America’s Founding: Why Our Founding Fathers Risked It All

By:
Institute for Humane Studies
America’s Founding: Why Our Founding Fathers Risked It All

By:
Institute for Humane Studies

Online:
< http://cnx.org/content/col12215/1.1/ >

OpenStax-CNX
# Table of Contents

1 Introduction .................................................. 1  
2 The Colonists vs. The British Soldiers ........................................ 3  
3 Taxes & Abuse of Power .................................................. 5  
4 Radical Whig Theory and the Ideas Behind the Revolution ....................... 7  
5 John Locke and the Right to Revolution .................................... 9  
6 Creating a Country ...................................................... 11  
Index ........................................................................... 13  
Attributions ...................................................................... 14
Chapter 1

Introduction

Figure 1.1: "America's Founding, Ep. 1: Why Our Founding Fathers Risked It All" by the Institute for Humane Studies

Description
Have you ever stopped to think about the incredible risks the Founding Founders took when they rebelled against British authority? They were starting a war with the greatest military power of the time even though they did not have a mighty fighting force themselves. And they were fighting for a type of government that most people thought was impossible. In this video, Professor Sarah Burns of the Rochester Institute of Technology explains the historical and philosophical context of the American Revolution from the changing role of the British army in the colonies to Radical Whig theory.

Exercise 1.1
Why did some think it would be hard to create a democracy in the colonies?

a. The cultures were too different.
b. The country was too large.
c. The colonies despised each other.
d. Democracy was never tried before.
Solutions to Exercises in Chapter 1

Solution to Exercise 1.1 (p. 1)

b. The country was too large.
Chapter 2

The Colonists vs. The British Soldiers

**Figure 2.1:** "America's Founding, Ep. 2: The Colonists vs. The British Soldiers" by the Institute for Humane Studies

**Description**
In the decade before the American Revolution, British soldiers had started to act more like an occupying force than a source of security. In this video, Professor Sarah Burns of the Rochester Institute of Technology explains why this happened, and how increasing tensions between colonists and soldiers pushed the colonists closer to declaring independence.

**Exercise 2.1** *(Solution on p. 4.)*
How did the role of the British military change in the colonies in the years before the Revolutionary War?

a. The British fought more and more wars in the colonies.
b. The military played a larger role in enforcing laws.
c. The military began to turn against British rule.
d. The British began drafting colonists.

---

1This content is available online at <http://cnx.org/content/m64359/1.4/>.

Available for free at Connexions <http://cnx.org/content/col12215/1.1>
CHAPTER 2. THE COLONISTS VS. THE BRITISH SOLDIERS

Solutions to Exercises in Chapter 2

Solution to Exercise 2.1 (p. 3)
b. The military played a larger role in enforcing laws.
Chapter 3

Taxes & Abuse of Power

Figure 3.1: "America's Founding, Ep. 3: Taxes & Abuse of Power" by the Institute for Humane Studies

Description
One major grievance the colonists had against England is the one most people remember learning about in school: taxes. But the concern that radicalized the colonists was less about taxes per se, and more about power. In this video, Professor Sarah Burns of the Rochester Institute of Technology explains why the series of new, unprecedented taxes passed by Parliament in the decades before the revolution were perceived as a pattern steady encroachment on the colonists’ freedom.

Exercise 3.1
The Boston Tea Party was in response to

a. the Boston Massacre.
b. the Stamp Act of 1765.
c. the Tea Act of 1773.
d. the French-Indian War.

(Solution on p. 6.)

1This content is available online at <http://cnx.org/content/m64365/1.4/>.
Available for free at Connexions <http://cnx.org/content/col12215/1.1>
Solutions to Exercises in Chapter 3

Solution to Exercise 3.1 (p. 5)
c. the Tea Act of 1773.
Chapter 4

Radical Whig Theory and the Ideas Behind the Revolution

Figure 4.1: "America's Founding, Ep. 4: The Ideas Behind A Revolution" by the Institute for Humane Studies

Description
What was it that pushed the Founding Fathers to fight back against the oppressive actions of the British and declare independence? Professor Sarah Burns of the Rochester Institute of Technology explains Radical Whig Theory, a political movement that began in England years earlier, and how it convinced many colonists that it was their moral duty to fight back against oppressive rule.

Exercise 4.1
Appeals to jealously guard liberty is a feature of

a. classical liberalism.

b. mercantilism.

c. neoliberalism.

d. radical whig theory.

(Solution on p. 8.)

1This content is available online at <http://cnx.org/content/m64367/1.5/>.

Available for free at Connexions <http://cnx.org/content/col12215/1.1>
Solutions to Exercises in Chapter 4

Solution to Exercise 4.1 (p. 7)

d. radical whig theory.
Chapter 5

John Locke and the Right to Revolution

Figure 5.1: "America's Founding, Ep. 5: Is There a Right to Revolution?" by the Institute for Humane Studies

Description
In 1776, the Founding Fathers wrote the Declaration of Independence and asserted that as a free people they had the right to overthrow an unjust ruler—a shocking idea at the time. But where did they get this radical idea? Professor Sarah Burns of the Rochester Institute of Technology explains how philosopher John Locke influenced the Founding Fathers.

Exercise 5.1
What did the Declaration of Independence NOT assert?

a. The misuse of Naval power
b. The abuses of the British crown
c. The right to secede
d. The new form of government in the colonies

Solution on p. 10.)
Solutions to Exercises in Chapter 5

Solution to Exercise 5.1 (p. 9)

d. The new form of government in the colonies
Chapter 6

Creating a Country

Figure 6.1: "America’s Founding, Ep. 6: Creating a Country" by the Institute for Humane Studies

Description
It is 1776 and the Founding Fathers have just committed treason by declaring independence from Britain. They don’t have a large military force, aren’t set up to fight a multi-front war, and are trying to create new institutions based on radical ideas created by philosophers. In this video, Professor Sarah Burns of the Rochester Institute of Technology explains the incredible risks the Founding Fathers took to assert their freedom and encourages us to think through what it means to live in a free society and what we expect from our government.

