Unit 2
Forming A New Nation

What You Will Learn

Chapter 5 The American colonists, although united with Britain throughout the French and Indian War, grew rebellious over Britain’s effort to control them. As tensions increased, the spirit of rebellion turned into a call for independence and war.

Chapter 6 In 1776, the colonists officially announced their Declaration of Independence. A difficult war followed. The American Revolution ended in 1783 with the signing of a peace treaty declaring American independence from British rule. The United States was finally its own nation.

Chapter 7 The new United States set up its first national government. Weaknesses in the Articles of Confederation, however, led to the drafting of a new constitution for the nation. After much debate, the states approved the Constitution, but many insisted that a bill of rights be added.

Citizenship Handbook To be an active citizen, it is important to understand the ideas behind the U.S. Constitution.

Focus Your Learning As you study this unit and take notes, you will find the information to answer the questions below. Answering the Chapter Essential Questions will help build your answer to the Unit Essential Question.

Chapter 5 Focus Question How did the relationship between Britain and the colonies fall apart? (page 64)

Chapter 6 Focus Question How did the American colonists gain their independence? (page 78)

Unit 2 Focus Question How did the colonists break away from Britain and create a republican form of government? (page 119)

Chapter 7 Focus Question What were major successes and failures of the government under the Articles of Confederation? (page 92)
Chapter 5

The Road to Revolution 1745–1776

What You Will Learn

Britain and the colonists win the French and Indian War. When Britain tries to use greater control over the colonies, tensions mount and finally erupt into a war of revolution.

Chapter 5 Focus Question

As you read this chapter, keep this question in mind: How did the relationship between Britain and the colonies fall apart?

Section 1

Trouble on the Frontier

Section 1 Focus Question

How did the British gain French territory in North America? To begin answering this question,

- Understand what caused war between Britain and France.
- Find out why British generals suffered early defeats.
- Learn about the Battle of Quebec and the Treaty of Paris.

Section 1 Summary

Britain and France fought over American territory. After several defeats, the British won the key battle of Quebec. The French gave their American territories to Britain and Spain.

Competing Empires

In 1753, the French began building forts to protect their claim to the Ohio River valley. The Virginia Colony claimed the land, too. The governor of Virginia sent soldiers, led by young George Washington, to build a fort where the Ohio River forms. But the French were already building Fort Duquesne (du KANE) at the spot. A large French army forced Washington and his men to return to Virginia.

In Albany, New York, colonial leaders discussed war with France and a possible alliance, or agreement, with the Iroquois. The Iroquois, believing the French had the stronger military advantage, chose not to ally with the British. At the meeting,
Benjamin Franklin presented his Albany Plan of Union. Under this plan, colonial assemblies would elect a council that had authority over western settlements, as well as the power to organize armies and collect taxes to pay war expenses. The Albany Congress agreed to the plan, but the colonial assemblies, fearful of losing control of their taxes and armies, rejected it.

**Early British Defeats**

In 1755, the British government sent General Edward Braddock to push the French from the Ohio River valley. Braddock did not know the fighting styles of Native Americans. As Braddock’s troops and Virginia militia neared Fort Duquesne, the French and their Native American allies launched an ambush. Braddock and more than half his men were killed. Also in 1755, the colonials were defeated at Fort Niagara and Lake George.

In May 1756, Britain declared war on France—the official beginning of the Seven Years’ War. Shortly after, the French captured two more British forts.

**The British Turn the Tide**

William Pitt became Britain’s prime minister in 1757. He appointed generals whose talents were equal to the French challenge. In 1758, Britain captured the fort at Louisbourg and then Fort Duquesne. These two victories, followed by others, convinced the Iroquois to ally with the British. With growing confidence, Britain prepared to attack the city of Quebec, the capital of New France.

The Battle of Quebec took place in September 1759. General James Wolfe led the British to victory over General Montcalm. Without Quebec, France could not defend the rest of its territories. In 1763, the two countries signed the Treaty of Paris. France ceded, or surrendered, almost all of its North American possessions to Britain and Spain.
Section 1 Notetaking Study Guide

Question to Think About  As you read Section 1 in your textbook and take notes, keep this section focus question in mind: How did the British gain French territory in North America?

Use this chart to record key information from the section. Some information has been filled in to get you started.

<table>
<thead>
<tr>
<th>Competing Empires</th>
</tr>
</thead>
<tbody>
<tr>
<td>The French and Indian War begins</td>
</tr>
<tr>
<td>• By the 1750s, the British and French were in conflict over the <strong>Ohio River valley</strong>_.</td>
</tr>
<tr>
<td>• To protect Britain’s claim to the valley, ____________________ built Fort Necessity south of France’s Fort <strong>Duquesne</strong>_.</td>
</tr>
<tr>
<td>• A large French army forced Washington to _________________.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>The Albany Congress</th>
</tr>
</thead>
<tbody>
<tr>
<td>• During a meeting in Albany, New York, colonial leaders discussed how to win the war and forming an alliance with the <strong>Iroquois</strong>_. who refused to ally with the British.</td>
</tr>
<tr>
<td>• ________________ drew up the Albany Plan of Union.</td>
</tr>
<tr>
<td>• Provisions of the Plan:</td>
</tr>
<tr>
<td>1. A council would have authority over ________________ and relations with ________________.</td>
</tr>
<tr>
<td>2. The council could organize ________________ and collect ________________.</td>
</tr>
<tr>
<td>• Colonial assemblies ________________ the plan.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Early British Defeats</th>
</tr>
</thead>
<tbody>
<tr>
<td>• British General ________________ was defeated at Fort Duquesne when he ignored warnings about the dangers of ambushes.</td>
</tr>
<tr>
<td>• In May 1756, Britain declared war on France, the official beginning of the ___________ _________.</td>
</tr>
<tr>
<td>• French General Montcalm captured ________________ on Lake Ontario and ________________ on Lake George.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>The British Turn the Tide</th>
</tr>
</thead>
<tbody>
<tr>
<td>• British Prime Minister ________________ sent top generals to command the British.</td>
</tr>
<tr>
<td>• In the fall of 1758, the British took _________________.</td>
</tr>
<tr>
<td>• In 1759, the British captured _________________, the capital of New France. The other major French city, _________________, fell in 1760.</td>
</tr>
</tbody>
</table>

Terms of the Treaty of Paris, 1763
• Britain’s new territories: ________________ |
• Spain’s new territories: ________________ |

Refer to this page to answer the Chapter 5 Focus Question on page 77.
Section 2
The Colonists Resist Tighter Control

Section 2 Focus Question
How did the French and Indian War draw the colonists closer together but increase friction with Britain? To begin answering this question,

- Find out why Britain prevented colonists from settling beyond the Appalachian Mountains.
- Learn why Britain tried to increase the colonists’ taxes.
- Find out how the colonists reacted to the Stamp Act.
- Understand why the Townshend Acts led to protests.

Section 2 Summary
To pay its war debts, Britain levied new taxes and controls on the American colonists. Each new act caused greater disunity between the British government and the colonies.

Conflict With Native Americans
By 1763, Britain controlled most of North America east of the Mississippi River. Native Americans within this region feared the encroachment of British settlers onto their lands. In May 1763, the Ottawa leader, Pontiac, attacked British settlements. Many settlers were killed, and Britain struck back. By August, Pontiac’s forces were defeated. Pontiac fought for another year, but by fall 1764, the war was over.

To avoid more conflicts, Britain issued the Proclamation of 1763. It banned colonial settlements west of the Appalachian Mountains. Many colonists felt the ban went against their right to live where they pleased.

British Rule Leads to Conflict
The colonists were proud of helping to win the French and Indian War. Most colonists felt some independence from Britain, but they were still loyal British subjects. That loyalty began to erode when Britain, now deeply in debt from the French and Indian War, began to pass new taxes.

In 1764, Parliament passed the Sugar Act, which put a duty, or import tax, on several products, including molasses. Colonial merchants protested. A year later, Parliament tried to save money with the Quartering Act. This law made
Checkpoint
Describe what the Quartering Act required colonists to do.

Checkpoint
State how colonial merchants protested the Stamp Act.

Checkpoint
Name the informational organization set up by Samuel Adams.

Reading Strategy
The Townshend Acts resulted in problems both in the colonies and back in Britain. In the bracketed paragraph, underline the cause of problems in Britain. Circle the effects.

Checkpoint
Protests Spread
In 1767, Parliament passed the Townshend Acts, which taxed products imported into the colonies. To enforce these taxes, and to find smuggled goods, officers used writs of assistance. These legal documents allowed customs officers to make searches without saying what they were looking for.

Colonists boycotted British goods to protest this violation of their rights. Merchants in Britain suffered from the boycott. They pressured Parliament to repeal the Townshend duties, which it did—except for the tax on tea.

Then, on March 5, 1770, soldiers in Boston fired into an angry crowd, killing five. After this Boston Massacre, Samuel Adams established a Committee of Correspondence in Massachusetts. Soon other colonies set up similar committees. They wrote letters and pamphlets to keep colonists informed of British actions. This helped to unite the colonies.

Check Your Progress
1. Why did Britain pass the Sugar Act and Quartering Act?

2. How did the Committee of Correspondence unite the colonists?
Section 2 Notetaking Study Guide

**Question to Think About** As you read Section 2 in your textbook and take notes, keep this section focus question in mind: **How did the French and Indian War draw the colonists closer together but increase friction with Britain?**

- Use this chart to record key information from the section. Some information has been filled in to get you started.

