

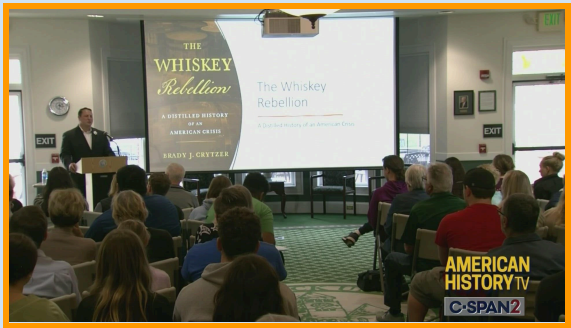
**TEACHER NOTE:** to use this resource in your classroom - click 'file' and then click 'make a copy' to create your own Google Doc version to edit as needed and share with your students.

## The Whiskey Rebellion

**Warm-Up:** At the beginning of class, individually brainstorm and record your response to the following questions.

Brainstorm Activity	
What challenges did the United States have in the years immediately following the Revolutionary War?	
Explain the purpose and impact of taxation.	

**Introduction:** After discussing the brainstorming questions with a partner and listening to your classmates' responses, consider the following questions from the first clip your teacher plays. Be prepared to share your answers with the class.

Clip #1: A Gray Area (1:32)	Notes:
	
Based on the clip, how significant was the Whiskey Rebellion?	
What is "difficult to say" about the Whiskey Rebellion?	


How do we “like” our history?	
According to Brady Crytzer, how does the Whiskey Rebellion ‘challenge’ us?	

**Vocabulary:** Review the following list of terms before beginning the lesson. Provide a definition for each term. Make sure to reference this list when you encounter an unfamiliar word in the video clips.

Term	Definition
American Revolutionary War (1775-83)	
Barter	
Civil Disobedience	
Currency	
Debt	
Distiller	
Effigy	
Federalist	
First Report on the Public Credit (1790)	
Militia	
Pacifist	
Quaker	
Scots-Irish	
Secede	
Seven Years' War (1756-63)	

Sovereignty	
Subpoena	
Taxation	
U.S. Constitution	

**Background:** View the following three video clips that provide background information about life in 1740s-1780s Pennsylvania, recording your notes and answers to the questions below. Prepare to share your responses with your classmates.

<p><b>Clip #2: 1740s Pennsylvania (3:20)</b></p> 	<p><b>Notes:</b></p>
<p>According to Brady Crytzer, when did the Whiskey Rebellion actually begin?</p>	
<p>Describe the “diversity” of Pennsylvania in the 1740s.</p>	
<p>Based on the clip, who were the Scots-Irish and why did they come to the New World?</p>	
<p>What did the Scots-Irish experience upon arriving in Pennsylvania, and where did they ultimately settle? Why?</p>	

**Clip #3: The Seven Years' War (2:33)**



**Notes:**

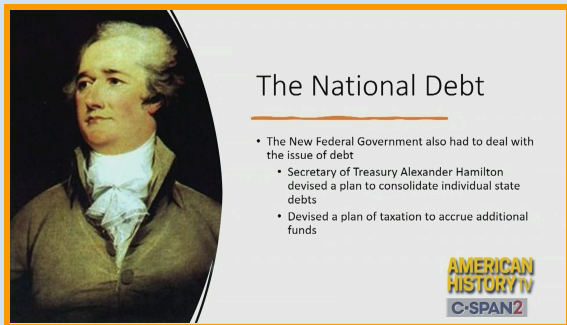
What “broke out” in the 1750s?

With whom did France make “strategic alliances” in western Pennsylvania, and how did this impact the Scots-Irish people?

How did the Scots-Irish defend themselves, and what “intense understanding” did they develop?

Were the Scots-Irish “anti-government?” Explain.

**Clip #4: Life in the West (4:10)**

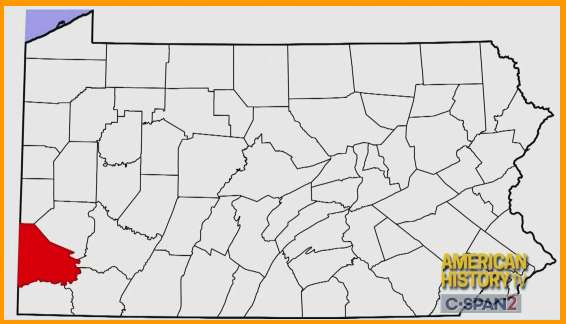



**Notes:**

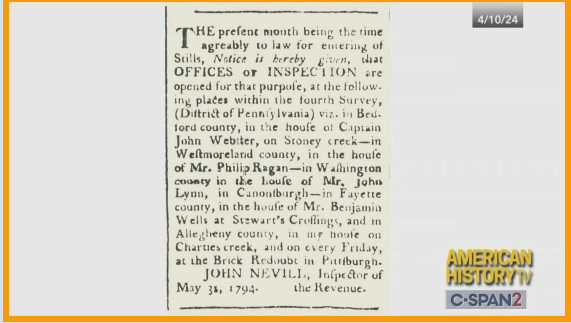
What did Alexander Hamilton “know” about the Scots-Irish people in western Pennsylvania?

What office was Hamilton the first to hold and what “problems” did he face?	
Why did Hamilton have a “keen interest” in the west, and why did he not like the people who lived there?	
What was the “cheap economic engine” of western Pennsylvania? Explain.	
Why did the economy of western Pennsylvania not align with Hamilton’s “vision for America?”	

**Growing Unrest:** View the following three video clips that detail the creation of the Whiskey Act and related responses to the new taxation, recording your notes and answers to the questions below. Prepare to share your responses with your classmates.

<p><b>Clip #5: The Whiskey Act (5:01)</b></p> 	Notes:
Based on the clip, what was the First Report on the Public Credit (1790)?	
What was the “Whiskey Act” designed to do?	
What was considered “the west” at this time, and what was the status of Pittsburgh?	

<p>For what reasons were people in the west “put off” by the new whiskey tax, and what specifically “was a bridge too far?”</p>	
<p><b>Clip #6: Three Factions (6:02)</b></p> <div style="border: 2px solid orange; padding: 10px;"> <p>Opposition</p> <ul style="list-style-type: none"> <li>• The Federal Government reduced the tax by one cent</li> <li>• Soon open riots were occurring <ul style="list-style-type: none"> <li>• Tax Collector Robert Johnson was tarred and feathered</li> <li>• The Whiskey Tax went largely uncollected due to these violent outbursts</li> </ul> </li> <li>• In 1792, Hamilton advocated military action to suppress violent resistance <ul style="list-style-type: none"> <li>• Attorney General Randolph disagreed</li> <li>• Lack of evidence to justify it</li> </ul> </li> </ul>  </div>	<p><b>Notes:</b></p>
<p>How did “moderates” approach the new tax on whiskey?</p>	
<p>Based on the clip, who were William Findley and Albert Gallatin and what roles did they play?</p>	
<p>How did Alexander Hamilton and Congress respond to the moderates’ efforts, and what factions then began to “emerge?”</p>	
<p>According to Brady Crytzer, who was Robert Johnson, what happened to him, and who was responsible?</p>	
<p>Explain the significance of the historical episodes of Johnson and Robert Williams, as discussed in the clip.</p>	
<p><b>Clip #7: Leading to the Rebellion (6:10)</b></p>	<p><b>Notes:</b></p>

	
<p>By 1792, what was Alexander Hamilton “petitioning” President George Washington to do?</p>	
<p>Why was 1793 “a terrible year,” and why did the western Pennsylvania farmers feel that they were being ignored?</p>	
<p>According to Brady Crytzer, how did the Washington administration try to enforce the whiskey tax and why did these efforts focus on western Pennsylvania? Explain.</p>	
<p>Based on the clip, who was John Neville, what was his background, and how was he viewed?</p>	
<p>According to Crytzer, why did people condemn Neville?</p>	

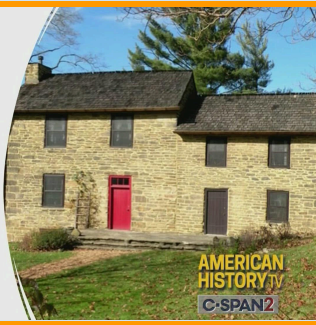
**Revolt and Rebellion:** *View the following five video clips that explain the events and aftermath of the Whiskey Rebellion, recording your notes and answers to the questions below. Prepare to share your responses with your classmates.*

**Clip #8: The First Shots (2:27)**

**Notes:**

Lenox

- Lenox was able to issue most of his writs without any incident
  - He would be joined by John Neville as a guide
- He would be fired upon at Miller's Farm
  - Bethel Park, PA
- Lenox would retreat to Pittsburgh



What began to “go out” in 1794, and how were they “necessarily prejudicial?”

Based on the clip, what role did John Neville and David Lenox have?

According to Brady Crytzer, what happened when Neville and Lenox reached William Miller’s home?

What “scary scene” followed?

**Clip #9: Battle of Bower Hill and Radicalism (4:23)**

**Notes:**


Rebel Response

- Whiskey Radicals like Washington County Lawyer David Bradford now took center stage
  - Bradford lead a movement in Pittsburgh that intercepted mail to find those he deemed as traitors
- Finding several letters condemning the Radicals, Bradford called for a meeting on Braddock’s Field
- There were clear plans to march on Pittsburgh and burn it down



Based on the clip, what happened when John Neville returned to his home?

According to Brady Crytzer, who was Oliver

Miller and what happened to him?	
Summarize the events of the “second day” at Bower Hill. Why was it a “powerful moment?”	
Who was David Bradford, and how did he “escalate” the Whiskey Rebellion?	
Detail what occurred during Bradford’s “big moment,” and what became clear to President George Washington.	
<p><b>Clip #10: Washington’s Response (2:05)</b></p> <div data-bbox="210 630 772 954" style="border: 2px solid orange; padding: 10px;"> <p>Washington’s Debate</p> <ul style="list-style-type: none"> <li>• Washington needed to confront the rebels <ul style="list-style-type: none"> <li>• Did not want to alienate public opinion</li> <li>• Cabinet members urged military action with the exception of Sec. of State Edmond Randolph</li> </ul> </li> <li>• Before troops could be raised, the Militia Act of 1792 required that a justice of the United States Supreme Court certify that law enforcement was beyond the control of local authorities.</li> </ul> <div style="text-align: right; margin-top: 10px;">  </div> </div>	<p><b>Notes:</b></p>
Who did President George Washington “call upon” for assistance?	
Based on the clip, what did Washington do for the first and only time in American history?	
Who was the “true commander” of the expedition?	
According to Brady Crytzer, what was the outcome of the expedition?	
<p><b>Clip #11: Punishment and Aftermath (2:48)</b></p>	<p><b>Notes:</b></p>

### The Rebellion Collapses

- The insurrection collapsed as the army marched into western Pennsylvania in October 1794.
- Some of the most prominent leaders of the insurrection fled westward to safety.
  - David Bradford among them
- Federal government officials arrested about thirty people and brought them back to Philadelphia for trial.



Why was there no great “showdown” during the Whiskey Rebellion?

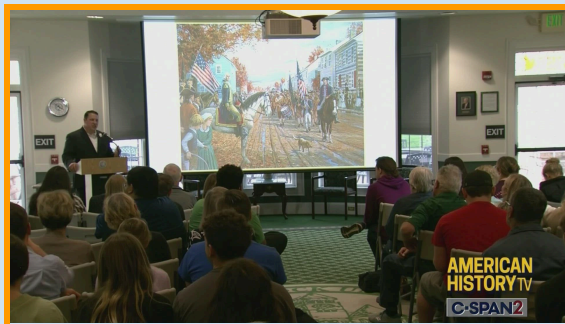
How was the military expedition a “police action?” Explain.

Based on the clip, what happened to most of those who were arrested? Why?

According to Brady Crytzer, what happened to the 30 individuals who were kept under arrest?

Who were “sentenced to hang” for their actions, and what happened to them?

### Clip #12: Trading Whiskey (2:17)




Notes:

Where was the “market” for whiskey distillers from western Pennsylvania?

What was the “challenge” for the whiskey distillers?	
Based on the clip, what treaties were signed shortly after the Whiskey Rebellion ended?	
According to Brady Crytzer, how might history have been different if the treaties were signed earlier? Explain.	

**Reflection:** View the following final video clip that provides closing thoughts for the lesson, recording your notes and answers to the questions below. Prepare to share your responses with your classmates.

<p><b>Clip #13: “The Western Insurrection” (1:22)</b></p> 	Notes:
What was the Whiskey Rebellion called “in its own time?” Why?	
Based on the clip, how did Thomas Jefferson use the Whiskey Rebellion while running for President?	
How and why did Alexander Hamilton try to “minimize” the event?	

**Closure:** Using what you learned in the lesson, complete the following prompt.

**Having learned about the 1790s Whiskey Rebellion, assess its significance as part of American history. *Be sure to include evidence from the video clips in the lesson to support your argument.***