so in 1781, the states agreed to the Articles of Confederation. While the central government established by the Articles led a successful revolution, it proved ineffectual at home and abroad after the war. Many Americans blamed the general deterioration of their political life on its weakness. By reading the fundamentally libertarian Virginia Declaration of Rights (1776) and comparing it to the more conservative Virginia state constitution (1776), participants will see that colonial legislative efforts varied considerably. These, in turn, will be compared to the Pennsylvania state constitution (1776), the most explicitly democratic state constitution of its era. Establishing new state governments in the name of the people did not solve the problem of how to divide power between local and central governments, the consequences of which we will examine in detail. The session will be led by Daniel Richter, McNeil Center for Early American Studies and the University of Pennsylvania.

Day Four: Creating a New Federal Constitution (1781-1787)

In the mid-1780s, frustration with the weaknesses of the Articles of Confederation (1781) came together with mounting concern over examples of legislative tyranny and other political and social conditions in the states. This produced a powerful momentum for constitutional change. The result was the Constitutional Convention that met in Philadelphia in 1787 to frame the new constitution. The delegates – including Pennsylvanians James Wilson and Gouverneur Morris, whose central roles will be explored in detail – gathered amidst uncertain chances of success. Yet the document they created was remarkable, both for the way it reconfigured ideas about republican government and federalism, and how it absorbed the precedents of state constitution-making, including Pennsylvania's. Its acceptance by the American people, however, would still require an epochal political struggle. Discussion in this session will be based primarily on the participants' reading of James Madison's *Notes on the Federal Convention*. Particular attention will be paid to the roles of James Wilson, Gouverneur Morris, John Dickinson, Charles C. Pinckney, and William Paterson. The session will be led by Richard R. Beeman, University of Pennsylvania.

Day Five: Adding a Bill of Rights: The Federalist/Anti-Federalist Debate (1788-1791)

The debates over ratification in the fall and winter of 1787-88 involved a fundamental contest over what kind of society and culture America was to have. Anti-Federalists focused on what they saw as violations of earlier Revolutionary assumptions about the nature of power and the needs of a small homogenous society in a republican state. Federalists saw themselves as saving the Revolution from its excesses. Ratification of a Bill of Rights in 1791 completed the framework of the American government that has endured to this day. This session will be based substantially on the participants' reading of the most important Federalist/Anti-Federalist papers, and will thus be primary-source rich. The session will be led by a leading early American studies scholar.

Development of Classroom-Ready Materials

Daily sessions will be devoted to methods of relating content presented in faculty workshops to your students. Working in small groups or independently, participants will be expected to develop a classroom-ready document based on content covered in the workshop and will develop a detailed outline of this resource before leaving Philadelphia. Participants will be given the opportunity to work side-by-side with faculty during breakout sessions each afternoon.

Logistics:

When

Each five-day workshop begins on Monday morning and ends on Friday afternoon. On your application, please indicate your order of preference regarding the week that you would like to attend.

Week one: July 11-15, 2011

Week two: July 18-22, 2011

Where

Sessions will be conducted at the National Constitution Center on Independence Mall in the heart of the historic district of Philadelphia. We have reserved housing accommodations at the Holiday Inn Historic District, just two blocks from the National Constitution Center. Participants will be offered the choice of a private or shared room. The hotel provides free in-room internet access and workout facilities. The National Constitution Center provides daily access to its Education Resource Library, where participants will have access to public computers and a wealth of materials for resource development.

Who

The program is open to public, private and home-school teachers as well as other school personnel. Teachers and administrators from all levels and disciplines may apply, but preference will be given to teachers who incorporate American history themes and civics in their classrooms.

Cost

Each participant will receive a stipend of \$1,200 to help cover food, lodging, and other personal expenses. Estimated housing costs are \$70 per night for a shared room and approximately \$139 per night for a single room. Participants will be expected to arrive on the Sunday preceding the first workshop session on Monday.

Application

There are four components to complete for the workshop application:

1. The application cover sheet.
 - a. One copy submitted electronically to NEH, available at this address:
<https://securegrants.neh.gov/education/participants/>
 - b. Three hard copies submitted by mail to the National Constitution Center
2. Your résumé (three hard copies submitted by mail to the National Constitution Center).
3. Perhaps the most important part of the completed application is an essay not to exceed one double-spaced page. This essay should include information about your professional background and interest in the subject of the workshop; your special perspectives, skills, or experiences that would contribute to the workshop; and how the experience would enhance your teaching or school service (three hard copies submitted to the National Constitution Center).
4. Additionally, you will need to submit a letter of recommendation from the principal or other school administrator of your teaching institution or the head of a home school association in support of your application. Please ask your referee to sign across the

seal on the back of the envelope containing the letter. Enclose the letter with your application.

We request three copies of your complete application (cover letter, résumé, essay, and letter of recommendation), collated and stapled.

No applicant will be discriminated against based on race, gender, sexual orientation, ethnicity, religion, disability, or any other protected category. Wherever reasonable, the National Constitution Center will make accommodations for participants with identified disabilities.

Your completed application must be postmarked no later than March 1, 2011, addressed as follows:

Summer Teacher Workshops
National Constitution Center
525 Arch Street
Philadelphia, PA 19106

Questions should be addressed to teacher@constitutioncenter.org or call 215-409-6835.

Successful candidates will be notified on April 1, 2011. If accepted, applicants must confirm their participation by April 5, 2011.

We look forward to welcoming you to Philadelphia as a 2011 Summer Scholar!

Sincerely,

Dr. Steven Frank

Kerry Sautner

Program Co-Directors: "A Revolution in Government: Philadelphia, American Independence and the Constitution, 1765-1791"
National Constitution Center