Exercise 6.1
Which philosophy did the Founding Fathers rely on in establishing consent for the government by the people?

a. Radical Whig theory
b. Lockean liberalism
c. Divine rights
d. Direct consent

1This content is available online at <http://cnx.org/content/m64352/1.5/>.

Available for free at Connexions <http://cnx.org/content/col12215/1.1>
Solutions to Exercises in Chapter 6

Solution to Exercise 6.1 (p. 11)

a. Radical Whig theory
Index of Keywords and Terms

Keywords are listed by the section with that keyword (page numbers are in parentheses). Keywords do not necessarily appear in the text of the page. They are merely associated with that section. Ex. apples, § 1.1 (1) Terms are referenced by the page they appear on. Ex. apples, 1

A
- american, § 4(7), § 5(9), § 6(11)
- american history, § 1(1), § 2(3), § 3(5)
- american revolution, § 2(3), § 3(5)

B
- boston massacre, § 2(3)
- boston tea party, § 3(5)
- british empire, § 1(1), § 2(3), § 3(5), § 4(7), § 5(9), § 6(11)

C
- classical liberalism, § 5(9), § 6(11)
- colonial, § 1(1), § 2(3), § 3(5), § 4(7), § 5(9), § 6(11)
- colony, § 1(1), § 2(3), § 3(5), § 4(7), § 5(9), § 6(11)
- continental congress, § 4(7)

D
- declaration of independence, § 5(9), § 6(11)
- democracy, § 1(1)

F
- founding fathers, § 2(3), § 3(5), § 4(7), § 5(9), § 6(11)
- freedom, § 4(7)
- french and indian war, § 2(3)

H
- history, § 1(1), § 2(3), § 3(5), § 4(7), § 5(9), § 6(11)

I
- independence, § 5(9)
- intolerable acts, § 3(5)

J
- john locke, § 5(9), § 6(11)

L
- liberty, § 4(7), § 5(9)
- lockean, § 5(9), § 6(11)

M
- multimedia, § 1(1), § 2(3), § 3(5), § 4(7), § 5(9), § 6(11)

P
- philosophy, § 1(1)

R
- radical whig theory, § 4(7), § 6(11)
- revolution, § 1(1), § 2(3), § 4(7), § 5(9), § 6(11)
- revolutionary war, § 1(1), § 2(3), § 3(5), § 4(7), § 5(9), § 6(11)
- rights, § 5(9)

S
- seven years war, § 2(3)
- stamp act, § 3(5)

T
- tax, § 3(5), § 4(7)
- tea act, § 3(5)

V
- video, § 1(1), § 2(3), § 3(5), § 4(7), § 5(9), § 6(11)
Attributions

Collection: America’s Founding: Why Our Founding Fathers Risked It All
Edited by: Institute for Humane Studies
URL: http://cnx.org/content/col12215/1.1/
License: http://creativecommons.org/licenses/by/4.0/

Module: "America’s Founding: Why Our Founding Fathers Risked It All"
Used here as: "Introduction"
By: Institute for Humane Studies
URL: http://cnx.org/content/m64363/1.6/
Pages: 1-2
Copyright: Institute for Humane Studies
License: http://creativecommons.org/licenses/by/4.0/

Module: "America’s Founding: The Colonists vs. The British Soldiers"
Used here as: "The Colonists vs. The British Soldiers"
By: Institute for Humane Studies
URL: http://cnx.org/content/m64359/1.4/
Pages: 3-4
Copyright: Institute for Humane Studies
License: http://creativecommons.org/licenses/by/4.0/

Module: "America’s Founding: Taxes & Abuse of Power"
Used here as: "Taxes & Abuse of Power"
By: Institute for Humane Studies
URL: http://cnx.org/content/m64365/1.4/
Pages: 5-6
Copyright: Institute for Humane Studies
License: http://creativecommons.org/licenses/by/4.0/

Module: "America’s Founding: Radical Whig Theory and the Ideas Behind the Revolution"
Used here as: "Radical Whig Theory and the Ideas Behind the Revolution"
By: Institute for Humane Studies
URL: http://cnx.org/content/m64367/1.5/
Pages: 7-8
Copyright: Institute for Humane Studies
License: http://creativecommons.org/licenses/by/4.0/

Module: "America’s Founding: John Locke and the Right to Revolution"
Used here as: "John Locke and the Right to Revolution"
By: Institute for Humane Studies
URL: http://cnx.org/content/m64353/1.5/
Pages: 9-10
Copyright: Institute for Humane Studies
License: http://creativecommons.org/licenses/by/4.0/

Module: "America’s Founding: Creating a Country"
Used here as: "Creating a Country"
By: Institute for Humane Studies
URL: http://cnx.org/content/m64352/1.5/
Pages: 11-12
Copyright: Institute for Humane Studies
License: http://creativecommons.org/licenses/by/4.0/

Available for free at Connexions <http://cnx.org/content/col12215/1.1>
America’s Founding: Why Our Founding Fathers Risked It All
Have you ever stopped to think about the incredible risks the Founding Founders took when they rebelled against British authority? They were starting a war with the greatest military power of the time even though they did not have a mighty fighting force themselves. And they were fighting for a type of government that most people thought was impossible. In this video course, Professor Sarah Burns of the Rochester Institute of Technology explains the historical and philosophical context of the American Revolution from the changing role of the British army in the colonies to Radical Whig theory.

About OpenStax-CNX
Rhaptos is a web-based collaborative publishing system for educational material.