<table>
<thead>
<tr>
<th>Year</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1754–1763</td>
<td>Colonists fought alongside the British to win the French and Indian War, expecting gratitude for their service. But the war put Britain deeply in debt.</td>
</tr>
<tr>
<td>1763</td>
<td>Britain issued the ________________, banning settlement west of the Appalachian Mountains. The British hoped to avoid more wars with Native Americans, but the colonists largely ________________ the ban.</td>
</tr>
<tr>
<td>1764</td>
<td>Colonists protested the ________________, which put a ________________ on several products, including molasses, and called for harsh punishment of ________________.</td>
</tr>
<tr>
<td>1765</td>
<td>Colonists protested the ________________, which required them to provide homes and food for British soldiers. Colonists also protested the ________________, which put a tax on items such as newspapers and legal documents. Colonial governments declared that only they could levy taxes. Patrick Henry made an emotional speech that bordered on ________________. Colonial merchants ________________ British goods.</td>
</tr>
<tr>
<td>1766</td>
<td>Parliament repealed the ________________, but passed the ________________, which claimed that Parliament had total authority over the colonies.</td>
</tr>
<tr>
<td>1767</td>
<td>The ________________ set up a system to enforce new import duties. Colonists protested court orders called ________________, which were used to search for illegal goods. Once again, the colonists boycotted.</td>
</tr>
<tr>
<td>1770</td>
<td>Parliament repealed all the Townshend duties, except the one on __________. That tax was left in force to demonstrate ________________. On March 5, the ________________ occurred, in which five Boston citizens were killed and six were injured. The colonies set up ________________ to keep colonists informed of British actions.</td>
</tr>
</tbody>
</table>

Refer to this page to answer the Chapter 5 Focus Question on page 77.
Section 3

From Protest to Rebellion

Section 3 Focus Question
How did British tax policies move the colonists closer to rebellion? To begin answering this question,
• Understand why the colonists resented the Tea Act.
• Learn how Britain responded to the Boston Tea Party.
• Read about the battle that began the Revolution.

Section 3 Summary
The colonists’ protests over British policies continued to rise until the British sent in troops to control the situation. This caused a confrontation that started the American Revolution.

A Dispute Over Tea
Although most of the Townshend duties had been repealed, the tax on tea remained. Then in 1773, Parliament passed the Tea Act. It gave the British East India Company a monopoly on British tea. This meant that the company had total control over all tea sold in the colonies. The Tea Act actually lowered the price of tea, but it also kept colonial merchants from selling Dutch tea at competitive prices.

The colonists resented the tea tax and the way it limited competitive commerce. To protest the Tea Act, the Sons of Liberty prevented the unloading of tea from the East India Company at many of the colonial ports. However, in Boston, Governor Thomas Hutchinson decided not to allow the tea ships to leave port until they were unloaded.

On the night of December 16, 1773, a large group of men disguised as Native Americans boarded the tea ship waiting in Boston harbor. The ship’s cargo of tea, worth thousands of dollars, was tossed into Boston harbor. This event became known as the Boston Tea Party.

The Intolerable Acts
In response to the Boston Tea Party, the angry British government passed harsh laws. The colonists called them the Intolerable Acts. The laws closed the port of Boston, increased the powers of the royal governor, decreased the power of colonial self-government, and strengthened the
Quartering Act. Parliament also passed the Quebec Act. This set up new Canadian boundaries that blocked colonists from moving west.

As citizens in all the colonies sent food and supplies to help Boston through the embargo, the Committee of Correspondence held a meeting to discuss what to do next. This meeting, known as the First Continental Congress, took place in Philadelphia in 1774. Delegates from all the colonies except Georgia took part. The Congress demanded that Parliament repeal, or officially end, the Intolerable Acts. It also declared that the colonists had a right to tax and govern themselves. The Congress made training militias a priority, and the delegates called for a new boycott against British goods. Finally, the Congress voted to meet again in May 1775 if their demands weren’t met.

The Shot Heard Round the World
Britain rejected the demands of the First Continental Congress. It decided to restore its authority in the colonies by force. The colonists formed militia units called minutemen. These were citizen soldiers who could be ready to fight in a minute.

In April, the governor of Massachusetts sent troops to seize the colonists’ weapons stored at Concord, Massachusetts, and capture important colonial leaders. On April 18, 1775, Paul Revere and William Dawes rode all night to warn the minutemen that the British were on the march. The British soldiers and the minutemen had their first confrontation in the town of Lexington, Massachusetts. A shot now known as “the shot heard round the world” was fired, setting off gunfire between the soldiers and the minutemen. In nearby Concord, another battle was taking place. The American Revolution had begun.

Check Your Progress
1. What prompted the British to pass the Intolerable Acts?

2. What did the First Continental Congress accomplish?
**Section 3 Notetaking Study Guide**

**Question to Think About**  As you read Section 3 in your textbook and take notes, keep this section focus question in mind: **How did British tax policies move the colonists closer to rebellion?**

- Use this chart to record key information from the section. Some information has been filled in to get you started.

<table>
<thead>
<tr>
<th>Escalating Toward Rebellion</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Tea Act</strong></td>
</tr>
<tr>
<td>What it did:</td>
</tr>
<tr>
<td>- It lowered the price of tea, but kept the tea tax.</td>
</tr>
<tr>
<td>- It gave the East India Tea Company a British tea monopoly.</td>
</tr>
<tr>
<td>- It prevented colonial merchants from ______________________.</td>
</tr>
<tr>
<td>Colonial reaction:</td>
</tr>
<tr>
<td>- They stopped East India ships from ______________________.</td>
</tr>
<tr>
<td>- They dumped ______________________.</td>
</tr>
</tbody>
</table>

| The Intolerable Acts       |
| What prompted their enactment: |
| - They were Britain's response to ______________________. |
| What they did:             |
| - ______________________. |
| - ______________________. |
| - ______________________. |
| - ______________________. |
| - ______________________. |
| - ______________________. |
| - ______________________. |
| - ______________________. |
| - ______________________. |
| The Quebec Act             |
| - Took away ______________________. |
| - Blocked ______________________. |

| First Continental Congress |
| What it was:               |
| - a meeting in ______________________ in September and October of ________ to decide what to do next |
| What it did:               |
| - ______________________. |
| - ______________________. |
| - ______________________. |
| - ______________________. |
| - ______________________. |
| - ______________________. |
| Britain's reaction         |
| Britain chose to use ______________________. |

<table>
<thead>
<tr>
<th>Battles of Concord and Lexington</th>
</tr>
</thead>
<tbody>
<tr>
<td>On the night of April 18, 1776, ______________________ and William Dawes rode to warn the ______________________ that the British were on their way. The first shot was fired at ______________________. By the time the British retreated to Boston, almost ______________________ British soldiers had been killed or wounded.</td>
</tr>
</tbody>
</table>

Refer to this page to answer the Chapter 5 Focus Question on page 77.
Section 4
The War Begins

Section 4 Focus Question
How did the American Revolution begin? To begin answering this question,
• Read how the Second Continental Congress started to act like a government and began to prepare for war.
• Understand why the Battle of Bunker Hill was such an important conflict for the colonists.

Section 4 Summary
The Second Continental Congress prepared for war with Britain. Parliament sent a large army to end the revolt. Early battles between the British and the colonists indicated that the colonists could and would fight for their freedom.

The Second Continental Congress
In May 1775, the Second Continental Congress met in Philadelphia. Some delegates wanted to declare independence from Britain. Others wanted to work for peace. Nearly all realized that they had to prepare for war. They formed the Continental army, made George Washington the commander, and printed paper money to pay for war expenses.

Like the delegates, the American people themselves were split in their loyalties. Farmers, workers, and many merchants who were affected by the new tax laws were willing to fight for independence. They were called Patriots. Those who owned property and held government positions were Loyalists. They remained loyal to the British monarchy in order to keep their lands and positions. Also siding with the British were many enslaved African Americans who hoped to win their freedom, and Native Americans who feared losing their lands if the colonists won the war.

As the Second Continental Congress began, Patriot Ethan Allen and his Green Mountain Boys captured Fort Ticonderoga, a British fort near Lake Champlain. This victory provided the colonists with much-needed weapons, especially cannons.

In July 1775, the Second Continental Congress sent two petitions to the King. The first one, called the Olive Branch Petition, stated that the colonists were the King’s loyal
subjects. The second stated that the colonists were ready to fight for their freedom. The British Parliament ignored the Olive Branch Petition and voted to send 20,000 soldiers to the colonies to end the revolt.

**Early Battles**

By June 1775, there were 6,500 British troops camped in Boston, while about 10,000 Americans surrounded the city. Nearly 1,600 of the colonial militia were atop Breed’s Hill, which overlooked the city. More were on nearby Bunker Hill. These colonial troops were farmers and workers, not trained soldiers. British General William Howe decided to attack straight up the hill. His first and second attacks failed, and many of his men were killed. His third attack succeeded, but only because the Americans ran out of ammunition. The British won this battle, known as the Battle of Bunker Hill, but it proved that the Americans could successfully fight.

In July 1775, George Washington took charge of the army surrounding Boston. He had the cannons seized earlier at Fort Ticonderoga moved to high ground overlooking Boston. This made it impossible for the British to defend the city. On March 17, 1776, the British withdrew from Boston. Although the Americans won this battle, Britain still held most of the advantages. Its navy blockaded, or shut off, American ports. The British also strengthened their ranks with hired mercenaries, soldiers who serve another country for money.

While Washington trained one army outside Boston, two other armies tried to invade Canada and take Quebec. One was led by Richard Montgomery; the other by Benedict Arnold. Due to severe winter weather, sickness, and hunger, the attack failed. The Americans withdrew, leaving Canada to the British.

**Check Your Progress**

1. What did the Continental Congress do to prepare for war?

   ________________________________________________________________

2. Why was the Battle of Bunker Hill so important?

   ________________________________________________________________

   ________________________________________________________________
Section 4 Notetaking Study Guide

Question to Think About  As you read Section 4 in your textbook and take notes, keep this section focus question in mind: How did the American Revolution begin?

► Use this chart to record key information from the section. Some information has been filled in to get you started.

### Preparing for War

**Second Continental Congress**
- **Date:** May 1775
- **New delegates:** Thomas Jefferson, ________________, and ________________
- **Steps taken:**
  - ________________
  - ________________
  - ________________

**Colonists Divided**
- Colonists who wanted independence were called __________________________ .
- Colonists who were loyal to the British Crown were called_________________ .

**Fort Ticonderoga**
- On May 10, 1775, ________________ and 83 men, called the ________________ ____________________ captured Fort Ticonderoga. The men seized weapons, including __________________________, which were later moved to Boston.

**Petitions to Britain**
- These two resolutions showed the uncertainty among the colonists:
  - The Olive Branch Petition stated that ________________ .
  - The Declaration of the Causes and Necessities of Taking Up Arms stated that the colonists were ready to die for freedom ___.

### Early Battles

**Bunker Hill**
- The British won the Battle of Bunker Hill after the third ______attack____ because the American militia ran out of ________________ . This battle proved that the Americans could __________________________.

**Canada**
- In December 1775, one army led by ________________ and another led by ________________ invaded Canada and attacked the city of ________________ . The attack failed.

Refer to this page to answer the Chapter 5 Focus Question on page 77.
Chapter 5 Assessment

**Directions:** Circle the letter of the correct answer.

1. Over which area did Britain and France go to war?
   - A  the city of Quebec
   - B  land east of the Appalachian Mountains
   - C  the Ohio River valley

2. Why did Britain increase the colonists’ taxes?
   - A  to pay for war debts
   - B  to exert control over the colonies
   - C  to pay for the costs of imports

3. What did the colonists resent most about the Tea Act?
   - A  It raised the price of tea.
   - B  It strengthened the law against smuggling.
   - C  It gave Britain a tea monopoly.

**Directions:** Follow the steps to answer this question:

**How united were the colonists against Britain?**

**Step 1:** Recall information: Identify the colonists who supported independence from Britain and those who did not.

<table>
<thead>
<tr>
<th>Who Supported America’s Independence?</th>
<th>Who Did Not Support America’s Independence?</th>
</tr>
</thead>
</table>

**Step 2:** Compare and contrast: Briefly describe the differences between the two sides.

<table>
<thead>
<tr>
<th>Those Who Supported American Independence</th>
<th>Those Who Did Not Support American Independence</th>
</tr>
</thead>
</table>

**Step 3:** Draw conclusions: Complete the topic sentence that follows. Then write two or three more sentences that support your topic.

The colonies’ conflict with Britain also caused a conflict between ____________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________
Chapter 5 Notetaking Study Guide

Now you are ready to answer the Chapter 5 Focus Question: **How did the relationship between Britain and the colonies fall apart?**

- Complete the charts to help you answer this question. Use the notes that you took for each section.

### The Path to Revolution

**Result of the French and Indian War**

- Although the Treaty of Paris gave Britain more North American territory, Britain banned settlement west of the _______________________.
  - Britain hoped this would __________ avoid more costly wars with Native Americans ________.
- Because the French and Indian War left Britain in debt, Parliament increased the colonists’ ______________________ to raise money, and expected the colonists to house and feed ______________________ to save money.
- Expecting gratitude for their role in winning the war, the colonists became outraged. The colonists organized ___________ against British goods.

### Cause and Effects of the Tea Act

- Colonists protested the Tea Act by ______________________.
- The British retaliated by ______________________.
- The First Continental Congress called for __________________ a trained militia ____________.
- The “shot heard round the world” occurred in ____________________________.

### Preparing for War

- The Second Continental Congress established the ______________________ with ______________________ as its commander.
- Ethan Allen and his men captured Fort _____________________________.
- The Second Continental Congress sent Britain a declaration stating that they were __________ willing to die fighting for freedom.

### Results of Early Battles

- The Americans __________ the Battle of Bunker Hill because they ran out of ___________________________.
- The British finally left Boston, but their navy was able to __________________________ American ports, and their army was strengthened because they hired ______________________.
- After an American attack on Quebec failed, Canada was left for the ___________________________.

Refer to this page to answer the Unit 2 Focus Question on page 119.
Chapter 6
The American Revolution (1776–1783)

What You Will Learn

In 1776, the colonies declared their independence from Britain. Then they fought a difficult war for their freedom. The American Revolution ended in 1783 with a peace treaty declaring American independence from British rule.

Chapter 6 Focus Question

As you read this chapter, keep this question in mind: How did the American colonists gain their independence?

Section 1

A Nation Declares Independence

Section 1 Focus Question

Why did many colonists favor declaring independence? To begin answering this question,
• Find out how the call for independence gained support.
• Learn how the Declaration of Independence explained the colonists’ reasons for breaking away from British rule.
• Read about the final steps the colonists took to declare their freedom from Britain.

Section 1 Summary

The first half of the year 1776 saw a change in the colonists’ thinking about their relationship with Britain. These months were also filled with actions by Patriots and Congress. These actions led to a formal statement of independence.

A Call for Independence

In early 1776, few colonists supported a struggle for independence. The publication of Thomas Paine’s Common Sense, however, marked the beginning of a shift in people’s thinking. In May 1776, Richard Henry Lee presented to Congress a resolution, or formal statement of opinion, on the right of the colonies to be free. Congress then asked Thomas Jefferson to draft a document listing reasons why the colonies should separate from Britain.

Key Events

1776
The Continental Congress issues the Declaration of Independence.

1777
The American victory at Saratoga marks the turning point in the war.

1781
British troops surrender to the Americans at the Battle of Yorktown.
The Declaration of Independence

Jefferson’s brilliance as a writer is evident in the Declaration of Independence. The document has a logical flow through an introduction and three distinct sections.

Preamble: This introduction explains why the document is being written.

General Ideas About Society and Government: This section states the colonists’ basic beliefs:
- All people have natural rights.
- Government should protect those rights.
- When government fails to protect people’s rights, the people should abolish the government.

List of Grievances: This section states the formal complaints against King George III of England. He is accused of failing to protect the colonists’ rights. Beyond that, the King is accused of actually violating their rights.

Conclusion: This section puts together the colonists’ beliefs and grievances to show that the only course left to the colonists is to dissolve all political ties with Britain. An ending pledge demonstrates the seriousness of the colonists’ declaration of independence.

Impact of the Declaration

Congress met in July 1776 to decide whether to adopt Lee’s resolution and approve the Declaration of Independence. On July 4, 1776, the approval was announced. The Declaration was signed by the delegates on August 2. From that time forward, the Patriots were fighting to become an independent nation.

Check Your Progress

1. What two things happened to bring the colonists and the Congress closer to a formal call for independence?

2. What did the signing of the Declaration of Independence mean for the colonists?

Vocabulary Builder

If the noun logic means “careful thought,” what does the adjective logical mean? Write a definition from context clues in the underlined sentence.

Checkpoint

State the purpose of the Preamble.

Checkpoint

Describe the event that occurred on August 2, 1776.
**Section 1 Notetaking Study Guide**

**Question to Think About**  As you read Section 1 in your textbook and take notes, keep this section focus question in mind: **Why did many colonists favor declaring independence?**

Use these charts to record key information from the section. Also refer to the Declaration of Independence on pages 174–178 of your textbook. Some information has been filled in to get you started.

### A Call for Independence

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 1776</td>
<td>Publication of <strong>Common Sense</strong></td>
<td>• People inspired by words</td>
</tr>
<tr>
<td></td>
<td>Description: a pamphlet by ___________</td>
<td>• <strong>500,000 copies</strong> distributed</td>
</tr>
<tr>
<td></td>
<td>explaining ________________</td>
<td></td>
</tr>
<tr>
<td>May 1776</td>
<td>Introduction of Virginia resolution to Congress</td>
<td>• ________________</td>
</tr>
<tr>
<td></td>
<td>Description: _____________________________</td>
<td></td>
</tr>
</tbody>
</table>

### The Declaration of Independence

<table>
<thead>
<tr>
<th>Sections</th>
<th>Important Points to Remember</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preamble</td>
<td>• States why the document was written: <strong>to explain</strong> the need for independence</td>
</tr>
<tr>
<td>Declaration of Natural Rights</td>
<td>• __________________________</td>
</tr>
<tr>
<td>List of Grievances</td>
<td>• __________________________</td>
</tr>
<tr>
<td>Resolution of Independence</td>
<td>• <strong>The colonists say they are free</strong></td>
</tr>
<tr>
<td>Date approved:</td>
<td>____________________________</td>
</tr>
<tr>
<td>Date signed:</td>
<td>____________________________</td>
</tr>
<tr>
<td>Immediate result:</td>
<td>____________________________</td>
</tr>
<tr>
<td>Lasting result:</td>
<td><strong>People remain inspired by the notion that “all men are created equal.”</strong></td>
</tr>
</tbody>
</table>

Refer to this page to answer the Chapter 6 Focus Question on page 91.
Section 2
A Critical Time

Section 2 Focus Question
How were the early years of the war a critical time? To begin answering this question,
• Read about the military setbacks for the Continental army.
• Learn how the Continental soldiers’ spirits were raised.
• Read why the Battle of Saratoga was a turning point.
• Note how Europeans helped Americans in their fight.
• Describe the Continental army’s struggles at Valley Forge.

Section 2 Summary
The early years of the war included losses as well as victories for the Continental army. Help came in surprising ways to cause the tide to turn in favor of the Americans.

Retreat From New York
By mid-1776, the war shifted from Boston and New England to the Middle States. In New York, the Continental army did not fight well against the British. Sir William Howe led 34,000 British troops and 10,000 sailors. They attacked the smaller, less experienced American forces on Long Island. Washington and his troops had to retreat several times. Nathan Hale emerged as an American hero. He volunteered to spy on the British at Long Island. He was caught and hanged. His famous last words were, “I only regret that I have but one life to lose for my country.”

Surprises for the British
By December 1776, the Continental army had retreated all the way into Pennsylvania. The soldiers’ spirits plunged as they failed to achieve any victories. Some soldiers even began to desert the army. Thomas Paine wrote The Crisis to inspire soldiers to remain committed to freedom.

On Christmas night, Washington led his soldiers across the Delaware River for a surprise attack on Trenton from two sides. The defeated troops were Hessian mercenaries, or soldiers who are paid to fight for a country other than their own. Another American attack near Princeton boosted spirits throughout the army.

Key Events

<table>
<thead>
<tr>
<th>Year</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>1776</td>
<td>The Continental Congress issues the Declaration of Independence.</td>
</tr>
<tr>
<td>1777</td>
<td>The American victory at Saratoga marks the turning point in the war.</td>
</tr>
<tr>
<td>1781</td>
<td>British troops surrender to the Americans at the Battle of Yorktown.</td>
</tr>
</tbody>
</table>

Checkpoint
List two reasons the Continental army had to keep retreating from General Howe’s attacks.

_______________________________

_______________________________

Checkpoint
Explain why Thomas Paine wrote The Crisis.

_______________________________

_______________________________

Unit 2 Chapter 6 Section 2 81
Saratoga: A Turning Point
British General John Burgoyne came up with a plan to defeat the Americans. He designed a three-pronged attack to cut off New England from the other states. The Americans were successful in blocking British movements, however. On October 17, 1777, American General Horatio Gates and his troops forced Burgoyne to surrender in Saratoga, New York. This victory secured the New England states for the Americans and lifted the Patriots’ spirits. It also showed Europe that the Continental army might win the war.

Help From Overseas
In 1778, France became the first foreign country to sign a treaty with the United States. France and two of its allies, Spain and the Netherlands, then joined the war against Britain. This caused the British to fight in several areas besides North America, which helped the American cause.

Individual Europeans also aided the Americans. Marquis de Lafayette, a French noble, became a good friend of Washington’s as they led troops together. Casimir Pulaski from Poland trained the Patriot cavalry, or units of troops on horseback. Baron Friedrich von Steuben, a masterful German commander, was especially helpful. He taught American recruits how to march, aim, and attack with bayonets.

Valley Forge
Through the bitter winter of 1777–1778, Washington and his troops suffered terribly at Valley Forge, Pennsylvania. The army faced shortages in food, clothing, and medicine. Drafty huts could not keep out the chill. About one fourth of the soldiers were sick at any given time. Nevertheless, the soldiers gathered their strength and sharpened their skills for the battles to come.

Check Your Progress
1. What were the effects of the Battle of Saratoga?

2. How did European countries and individuals help the Americans?
Section 2 Notetaking Study Guide

Question to Think About  As you read Section 2 in your textbook and take notes, keep this section focus question in mind: **How were the early years of the war a critical time?**

Use these charts to record key information from the section.

### Important Battles and Places

<table>
<thead>
<tr>
<th>Where</th>
<th>When</th>
<th>What Happened</th>
<th>Why Important</th>
</tr>
</thead>
<tbody>
<tr>
<td>New York State</td>
<td></td>
<td>American forces had to keep retreating.</td>
<td></td>
</tr>
<tr>
<td>Trenton</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Saratoga</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Valley Forge</td>
<td>Winter of 1777–1778</td>
<td>The army gathered its strength for the coming battles.</td>
<td></td>
</tr>
</tbody>
</table>

### Important People

<table>
<thead>
<tr>
<th>Who</th>
<th>What They Did and Why It Was Important</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sir William Howe</td>
<td>• led British during the worst days of the war for the Patriots</td>
</tr>
<tr>
<td>Nathan Hale</td>
<td>• showed the highest level of commitment to freedom</td>
</tr>
<tr>
<td>Thomas Paine</td>
<td>•</td>
</tr>
<tr>
<td>George Washington</td>
<td>• great military leader and an inspiring hero</td>
</tr>
<tr>
<td>John Burgoyne</td>
<td>• British general who planned to cut off New England</td>
</tr>
<tr>
<td>Horatio Gates</td>
<td>•</td>
</tr>
<tr>
<td>Marquis de Lafayette</td>
<td>• helped Washington win key battles</td>
</tr>
<tr>
<td>Thaddeus Kosciusko</td>
<td>•</td>
</tr>
<tr>
<td>Casimir Pulaski</td>
<td>•</td>
</tr>
<tr>
<td>Baron von Steuben</td>
<td>• helped train the Continental army</td>
</tr>
</tbody>
</table>

Refer to this page to answer the Chapter 6 Focus Question on page 91.
Section 3
The War Widens

Section 3 Focus Question
How did the effects of the war widen? To begin answering this question,
• Learn why African Americans joined the war effort.
• Read about the role of American women in wartime, and financial difficulties created by the war.
• Find out how the war reached into the western frontier.
• Understand the importance of skirmishes at sea.

Section 3 Summary
The American Revolution was mostly centered in the colonies and fought by free men. All peoples and areas of the country were affected by the war, however.

African Americans in the War
Both free and enslaved African Americans were soldiers from the beginning of the war. The British offered freedom to all enslaved people who would serve on their side. Americans at first blocked African Americans from service in the army. Washington changed this policy after many African Americans joined the British side. By the end of the war, some 7,000 African Americans had joined the American forces. Most southern states still kept African Americans out of state armies, fearing slave revolts. Several northern states moved to end slavery during the Revolutionary War.

The War at Home
Difficult times during the war were not limited to soldiers. Civilians, or people not in the military, also had to deal with problems. These included food shortages, enemy attacks, and increased responsibilities in areas in which they usually had little involvement. Women especially experienced huge changes. With these changes came many new opportunities, however. Women successfully took on the roles traditionally held by their husbands, fathers, and brothers.

Hardships also occurred because of the monetary costs of fighting a war. Soldiers had to be paid and supplied. Without
the power to tax, Congress had to beg the states for money. Congress began to print money, known as *continentals*. As they printed more and more money, it eventually became practically worthless. ✔

**Fighting in the West**

As the war pushed into the western frontier, most Native Americans sided with the British. They feared that an American victory would result in more takeovers of their lands. In 1778, *George Rogers Clark* was sent by Virginia to try to capture British forts west of the Appalachian Mountains. During that year and the next, Clark and his forces took three important posts in the Ohio Valley area from the British and their Native American allies.

Spain also helped the Americans in the west. *Bernardo de Gálvez*, the governor of Louisiana, provided money and weapons for Clark. He offered American ships safe harbor in New Orleans. From 1779 to 1781, Gálvez played a key role in capturing British forts on the Mississippi River and the Gulf of Mexico. Wealthy Spanish women in Cuba, known as “Havana’s Ladies,” also joined together to give millions of dollars to the Americans at a time when money was desperately needed. ✔

**The War at Sea**

The American navy was tiny compared to the British fleet. Americans became skilled at hit-and-run attacks, however. One famous American sea victory came under the command of *John Paul Jones*. His ship, the *Bonhomme Richard*, defeated the British warship *Serapis* off the coast of England in a ferocious 1779 battle. The American navy was also assisted by hundreds of *privateers*. These ships were not part of any navy, but they were allowed by their governments to attack and loot enemy ships. ✔

**Check Your Progress**

1. What positive change happened for American women during the Revolution?

_________________________________________________________

2. What role did George Rogers Clark play in the battle on the western frontier?

_________________________________________________________
Section 3 Notetaking Study Guide

Question to Think About  As you read Section 3 in your textbook and take notes, keep this section focus question in mind: **How did the effects of the war widen?**

Use these cause-and-effect diagrams to record key information from the section. Some information has been filled in to get you started.

### African Americans in the War

- The British offered enslaved African Americans freedom in exchange for fighting on their side. Many African Americans join the British effort. Washington decides ____________________________

### The War at Home

- Many men enlist in the army. Women take over traditional male roles. Women on farms _____.
- Women in towns take over their husbands' businesses ______. Women in military camps ________________
- Congress has little money to pay for war. States ________________
- Congress ________________
- Women have new confidence and opportunities open to them. Printed money ________________

### Fighting in the West

- Most Native Americans choose to join the British side. George Rogers Clark is sent ____________________________
- He captures ____________________________
- Spain joins the American side. Bernardo de Gálvez ____________________________
- Havana’s Ladies ____________________________

### The War at Sea

- Huge British navy blockades American ports. Small American navy uses hit-and-run attacks ____________________________
- Famous naval battle between American ship ____________________________ and the British warship ____________________________
- Captain ____________________________ refuses to give up. American navy has help from some 800 ________________

Refer to this page to answer the Chapter 6 Focus Question on page 91.
Section 4

Winning Independence

Section 4 Focus Question
How did the Americans win the war and make peace? To begin answering this question,
- Read about the battles in the southern states and the final victory by the Americans in Virginia.
- Learn about the terms for peace in the Treaty of Paris.
- Find out why Americans won the war.
- Understand the lasting effects of the American Revolution.

Section 4 Summary
The British shifted their battle plans to southern states in what they thought would be a sure way to achieve victory. The strategy did not work. American troops took bold actions that resulted in a final American victory.

Fighting Moves South
In late 1778, the British began to focus their efforts on the South. Taking key cities, they moved from Florida all the way into North Carolina under Commander Charles Cornwallis. To slow the British advance, the Americans used guerrilla tactics, working in small groups to perform surprise hit-and-run attacks against the British. Francis Marion, also called the Swamp Fox, was the most famous leader of these attacks. Meanwhile, Loyalist bands burned, plundered, and killed men, women, and children throughout the South. In addition, a high-ranking American named Benedict Arnold, perhaps the most infamous traitor in American history, switched to the British side and led other Loyalists in successful attacks.

Things seemed very grim for the Patriots. By the fall of 1780, however, American fortunes began to improve. Patriots won key victories in South Carolina. General Nathanael Greene led American troops well. They began to push the British out of the Deep South. At this point, Cornwallis made a strategic blunder. He moved his troops to the Yorktown peninsula in Virginia, where he hoped to get help from the British fleet. However, French ships soon pushed out the British navy, and Washington’s American and

Key Events

1776
The Continental Congress issues the Declaration of Independence.

1777
The American victory at Saratoga marks the turning point in the war.

1781
British troops surrender to the Americans at the Battle of Yorktown.

Vocabulary Builder
The underlined word strategic is a form of the word strategy, which refers to moving troops into the best position for fighting.
French troops surrounded Cornwallis on land. Cornwallis was forced to surrender. Yorktown was the last major battle of the war. ✓

**Making Peace With Britain**

Following the surrender at Yorktown, the British Parliament decided it was time to make peace. The process began in Paris in 1782. Britain recognized the United States as independent. Borders were established for the new country—Canada to the north, the Atlantic Ocean on the east, Florida to the south, and the Mississippi River on the west. On April 15, 1783, Congress approved the Treaty of Paris, officially ending the war. General Washington bade farewell to his officers and returned to his plantation life. ✓

**Why Did the Americans Win?**

Four things worked in favor of the Americans during the Revolutionary War. First, the Americans knew the geography of the country and had local supply lines. Second, patriotism kept the troops fighting hard. Third, help from allies was a major part of American success. French military and naval assistance as well as money and privateers from Spain and the Netherlands were extremely important. Finally, the Americans had great leaders. George Washington’s courage and knowledge made him the nation’s most admired hero. ✓

**Impact of the Revolution**

After winning the war, the United States was finally an independent nation with 13 states. Equality and liberty were ideas that appealed to the rest of the world, too. Over the next few decades, independence movements occurred in France and Latin America. They modeled many of their efforts after the successful American Revolution. ✓

**Check Your Progress**

1. Describe the British plan of attack and its successes during late 1778 and early 1779.

   ____________________________

2. What effect did the American Revolution have on the rest of the world?

   ____________________________
### Section 4 Notetaking Study Guide

**Question to Think About** As you read Section 4 in your textbook and take notes, keep this section focus question in mind: **How did the Americans win the war and make peace?**

- Use these charts to record key information from the section. Some information has been filled in to get you started.

#### The End of the War

<table>
<thead>
<tr>
<th>The British march north under Cornwallis and important cities are captured:</th>
</tr>
</thead>
<tbody>
<tr>
<td>In Georgia: <strong>Savannah</strong></td>
</tr>
<tr>
<td>In South Carolina: ________________</td>
</tr>
<tr>
<td>Loyalists also play a part: B__ands of Loyalists roamed the South, burning, plundering, __</td>
</tr>
<tr>
<td>and massacring; Traitor Benedict Arnold also led Loyalist attacks on Virginia __________</td>
</tr>
</tbody>
</table>

#### The Americans Fight Back

1. **Guerrilla attacks**
   - What they were: ________________________________
   - Important leader: ____________________________

2. **Frontier fighters**
   - When: _______________ Where: ____________________________
   - What happened: ________________________________

3. **Nathanael Greene’s Plan**
   - What resulted: ________________________________

- Weakened, the British go to Virginia.
  - Where: _______________
  - Why: __Cornwallis expected help from the British fleet__
  - What happened: ________________________________

#### The Peace Process

<table>
<thead>
<tr>
<th>Peace Talks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Where: _______________ When: ____________________________</td>
</tr>
<tr>
<td>Terms of the Treaty of Paris:</td>
</tr>
<tr>
<td>Britain agreed ________________________________</td>
</tr>
<tr>
<td>The United States agreed ________________________________</td>
</tr>
<tr>
<td>Congress approved treaty on ________________________________</td>
</tr>
</tbody>
</table>

#### Why the Americans Won

1. They fought on land they knew, and they had local supply lines ____________.
2. _______________
3. _______________
4. _______________

Refer to this page to answer the Chapter 6 Focus Question on page 91.
Chapter 6 Assessment

Directions: Circle the letter of the correct answer.

1. How did the Declaration of Independence end?
   A  with a list of grievances against King George III
   B  with an overview of colonial beliefs
   C  with a solemn pledge by Congress to uphold the ideas stated

2. Which battle was an early turning point in the war?
   A  Saratoga
   B  Savannah
   C  Valley Forge

3. For what is John Paul Jones remembered?
   A  showing heroism during a sea battle
   B  serving as an American spy
   C  turning into an American traitor

Directions: Follow the steps to answer this question:
How can we see evidence of the power of the written word during the American Revolution?

Step 1: Recall information: List all the important pieces of writing you have read about that were part of American history from 1776 to 1783.

Step 2: Description: For each piece of writing, describe why it was written. Explain the powerful effect it produced.

<table>
<thead>
<tr>
<th>Writing</th>
<th>Why It Was Written</th>
<th>Effect</th>
</tr>
</thead>
</table>

Step 3: Complete the topic sentence that follows. Then write two or three more sentences that support your topic sentence.

During the American Revolution, the written word was used

__________________________________________________________

__________________________________________________________
Chapter 6 Notetaking Study Guide

Now you are ready to answer the Chapter 6 Focus Question: **How did the American colonists gain their independence?**

- Fill in the chart to help you answer this question. Use the notes you took for each section.

### The American Revolution

<table>
<thead>
<tr>
<th>The colonists gathered support for independence.</th>
</tr>
</thead>
<tbody>
<tr>
<td>In 1776, two Patriots took actions that made people more interested in independence:</td>
</tr>
<tr>
<td>Thomas Paine published <strong>Common Sense</strong>.</td>
</tr>
<tr>
<td>Richard Henry Lee.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>The colonists declared their freedom.</th>
</tr>
</thead>
<tbody>
<tr>
<td>In 1776, the Continental Congress decided to ___________________________________ .</td>
</tr>
<tr>
<td>The delegates chose __________________________ for this job. The result was the Declaration of Independence. It included these sections:</td>
</tr>
<tr>
<td><strong>Section</strong></td>
</tr>
<tr>
<td>1.</td>
</tr>
<tr>
<td>2.</td>
</tr>
<tr>
<td>3.</td>
</tr>
<tr>
<td>4. Resolution of Independence</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>The colonists fought and won the war for freedom.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Major battles were fought from 1776 to 1781. Early battles were centered in <strong>the Middle States</strong>. A turning point for the Americans occurred in ________ at ___________.</td>
</tr>
<tr>
<td>Following this victory, Americans received help from ________________, ________________, and ________________. Foreigners such as Frenchman ____________________________ and German ________________________________ were vital to the war effort.</td>
</tr>
<tr>
<td>When the British focused on the South, Americans fought back with ___________________________ tactics and frontier fighters such as Francis Marion, known as ____________________________ , and ____________________________, the commander of the Continental army in the South.</td>
</tr>
<tr>
<td>The final American victory came in ____________ at ____________ .</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>The British agreed that the colonists were free and independent.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Peace talks began in 1782 in ___________. According to the Treaty of Paris:</td>
</tr>
<tr>
<td>• Britain declared the independence of the United States</td>
</tr>
<tr>
<td>•</td>
</tr>
<tr>
<td>Congress approved the treaty on _____________________________ .</td>
</tr>
</tbody>
</table>

Refer to this page to answer the Unit 2 Focus Question on page 119.
Chapter 7
Creating the Constitution (1776–1790)

What You Will Learn

Weaknesses in the Articles of Confederation led to the drafting of a new constitution for the nation. After much debate, the states approved the Constitution, but many insisted that a bill of rights be added.

Chapter 7 Focus Question

As you read through this chapter, keep this question in mind: **How did the U.S. Constitution overcome the weaknesses of the Articles of Confederation and provide for the organization of the new government?**

Section 1
Governing a New Nation

Section 1 Focus Question

What were major successes and failures of the government under the Articles of Confederation? To begin answering this question,

- Learn about the new state constitutions.
- Learn about the Articles of Confederation.
- Find out about laws for settling new lands in the west.
- Understand the problems of the Articles of Confederation.

Section 1 Summary

Americans created new state and national governments based on the principles of the American Revolution. Problems with the Articles of Confederation led to calls for a stronger national government.

**Government by the States**

Most of the 13 states wrote new constitutions. A document stating the rules under which government will operate is a **constitution**. Most states minimized the power of state governors and gave state legislatures the most power. A legislature is the part of the government that makes laws. Its members are elected by the people.
New state constitutions allowed more people to vote than in colonial times. Still, in most states only white men who owned some property could vote. Virginia’s constitution was the first to have a bill of rights, which is a list of key freedoms that the government is required to respect.

The Articles of Confederation
The Continental Congress created the Articles of Confederation in 1777. The Articles set up a new national government. It limited the powers of the government, which consisted of a one-house legislature called Congress. All states were equal, and most power remained with the states.

Settling the Western Lands
One of the national government’s most important tasks was to create a way to sell national lands to the public. The Land Ordinance of 1785 was the system it created. It divided western lands into square townships.

A law called the Northwest Ordinance of 1787 applied to the territory north of the Ohio River. It guaranteed basic rights to settlers, outlawed slavery, and established a way to create new states.

Growing Problems
Under the Articles of Confederation, the United States won its independence, signed a peace treaty with Britain, and created rules for settling territories. There were also problems: Trade and tax issues between states hurt the economy, the national government could not stop public unrest, and it had little money because it could not collect taxes.

In the mid-1780s, there was an economic depression, or period of slow economic growth. In Massachusetts, many farmers lost their land because they could not pay their taxes. In Shays’ Rebellion, farmers rose up against the state. This added to calls for a stronger national government.

Check Your Progress
1. Why were the state and national governments’ powers limited?

2. List two problems with the national government under the Articles of Confederation.
Section 1 Notetaking Study Guide

Question to Think About  As you read Section 1 in your textbook and take notes, keep this section focus question in mind: What were major successes and failures of the government under the Articles of Confederation?

Use these charts to record key information from the section. Some of the information has been filled in to get you started.

Government by the States

<table>
<thead>
<tr>
<th>Problems the Colonists had with Colonial Government</th>
<th>Main Characteristics of the State Governments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Colonial governors: Most colonists were unhappy with the governors appointed by the British Crown.</td>
<td>State governors: had limited power</td>
</tr>
<tr>
<td>Parliament: Parliament, which was part of the central government, exerted power over the elected legislatures.</td>
<td>Voting: people were allowed to vote</td>
</tr>
</tbody>
</table>

Main Characteristics of the State Governments

- State governors: had limited power
- Voting: people were allowed to vote
- Individual rights: protected in several states' constitutions

National Government Under the Articles of Confederation

Main Characteristics

- No executive or legislative branch of government
- One legislative branch, called ____________________, with each state having one vote
- __________ out of 13 states had to approve laws
- Legislative power limited to:
  - dealing with foreign nations and Native Americans
  - 
  - 

Strengths

- Won __________________ from Britain and negotiated peace treaty
- The __________________ and the __________________ established rules for settling new lands and creating new states.

Weaknesses

- No authority to regulate __________________ or collect __________________
- Could not protect land from foreign occupation
- Could not stop public unrest as shown in __________________

Refer to this page to answer the Chapter 7 Focus Question on page 102.
Section 2
The Constitutional Convention

Section 2 Focus Question
What role did compromise play in the creation of the U.S. Constitution? To begin answering this question,
• Learn how the Constitutional Convention began.
• Read about the proposals in the Virginia Plan.
• Find out about the terms of the Great Compromise.
• Learn how slavery issues influenced the Constitution.
• Discover the source of the new Constitution’s authority.

Section 2 Summary
By its end, the Constitutional Convention of 1787 had replaced the Articles of Confederation. The new U.S. Constitution created a stronger central government based on the authority of the people instead of the states.

The Constitutional Convention Begins
The Constitutional Convention met in Philadelphia in 1787. At the start, it was decided to hold discussions in secret so that there would be less public pressure. The convention’s purpose at first was to change the Articles, but soon its members agreed to organize a totally new framework of government.

The Virginia Plan
The Virginia Plan was authored by James Madison. It called for a strong central government with three branches instead of just one. A judicial branch would consist of a system of courts to settle disputes involving national issues. An executive branch would carry out the laws. The executive branch would have one chief executive, or the President.

Congress would make up the legislative branch. But the Virginia Plan wanted to change Congress in two ways. First, it added a second house to Congress. Second, each state was represented based on the size of its population.

The Great Compromise
States with a small population opposed the changes in the legislative branch. They offered their own plan, called the New Jersey Plan, which called for a single house with equal representation for each state.

Key Events

<table>
<thead>
<tr>
<th>Year</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>1776</td>
<td>Many new American states write constitutions.</td>
</tr>
<tr>
<td>1787</td>
<td>Constitutional Convention creates a new plan of government.</td>
</tr>
<tr>
<td>1789</td>
<td>After three fourths of the states approve it, the Bill of Rights goes into effect.</td>
</tr>
</tbody>
</table>

Checkpoint
Name the location of the Constitutional Convention of 1787.

Reading Strategy
Reread the bracketed text. The main idea is included in the underlined sentence. Circle three details that support this main idea.

Checkpoint
List the three branches of government proposed in the Virginia Plan.
The Great Compromise settled the disagreement between the large and small states. A **compromise** is an agreement in which each side gives up part of what it wants. To please the large states, the House of Representatives was developed. Each state’s representation in the House was based on population. Its members would serve two-year terms. The Senate was formed to please the small states. Each state would have two senators serving six-year terms. The Great Compromise was a vital step in creating a new Constitution. Now, small-state delegates were willing to support a strong central government.

**Debates Over Slavery**
Slavery also divided the convention. The southern states wanted slaves to count toward representation in the House. Northerners argued that slaves, who were not allowed to vote, should not be counted. It was decided to count each slave as three fifths of a person, which was called the Three-Fifths Compromise.

A second dispute arose when northern delegates called for a total ban on the buying and selling of slaves. A compromise was reached whereby the import of slaves from other countries could be banned in 20 years. However, there were no restrictions on the slave trade within the United States.

**A New Constitution**
A “Committee of Style” was created to draw up the Constitution’s final wording. **Gouverneur Morris** wrote most of the Preamble, or introduction, to the Constitution. It began with, “We the People of the United States,” making it clear that the Constitution got its authority from the people instead of the states.

**Check Your Progress**
1. What was the initial purpose of the Constitutional Convention of 1787?

2. What was important about the first words of the Preamble to the new U.S. Constitution?
The Constitutional Convention

<table>
<thead>
<tr>
<th>Issue: How to encourage debate during the convention without public pressure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Solution: Convention delegates voted to hold discussions in secret.</td>
</tr>
</tbody>
</table>

| Issue: How to create a stronger national government with more powers than under the Articles of Confederation |
| Solution Provided by the Virginia Plan: Create a government with ______________ branches, and separate ______________ into two houses. James Madison authored the plan. |

| Issue: How many people should lead the executive branch |
| Solution Reached After a Vote: __________________________ |

| Issue: How to elect representatives to the two houses of the legislative branch |
| Solution Proposed by the Virginia Plan: Elect representatives to both houses according to __________________________. |
| Solution Proposed by the New Jersey Plan: Give each state __________ vote(s), regardless of its population. |
| Solution Reached by the Great Compromise: House of ______________ would be based on ________________, and states would be represented equally in the __________________________. _____________________ suggested The Great Compromise. |

| Issue: How to show that the Constitution derived its authority from the people |
| Solution: Add a preamble that says, “We the ______________________________…” Gouverneur Morris wrote the Preamble. |

Refer to this page to answer the Chapter 7 Focus Question on page 102.
Section 3
Debating the Constitution

Section 3 Focus Question
How did those in favor of the Constitution achieve its ratification? To begin answering this question,
• Read about the arguments for and against the Constitution.
• Learn about the debate over ratification of the Constitution.
• Find out why the Bill of Rights was added to the Constitution.

Section 3 Summary
The Constitution was sent to the states for approval. After energetic debates, and after the Bill of Rights was added, all the states approved the Constitution.

Federalists Versus Antifederalists
The Federalists wanted a strong federal, or national, government. John Jay, Alexander Hamilton, and James Madison were Federalists who wrote a series of 85 newspaper essays called the Federalist Papers. They argued that the country needed a stronger central government. They wrote that if the Union was to survive, the national government needed the power to enforce laws.

Opponents of the Constitution were called Antifederalists. Many Antifederalists, such as George Mason and Patrick Henry, agreed that changes were needed in the organization of the national government. However, they felt that the Constitutional Convention had gone too far.

Antifederalist Arguments Against the Constitution

1. The Constitution weakened the state governments by giving too much power to the national government.

2. The Constitution also did not include a bill of rights to protect basic freedoms.

3. The President could become like a king by being repeatedly reelected.
The Ratification Debate
At least nine states had to ratify, or approve, the Constitution before it took effect. Delaware was the first state to ratify it. Its convention approved the Constitution in December 1787. Pennsylvania, New Jersey, Georgia, and Connecticut followed close behind.

The Federalists’ strong efforts in Massachusetts led to approval there, even though there was opposition in rural areas from which Shays’ Rebellion had drawn its strength. By then, Maryland and South Carolina had ratified, which made a total of eight ratifications. Then in June 1788, New Hampshire became the ninth state to ratify the Constitution. This meant it could now go into effect. The other states eventually approved the Constitution, with Rhode Island being the final state to do so in May 1790.

The Bill of Rights
After nine states ratified the Constitution, Congress took steps to prepare for a presidential election. George Washington was elected the first President. John Adams was elected Vice President.

During the debate on the Constitution, many states had insisted that a bill of rights be added. This became one of the first tasks of the new Congress that met in March 1789.

In 1789, Congress passed a series of amendments, or changes to a document. By December 1791, three fourths of the states had ratified 10 amendments. These amendments are called the Bill of Rights.

The Bill of Rights protects citizens against unfair use of government power. The First Amendment protects freedom of religion, speech, and the press. The next three amendments were a response to Britain’s abuses during the colonial era. The Fifth through Eighth Amendments mainly protect those accused of crimes. The last two amendments limit the powers of the national government to those mentioned in the Constitution.

Check Your Progress
1. Why did the Antifederalists object to the Constitution?

2. What role does the Bill of Rights play?

Checkpoint
Name the first and last states to ratify the Constitution.
First: _________________________
Last: _________________________

List three freedoms the First Amendment protects.

Checkpoint

Unit 2  Chapter 7  Section 3  99
Section 3 Notetaking Study Guide

Question to Think About  As you read Section 3 in your textbook and take notes, keep this section focus question in mind: How did those in favor of the Constitution achieve its ratification?

► Use these charts to record key information from the section. Some of the information has been filled in to get you started.

Federalists Versus Antifederalists

Federalists
Leaders: 1. John Jay, 2. _______________________, 3. _______________________
Position on the new Constitution: ___________________________________________
Main argument for position: need for a ____________ central government

Antifederalists
Leaders: 1. Patrick Henry, 2. _______________________
Position on the new Constitution: _______________________
Arguments for position:
1. ________________________________________________________
2. ________________________________________________________
3. The President could become like a king by being repeatedly reelected.

The Ratification Debate

• Approval needed from _____________ states before the Constitution could go into effect.
• Importance of Massachusetts: Antifederalists hoped it would reject the Constitution because opposition was strong where Shays’ Rebellion had occurred. It was approved after a major campaign by the Federalists.
• Importance of Virginia: Virginia was ___________ and ___________. If it rejected the Constitution, _______________ and other states might do so, too.

The Bill of Rights

Many states believed that a bill of rights was essential to protect basic ____________ liberties and to protect against abuses by the ___________.
• First Amendment: guarantees freedom of _____________, _____________, and _____________.
• Second Amendment: deals with the right to _________________________.
• Third Amendment: bars Congress from _________________________.
• Fourth Amendment: protects citizens from _________________________ or _____________.
• Fifth through Eighth Amendments: protect citizens who are ________________________
• Ninth and Tenth Amendments: limit the powers of the _________________________ to those granted in the _________________________.

Refer to this page to answer the Chapter 7 Focus Question on page 102.
Chapter 7 Assessment

Directions: Circle the letter of the correct answer.

1. Who had the most political power under the Articles of Confederation?
   A the President
   B the state governments
   C the Continental Congress

2. What was a result of the Great Compromise during the Constitutional Convention?
   A the immediate end to the slave trade
   B adding the Bill of Rights to the Constitution
   C the creation of a legislative branch with two houses

3. One reason that some of the Antifederalists opposed the Constitution was
   A they believed the Constitution should include a bill of rights.
   B they believed it gave too much power to the states.
   C they believed they had a better plan for the national government.

Directions: Follow the steps to answer this question:
What do the successes and failures of the government under the Articles of Confederation tell you about it?

Step 1: Recall information: List two successes and two failures of the government under the Articles of Confederation.

<table>
<thead>
<tr>
<th>Successes</th>
<th>Failures</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>1.</td>
</tr>
<tr>
<td>2.</td>
<td>2.</td>
</tr>
</tbody>
</table>

Step 2: Compare: What do the successes of the government tell you about it? What do the failures of the government tell you about it?

<table>
<thead>
<tr>
<th>What the Successes Tell You</th>
<th>What the Failures Tell You</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Step 3: Complete the topic sentence that follows. Then write two or three more sentences that discuss the strengths and weaknesses of the Articles of Confederation.

Under the Articles of Confederation, the United States ______________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
Now you are ready to answer the Chapter 7 Focus Question: **How did the U.S. Constitution overcome the weaknesses of the Articles of Confederation and provide for the organization of the new government?**

Complete the following charts to help you answer this question. Use the notes that you took for each section.

### Articles of Confederation

| Form of government | • single branch: a one-house legislature called Congress  
|• each state had one vote(s)  
|• _______ states had to agree before a law could go into effect |

| Limited government | • limited government; most power held by the (state name)  
|• ______________ could not enforce laws |

### Constitutional Convention of 1787

| Virginia Plan | • strong central government  
|• three branches of government:  
|• executive  
|•  
|• legislature divided into ___________ houses  
|• representation based on ___________  
|• Small states objected to the plan because the more ___________ a state had, the more ___________ it would have. |

| New Jersey Plan | • _______ house(s) in Congress  
|• __equal__ representation for each state  
|• expanded powers of Congress to __________________ and __________ |

| The Great Compromise | Two houses of Congress  
|• lower house: __________________________  
|• representation based on ___________  
|• upper house: __________________________  
|• each state had _______ seats |

| The Three-Fifths Compromise | • Southerners said that enslaved people should be counted in calculating how many ___________ a state should have in Congress. Northerners objected because enslaved people were not allowed to ___________.  
|• As a compromise each enslaved person was counted as three fifths of a __________. |

Refer to this page to answer the Unit 2 Focus Question on page 119.
**Constitution Notetaking Study Guide**

**Question to Think About** As you read the Constitution in your textbook and take notes, keep this question in mind: **How do the amendments affect life in the United States today?**

- Use the charts on this page and the next to record key information about amendments to the U.S. Constitution. Some of the information has been filled in to get you started.

<table>
<thead>
<tr>
<th>AMENDMENTS 11–18 TO THE U.S. CONSTITUTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amendment</td>
</tr>
<tr>
<td>---------------</td>
</tr>
<tr>
<td>Eleventh</td>
</tr>
<tr>
<td>Twelfth</td>
</tr>
<tr>
<td>Thirteenth</td>
</tr>
<tr>
<td>Fourteenth</td>
</tr>
<tr>
<td>Fifteenth</td>
</tr>
<tr>
<td>Sixteenth</td>
</tr>
<tr>
<td>Seventeenth</td>
</tr>
<tr>
<td>Eighteenth</td>
</tr>
</tbody>
</table>
Complete this chart to record information about the last nine amendments to the U.S. Constitution.

<table>
<thead>
<tr>
<th>AMENDMENTS 19–27 TO THE U.S. CONSTITUTION</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Amendment</strong></td>
</tr>
<tr>
<td>---------------</td>
</tr>
<tr>
<td>Nineteenth</td>
</tr>
<tr>
<td>Twentieth</td>
</tr>
<tr>
<td>Twenty-first</td>
</tr>
<tr>
<td>Twenty-second</td>
</tr>
<tr>
<td>Twenty-third</td>
</tr>
<tr>
<td>Twenty-fourth</td>
</tr>
<tr>
<td>Twenty-fifth</td>
</tr>
<tr>
<td>Twenty-sixth</td>
</tr>
<tr>
<td>Twenty-seventh</td>
</tr>
</tbody>
</table>

Refer to these charts to answer the Unit 2 Focus Question on page 119.
Citizenship Handbook

What You Will Learn

The U.S. Constitution is the supreme law of the United States. It determines the structure of the federal government. Government also operates at the state and local levels.

Citizenship Handbook Focus Question

As you read this handbook, keep this question in mind:
How did the Constitution create a strong government with roots in history that allowed for change and met the needs of the people?

Summary 1

Summary 1 Focus Questions

• What were the ideas behind the Constitution?
• What is the structure of the Constitution?
• What are the basic principles of the Constitution?

Summary

In drafting the Constitution, the Framers used ideas and principles from historical documents and thinkers.

Ideas Behind the Constitution

The writers of the Constitution looked to the Roman Republic as a model. A republic is a government in which citizens rule themselves through elected representatives.

The following principles from the Magna Carta and the English Bill of Rights also influenced the Constitution:
• Citizens have rights, which the government must protect.
• Even the head of the government must obey the law.
• Taxes cannot be raised without the consent of the people.
• Elections should be held frequently.
• People accused of crimes have two rights: trial by jury and habeas corpus. This means that individuals cannot be held in prison unless they are charged with a crime.
• People have the right to private property, or property owned by an individual.

Enlightenment thinkers John Locke and Baron de Montesquieu were also key influences. Locke declared that every
A person has a natural right to life, liberty, and property. Montesquieu introduced the idea of separation of powers. This states that the powers of government must be clearly divided into legislative, executive, and judicial branches.

Each colonial charter identified the power and limits of government by the king of England. In writing the Constitution, the Founders wanted to prevent the abuses of George III listed in the Declaration of Independence.

**Structure of the Constitution**
The Preamble, or opening statement, of the Constitution outlines the goals of the document. Seven sections called the articles make up the Constitution’s main body. The first three articles describe the branches of government: legislative, executive, and judicial. Article 4 requires states to honor one another’s laws and sets up a system for admitting new states. Article 5 provides a process for amending the Constitution. Article 6 declares the Constitution as the “supreme law of the land.” Article 7 sets up the way for the states to ratify the Constitution.

**Principles of the Constitution**
The Constitution rests on seven basic principles.
- **Popular sovereignty** states that the people are the main source of the government’s power.
- **Limited government** means the government only has powers given to it by the Constitution.
- Separation of powers divides the government into three branches. Each branch has its own duties.
- **Checks and balances** is a system by which each branch of government can limit the actions of the other two.
- **Federalism** is the division of power between the federal government and the states.
- Republicanism provides for a government in which people elect representatives to carry out their will.
- The principle of individual rights means the Constitution protects rights such as freedom of speech.

**Check Your Progress**

1. What was Montesquieu’s idea of the separation of powers?

2. What is described in the first three articles of the Constitution?
Constitution Notetaking Study Guide

Keep in mind the Summary 1 Focus Questions as you read about the Constitution in your textbook and take notes.

► Use these charts to help you record key Constitution facts. Some information has been filled in to get you started.

I ideas Behind the Constitution

I Ideas from Rome and England

The Example of Rome: The government of early Rome was a ______ in which citizens ruled through ___________________________. However, this form of government collapsed and was replaced with a ____________.

Documents from England: The ______________ and the English __________________________________________ placed limits on the power of rulers and protected the ____________ of citizens.

I Ideas from the Enlightenment

John Locke:
1. ____________
2. ____________
3. People have a right to rebel if a ruler violates the people's natural rights.

Baron de Montesquieu:
Separation of powers: ______________________________________________________

Artic le s of the Constitution

<table>
<thead>
<tr>
<th>Article</th>
<th>Subject of the Article</th>
</tr>
</thead>
<tbody>
<tr>
<td>Article 1</td>
<td>establishes the powers of and limits on the President</td>
</tr>
<tr>
<td>Article 2</td>
<td>establishes the powers of and limits on the Courts</td>
</tr>
<tr>
<td>Article 3</td>
<td></td>
</tr>
<tr>
<td>Article 4</td>
<td></td>
</tr>
<tr>
<td>Article 5</td>
<td></td>
</tr>
<tr>
<td>Article 6</td>
<td></td>
</tr>
<tr>
<td>Article 7</td>
<td></td>
</tr>
</tbody>
</table>

Seven Principles of the Constitution

<table>
<thead>
<tr>
<th>Principle</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Popular Sovereignty</td>
<td>The people are the primary source of the government's power.</td>
</tr>
<tr>
<td>Limited Government</td>
<td></td>
</tr>
<tr>
<td>Separation of Powers</td>
<td></td>
</tr>
<tr>
<td>Checks and Balances</td>
<td>Each branch of government limits the actions of the others.</td>
</tr>
<tr>
<td>Federalism</td>
<td></td>
</tr>
<tr>
<td>Republicanism</td>
<td></td>
</tr>
<tr>
<td>Individual Rights</td>
<td></td>
</tr>
</tbody>
</table>

Refer to this page to answer the Citizenship Handbook Focus Question on page 118.
Summary 2

Focus Question
What are the powers of each branch of government?

Summary

The federal government consists of three branches, each of which has its own unique powers and responsibilities.

How the Federal Government Works: The Legislative Branch

The first article of the Constitution sets up the Congress to make the nation’s laws. Congress is made up of two bodies: the Senate and the House of Representatives.

The Senate is based on equal representation and has two senators from each state. Each serves a six-year term. The Vice President is also the president of the Senate.

The House of Representatives is the larger of the two bodies. Representation in the House is based on a state’s population. People elect their representatives for two-year terms. The leader of the House, the Speaker, manages debates and agendas in the House.

Congress’s most important power is to make laws. Most laws start as bills, or proposals, that are introduced in the House or the Senate. Congress can also collect taxes, coin money, establish post offices, fix standard weights and measures, and declare war.

How the Federal Government Works: The Executive Branch

Article 2 of the Constitution sets up the executive branch to carry out laws and to run the affairs of the national government. The President is the head of the executive branch. The branch also includes the Vice President, the Cabinet, and the many governmental departments and agencies. The Constitution says little about the powers of the President. Today, the President can veto bills, propose laws, grant pardons, appoint high officials, and negotiate treaties. The President also serves as commander in chief of the armed forces.

The President serves a four-year term and cannot serve more than two terms. The President is elected through a system called the electoral college. Americans do not directly elect the President but rather they vote for a group of electors. The number of electors depends on each state’s
number of senators and representatives. In most states, the
candidate with the majority of popular votes receives that
state’s electoral votes. The candidate who gets the most
electoral votes becomes President. ✔

How the Federal Government Works:
The Judicial Branch
The Constitution also creates a Supreme Court. It also
authorizes Congress to establish other courts as needed.
Most federal cases begin in district courts, where evi-
dence is presented and a judge or a jury decides the facts of
a case. If a party disagrees with the decision of the judge or
jury, it may appeal. An appeal asks that the decision be
reviewed by a higher court. A judge in an appellate court, or
court of appeals, reviews the decision to determine if the
lower court interpreted and applied the law correctly.
Court cases can be filed under federal or state jurisdic-
tion. A jurisdiction is the power to hear and decide cases.
Most cases are tried under state jurisdiction because they
involve state laws. A case may be placed under federal
jurisdiction if:
- The United States is either suing another party or being
  sued by another party.
- The case is based on the Constitution or on a federal law.
- The case involves disputes between different states.
The Supreme Court is at the top of the judicial branch
and consists of a chief justice and eight associate justices.
Judges are nominated by the President and approved by
Congress. The Supreme Court is the final court of appeal.
Decisions rest on a majority of at least five of the justices.
The most important power of the Supreme Court is the
power to decide what the Constitution means. The Court
can declare whether the acts of the President or laws passed
by Congress are unconstitutional. Unconstitutional
means that an act or law is not allowed by the Constitution. ✔

Check Your Progress
1. Who and what makes up the executive branch?

2. Describe the process by which a justice is added to the
Supreme Court.
Branches of Government Notetaking Study Guide

Keep in mind the Summary 2 Focus Question as you read about the structure of the U.S. government in your textbook and take notes.

► Use these charts to help you record key facts about the branches of government. Some information has been filled in to get you started.

### The Legislative Branch

<table>
<thead>
<tr>
<th>The Senate</th>
<th>House of Representatives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of members for each state: 2 per state</td>
<td>Number of members for each state: based on population</td>
</tr>
<tr>
<td>Length of term:</td>
<td>Current number of members:</td>
</tr>
<tr>
<td>President of the Senate:</td>
<td>Representatives elected by:</td>
</tr>
</tbody>
</table>

Powers of Congress:
1. make nation's laws, 2. collect _______, 3. coin ________, 4. establish post offices, 5. fix standard ___________ and ____________, 6. declare ________

### The Executive Branch

Duties: Carry out the ________ and run the affairs of _____________________
Head executive: President
Other members: Vice President, Cabinet, __________, ____________________
Length of President’s term: ____________, but no more than two terms
System by which President is elected: __________________________

### The Judicial Branch

**Lower Courts**
1. In district courts, ___________ is presented during trials, and a ______ or a ___________ decides the facts of the case.
2. A party that disagrees with a decision may ___________ to a higher court.
3. Appellate court judges review the decisions of district courts to ______________________
4. Jurisdiction is _____________________________.

**The Supreme Court**
Court consists of: ________________________
Justices appointed by: President
Appointments must be approved by: ________________________
Length of Justices’ service: ________________________
Main job: ________________________
Number of cases heard per year: ________________________
Most important power: ________________________
What the court can declare as unconstitutional: ________________________

Refer to this page to answer the Citizenship Handbook Focus Question on page 118.
Summary 3

Summary 3 Focus Question
How can the Constitution be amended to meet changing needs?

Summary

The Founders created a Constitution that allowed for change. The first ten changes made to the Constitution concerned the rights of the American people.

Amending the Constitution

The Constitution originally said nothing about the rights of the American people. This omission was fixed with the addition of the Bill of Rights, the first ten amendments to the Constitution. Such an addition was possible because of Article 5, which laid out the method of amending the Constitution. Amending is another word for changing.

There are two ways of proposing an amendment. First, Congress can propose an amendment. Second, a national convention can formally propose an amendment.

An amendment can be ratified or approved through actions of the state legislatures. It can also be ratified through the actions of state conventions. Conventions are special meetings to address a specific issue.

The Bill of Rights addresses the freedoms of all citizens.

<table>
<thead>
<tr>
<th>Amendment</th>
<th>Subject Addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>First</td>
<td>freedom of religion, speech, and the press; right of petition and assembly</td>
</tr>
<tr>
<td>Second</td>
<td>right to bear arms</td>
</tr>
<tr>
<td>Third</td>
<td>government cannot force people to quarter troops in their homes</td>
</tr>
<tr>
<td>Fourth</td>
<td>protects against unreasonable search and seizure</td>
</tr>
<tr>
<td>Fifth</td>
<td>rights of people accused of crimes</td>
</tr>
<tr>
<td>Sixth</td>
<td>right to trial by jury in criminal cases</td>
</tr>
<tr>
<td>Seventh</td>
<td>right to trial by jury in civil cases</td>
</tr>
<tr>
<td>Eighth</td>
<td>forbids excessive bail and cruel or unusual punishment</td>
</tr>
<tr>
<td>Ninth</td>
<td>people’s rights are not limited to those listed in the Constitution</td>
</tr>
<tr>
<td>Tenth</td>
<td>states or people have all powers not denied or given to federal government by the Constitution</td>
</tr>
</tbody>
</table>

Vocabulary Builder

Omission is a noun meaning “something left out.” Based on this, what does the verb omit mean?

__________________________________________

Checkpoint

What are the first ten amendments called?

__________________________________________
The First Amendment

The colonial experience inspired the First Amendment. Religious groups had all come to North America in the 1600s because they wanted to practice their religion freely. Yet, some religious leaders were driven from their communities after disputes with leaders over religious issues. The Framers drafted the First Amendment because they wanted to end such disputes. Thus, the First Amendment makes freedom of religion a basic right. Americans can choose to follow any religion, or no religion.

The part of the First Amendment that dealt with religion used ideas that came from the Virginia Statute on Religious Freedom. Thomas Jefferson, the author of the Virginia document, later spoke of a “wall of separation between Church and State.” However, not everyone agrees on how religion and government should be separated. Some people believe that the First Amendment means that religion should play no role in government. Others argue that the Amendment says only that Congress cannot establish an official church or limit people’s freedom of worship.

The First Amendment also protects the right to speak and protects the press from government censorship. Censorship is the power to review, change, or prevent the publication of news.

The Framers remembered that King George III and Parliament had ignored colonists’ petitions protesting the Stamp Act. Such experiences had a powerful effect on the people who wrote the Bill of Rights. The First Amendment thus guarantees the right of Americans to assemble in peaceful protest. It also protects Americans’ right to petition the government for a change in policy.

Check Your Progress

1. Explain the two ways by which an amendment to the Constitution can be ratified.

2. What colonial experience led American leaders to specifically protect the right of citizens to follow any religion or no religion?
Amending the Constitution Notetaking Study Guide

Keep in mind the Summary 3 Focus Question as you read about changing the Constitution in your textbook and take notes.

- Use these charts to help you record key facts. Some information has been filled in to get you started.

Amendment Process

<table>
<thead>
<tr>
<th>Proposing Amendments</th>
<th>Ratifying Amendments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>1.</td>
</tr>
<tr>
<td>2. State legislatures call for a national convention to formally propose an amendment.</td>
<td>2. Action of state conventions</td>
</tr>
</tbody>
</table>

The Bill of Rights

<table>
<thead>
<tr>
<th>Amendment</th>
<th>Rights and Protections</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Amendment</td>
<td>• Protects freedom of religion, freedom of ____________, and freedom of the ____________</td>
</tr>
<tr>
<td></td>
<td>• Also protects the right of petition and peaceful ______________</td>
</tr>
<tr>
<td>Second Amendment</td>
<td>Right to ______________________________________________________</td>
</tr>
<tr>
<td>Third Amendment</td>
<td>Protects against the ____________ of ____________ in people’s homes</td>
</tr>
<tr>
<td>Fourth Amendment</td>
<td>Protects against unreasonable ______________ and ____________</td>
</tr>
<tr>
<td>Fifth Amendment</td>
<td>Protects the rights of people accused of ____________</td>
</tr>
<tr>
<td>Sixth Amendment</td>
<td>Right to a ____________ by ______________ in criminal cases</td>
</tr>
<tr>
<td>Seventh Amendment</td>
<td>Right to a ____________ by ______________ in ____________ cases</td>
</tr>
<tr>
<td>Eighth Amendment</td>
<td>Forbids ______________________________ and cruel or unusual ________</td>
</tr>
<tr>
<td>Ninth Amendment</td>
<td>People’s ____________ are not limited to ________________________</td>
</tr>
<tr>
<td>Tenth Amendment</td>
<td>States or people have all ____________ not denied or ______________ by the Constitution</td>
</tr>
</tbody>
</table>

Refer to this page to answer the Citizenship Handbook Focus Question on page 118.
Summary 4

Summary 4 Focus Questions
- What are the powers of state and local governments?
- What are the rights and responsibilities of citizens?

Summary

Not only do state and local governments have many important responsibilities, but individual citizens have many important responsibilities as well.

State and Local Government
The Constitution divides powers between the federal government and state governments. The states concern themselves with local needs.

State governments are like the federal government. Each state has its own constitution that can be amended. States have the same three branches of government as the federal government. Each state has a legislature, a governor who serves as the chief executive, and a judiciary. There are some differences between federal and state governments. Nebraska, for instance, is the only state in the Union with a one-house legislature.

State governments have the power to create corporate law, regulate trade within the state, maintain public schools, and establish local governments. States also make laws about marriage and divorce, conduct elections, and provide for public safety.

The Constitution identifies the powers of the federal and state government. However, it says nothing about local governments. Local government consists of smaller units such as counties, cities, and towns.

Local governments spend most of their budgets on education. Cities, towns, and school districts hire teachers, buy books, and maintain school buildings. Local governments control the school system. However they must meet the state’s education standards.

Local governments play a more direct role in people’s lives than state government does. For instance, local governments hire firefighters, police officers, and garbage collectors. They also maintain local roads and hospitals, provide public services, run libraries, oversee parks and recreational facilities, and inspect buildings for safety.

Checkpoint

Name three units of local government.

______________________________
______________________________
______________________________
Rights and Responsibilities of Citizenship

A citizen is someone who is entitled to all the rights and privileges of a nation. A person must be born in the United States, have a parent who is a United States citizen, be naturalized, or be 18 years old or younger when his or her parents are naturalized. Naturalization is the legal process of becoming a citizen. To be naturalized, a person must live in the United States for five years, then apply for citizenship, take a citizenship exam, undergo interviews, and then take the citizenship oath.

Many of American citizens’ rights are spelled out in the Bill of Rights. But the Ninth Amendment states that citizens’ rights are not limited to the ones listed in the Constitution. Over the years, federal and state laws have identified other rights. For example, the Constitution does not mention education. But today, laws in every state guarantee that children have the right to an education.

The law holds citizens to certain responsibilities. For example, every citizen must obey the law and pay taxes. If they do not, they face legal punishment. Good citizens meet other responsibilities as well. These are not required by law, but they are important. These responsibilities include learning about important issues and voting.

Some people participate in the political process through interest groups. An interest group is an organization that represents the concerns of a particular group. They work to influence lawmakers. Examples of interest groups are the National Rifle Association and the Sierra Club.

Young people, too, can get involved in the political process. For example, students in one community in California needed assistance paying for public transportation. They organized to solve this problem. Using their First Amendment rights, they collected signatures on petitions and held peaceful public rallies. Finally, local transportation officials came up with a plan to solve the problem.

Check Your Progress

1. