

Welcome to

If These Monuments Could Talk



TEACHING
with PRIMARY
SOURCES

Eastern Region

Coordinated by

WAYNESBURG UNIVERSITY.

If these monuments could talk
what would they tell us about the
Whiskey Rebellion, Human Rights,
and the First Amendment?

Sue Wise
Ann Canning
Greg Giardina

April 21, 2018



[Gaddis House, Uniontown PA 1769](#)

Today We Will Listen to the Monuments

- What is a Monument?
- Monuments in a Classroom
- Monument Analysis (Audience Response)
 - A Work of Art
 - A Newspaper Article
- Bradford House Museum Virtual Tour

Books Can Be Written Monuments



Devens, R. M. (1876). Our first century: being a popular descriptive portraiture of the one hundred great and memorable events of perpetual interest in the history of our country. Springfield, Mass.: C.A. Nichols & Co.

<https://lccn.loc.gov/02001698>

Chapter XIV The Famous Whiskey Insurrection in Western Pennsylvania 1794

Art Can Be a Visual Monument

The Terrible Night. Linocut on Paper.

<http://collection.thewestmoreland.org/Media/images/Collection/JPEG/1984.75.jpg>

John Howard Iams

The Terrible Night, 1794, Not Dated

Linocut on paper, 4 1/4 x 5 3/4 inches

Collection: The Westmoreland Museum of American Art

Gift of Mrs. J. Howard Iams, 1984.75

M. J. M. Washburn

Gazette of the United States

AND
DAILY EVENING ADVERTISER.

[No. 149 of Vol. VI.]

WEDNESDAY, DECEMBER 3, 1794.

[Whole No. 699.]

Words and deeds that were worth publishing and preserving in newspapers can be written accounts/monuments that honor a person or event. <http://chroniclingamerica.loc.gov/lccn/sn84026271/1794-12-03/ed-1/seq-1/>

Historic Sites Can Be Physical Monuments

- Gaddis House (Fort Gaddis)
- Miller Homestead
- Woodville Plantation
- Bradford House
- Myrtles Plantation



Breaking Down the Story of the Whiskey Rebellion in the Classroom

- The Tax
- The Spark
- The Rebellion
- The Reaction
- Winners



8th Grade Lesson Plan

Student Objectives

1. **Analyze primary sources** from both sides of the 1794 excise tax issue.
2. **Write an argumentative essay** to support either side of the tax issue.
3. **Compare** the Oliver Miller Homestead and Woodville Plantation **historic sites**.
4. **Create a Google Doc news report** of the incidents of mid-July at the Miller Homestead and Bower Hill.

The Whiskey Rebellion was an event that tested the newly formed American government. It was an uprising of farmers due to a tax imposed on whiskey. There were two sides in this rebellion. There was the government and excisemen, who supported the tax and saw it as a way to raise money, and the farmers and rebels who did not support the tax.

The tax was unfair to the people. It made sense for the rebels to rise up against it. There are many reasons why the tax was unfair. For one thing, the tax was not equal among all people. Farmers in the South would have more leftover rye than the farmers in the North. They would use all this leftover rye to make whiskey. And since this tax was on a product's quantity, the farmer's in the South would pay a larger tax than the ones in the North. Another reason was the fact that the tax was almost exactly what had caused the Revolutionary War. A common product that was part of everyday life was being taxed. Whiskey was used as medicine, drink, and a source of acquiring cash. And, the tax money was being used to pay debts from the Revolutionary War, so it wasn't even going to the American Government.

The last and final reason against the whiskey tax has to do with the newly established frontier. Money did not have too much value on the frontier, and people would often use whiskey as currency. The tax angered people because now they would not be able to pay with whiskey anymore. Paying a tax on the whiskey you were using as money was pointless.

These are the reasons why the tax on whiskey was unfair. It presented many problems, and was not a good idea. It was not equal, angered the people, and was hard to live with. The tax showed the American Government that the people would not accept what they thought was unfair, and the government showed the people that they could seriously enforce the law when needed.

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Alison Sinicki
208

11/15/17

The Excise Tax on Distilled Spirits Essay

The Whiskey Rebellion is considered to be the first test for the new United States government. It's hard to believe it started with a simple tax. Many people took sides, while others stayed neutral. Here are reasons to be against the Excise Tax on Distilled Spirits.

The first reason was that the tax was unfairly expensive. For stills in the east, it was easy to pay the tax because they made whiskey every day. Stills in the west, however, usually only made whiskey on the weekends or after they were done farming. They were charged for how big their still was, as opposed to how much whiskey they made. This caused them to not be able to afford to pay the tax.

The second reason was whiskey was a great way to make money. Whiskey was popular because it was cleaner and safer than water. It was easier for the farmers to transport along the long, rocky, mountain roads. The rye that the whiskey was made of was harder to transport. Whiskey also lasted longer than rye.

The third and final reason is people thought it was what England did them. People thought that they were free from taxation without representation only to be taxed without their consent. Of course they were angry! They were being taxed unfairly against their consent. They used whiskey as money, a solution to the dirty water problem, and a profit. Now, all the money they had, they basically lost because the tax was too expensive. Wouldn't you be angry?

The Excise Tax had many problems. There is no doubt however, that this tax became the first test of our brand new government. Let's face it, the tax and the rebellion helped shape the government and country we know and love today.

8th Grade Lesson Plan

Student Objectives

5. **Create an “instrument of insurrection.”**
6. **Create a digital timeline** of the federal response to the unrest in Western Pennsylvania.
7. **Create an epitaph** for one of the individuals discussed in the Whiskey Rebellion
8. **Rewrite the textbook** description of the Whiskey Rebellion to more accurately reflect the primary sources analyzed.



8th Grade Lesson Plan

Student Objectives

5. Create an “instrument of insurrection”.
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If this monument and the ones that follow could talk
what would they tell us about David Bradford's role
in the Whiskey Rebellion?



The Myrtles Plantation, Saint Francisville LA, 1797
National Register of Historic Places

Counsel Before the Attack at Gen. Neville's House 1794

<http://collection.thewestmoreland.org/Media/images/Collection/JPEG/1984.72.jpg>

John Howard Iams

Counsel - Before the Attack at General Neville's House, 1794 , Not Dated

Linocut on paper, 4 1/2 x 6 inches

Collection: The Westmoreland Museum of American Art

Gift of Mrs. J. Howard Iams, 1984.72

Library of Congress Analysis Tool for Prints

<http://www.loc.gov/teachers/usingprimarysources/guides.html>

OBSERVE (SEE)	REFLECT (THINK)	QUESTION (WONDER)
<ul style="list-style-type: none">• What do you notice first?• What people and objects are shown?• What is the physical setting?• What, words do you see?• What other details can you see?	<ul style="list-style-type: none">• What's happening?• When was it made and what was going on at that time?• Who do you think was the audience?• What is the artist's point of view?• What can you learn from examining this image?	<ul style="list-style-type: none">• What do you wonder about... who?• what?• when?• where?• why?• how?

David Bradford's Letter about Parkinson's Ferry Meeting

ALEXANDRIA, Sept. 4.
[The following was copied by a gentleman in this town from a letter in the hands of Gen. Morgan :]
Copy of a letter from David Bradford, of Washington, in Pennsylvania, to the Inhabitants of Monongalia.
Washington, August 6, 1794.
Gentlemen,
I presume you have heard of the spirited opposition given to the excise law in this state—matters have been so bro't to pass here, that all are under the necessity of bringing their minds to a final conclusion. This has been the question amongst us some days: "Shall we disapprove of the conduct of those engaged against Nevill, the excise officer, or approve—or, in other words, shall we suffer them to fall a sacrifice to a Federal Prosecution, or shall we support them?" On the result of this business we have fully deliberated, and have determined, with *head, heart, hand, and voice*, that we will support the opposition to the excise law—The crisis is now come: *Submission or opposition*—We are determined in the opposition—We are determined in future to act agreeably to system; to form arrangements, guided by *reason, prudence, fortitude and spirited conduct*—

We have proposed a general meeting of the four counties of Pennsylvania, and have invited our brethren in the neighbouring counties in Virginia to come forward and join us in council and deliberation, on this important crisis, and conclude upon measures interesting to the western counties of Pennsylvania and Virginia. A notification of this kind may be seen in the Pittsburgh paper—Parkinson's Ferry is the place proposed as most central, and the 14th of August the time.
We solicit you by all the ties that an union of interests can suggest, to come forward to join with us in our deliberations—the cause is common to us all—we invite you to come, even should you differ with us in opinion—we wish you to hear our reasons influencing our conduct.
Your's with esteem,
DAVID BRADFORD.

[Primary Source Set p. 10-11 Article and Transcript](#)

Library of Congress Analysis Tool for Newspapers

<http://www.loc.gov/teachers/usingprimarysources/guides.html>

OBSERVE (SEE)	REFLECT (THINK)	QUESTION (WONDER)
<p>What do you notice first?</p> <ul style="list-style-type: none">• What names and places are mentioned?• When and where was this published? • <p>What words describe the author's feelings?</p>	<p>Why do you think Bradford wrote this? •</p> <p>What was his point of view? • Who do you think was the audience for this item? • Why do you think this item is so important? • What can you learn about Bradford from examining this?</p>	<p>What do you wonder about... who? • what? • when? • where? • why? • how?</p>

Audience Response

OBSERVE: What do you notice first? • What names and places are mentioned? • When and where was this published? • What words describe the author's feelings?

 Respond at PollEv.com/anncanning003

 Text **ANNCANNING003** to **37607** once to join, then text your message



Total Results:

Audience Response

REFLECT: Why do you think Bradford wrote this? • What was his point of view? • Who do you think was the audience for this item? • Why do you think this item is so important? • What can you learn about Bradford from examining this?



Respond at [Pollevo.com/anncanning003](https://www.pollevo.com/anncanning003)



Text **ANNCANNING003** to **37607** once to join, then text your message



Total Results:

Audience Response

**QUESTION: What do you wonder about... who? what? when?
where? why? how?**



Respond at **PolleEv.com/anncanning003**



Text **ANNCANNING003** to **37607** once to join, then text your message



R.M. Devens describes Bradford in 1876

- Chief Desperado
- Chief Agitator
- Bold and unscrupulous
- Led the desperate bands in violence to overthrow the government
- Mad enthusiasm of the hour
- Bradford fled to Spanish territory



Epitaph by student team GACA 8-208

John Neville

Here lies John Neville,
Whose house was burned by rebels,
The price to pay for helping a friend,
Is very unfair in the end.*

Epitaph by student team (SADBOTS 8-208)

David Bradford

Here lies David Bradford

Protests and movements were not unheard

Whom did not approve of this whiskey tax

Supported those who marched to stop these acts.

He had just arrived in western PA

And believed that the excise tax wasn't here to stay.

Epitaph by student team (ZEAL & Faith 8-208)

Albert Gallatin

1761-1849

Here lies the dead body of Albert Gallatin, a brave man who never settled for anything less than justice. He was a member of the House of Representatives that strived for justice so much, that he was willing to openly challenge the thoughts of his fellow representatives. When the tax on whiskey erupted, he never stopped fighting for justice. He focused only on what was right for America, and made it his one and only priority to repeal the tax with fellow friend and ally, Thomas Jefferson. He will greatly be missed by all who knew him.

Finding David Bradford in the Bradford House Museum



Washington, Pennsylvania

<http://www.bradfordhouse.org>

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Finding David Bradford in the Bradford House Museum



A Mountain Still

According to the authors of this 1881 US history book, "It was not the tax on the whiskey they sent over the mountains that really troubled these people, but on that which they drank themselves, said to be no inconsiderable portion of their whole product."

Source: Bryant, William Cullen and Sydney Howard Gay. *A Popular History of the United States*. New York: Charles Scribner's Sons, 1881.

Image accessed from ushistoryimages.com

A group of 6th graders recently visited Bradford House Museum to answer the research question, "Was Bradford a hero or a villain?" They decided after looking through the primary and secondary sources in the research room that he was a hero because he, a wealthy lawyer, architect and businessman, defended the poor frontiersmen who had been treated unjustly by the Federal government.

Washington, Pennsylvania

<http://www.bradfordhouse.org>

Conclusion

“While Washington’s pardons showed the power of the presidency, Jefferson’s repeal (and Adams pardon of Bradford) proved the power of American democracy. Even though the farmers lost the rebellion, they succeeded in checking the federal government’s early reach into civic liberties. That legacy of the grappling between government authority and individual freedom would become as much, if not more, a part of the American story as the pardons themselves.”

References

- Bradford House Museum

National Historic Landmark <http://www.bradfordhouse.org/history/>

- Counsel Before the Attack at Gen. Neville's House 1794

Linocut on Paper. Artist, J. Howard Iams. Gift of Mrs. J. Howard Iams to the Westmoreland Art Museum <http://collection.thewestmoreland.org/Media/images/Collection/JPEG/1984.72.jpg>

- David Bradford's Letter about the Parkinson's Ferry Meeting

Gazette of the United States and daily evening advertiser. (Philadelphia [Pa.]), 09 Sept. 1794. Chronicling America: Historic American Newspapers. Library. of Congress. <<http://chroniclingamerica.loc.gov/lccn/sn84026271/1794-09-09/ed-1/seq-3/>>

- Devens Book

Devens, R. M. (1876). Our first century: being a popular descriptive portraiture of the one hundred great and memorable events of perpetual interest in the history of our country. Springfield, Mass.: C.A. Nichols & Co. <https://lccn.loc.gov/02001698> Chapter XIV The Famous Whiskey Insurrection in Western Pennsylvania 1794

References

- **Gazette of the United States and daily evening advertiser.** (Philadelphia [Pa.]), 03 Dec. 1794. *Chronicling America: Historic American Newspapers*. Lib. of Congress. <http://chroniclingamerica.loc.gov/lccn/sn84026271/1794-12-03/ed-1/seq-1/>
- **Library of Congress Analysis Tool**
http://www.loc.gov/teachers/usingprimarysources/resources/Analyzing_Primary_Sources.pdf
- **Myrtles Plantation**
National Register of Historic Places Application 1978 <https://goo.gl/EJjGmc>

References

- Smithsonian Magazine Article

Hagen, Carrie. (August 29, 2017). *The first presidential pardon pitted Alexander Hamilton Against George Washington*. Smithsonian Magazine. Retrieved from <https://www.smithsonianmag.com/history/first-presidential-pardon-pitted-hamilton-against-george-washington-180964659/#tJdiw6M8AT8SwUBR.99>

- The Terrible Night Linocut on Paper.

Artist, J. Howard Iams. Gift of Mrs. J. Howard Iams to the Westmoreland Art Museum
<http://collection.thewestmoreland.org/Media/images/Collection/JPEG/1984.75.jpg>

- Thomas Gaddis House

Historic American Buildings Survey, C., Brownfield, B., Gaddis, T., *Daughters Of The American Revolution*, America's Industrial Heritage Project, [Photograph] Retrieved from the Library of Congress, <https://www.loc.gov/item/pa1916/>



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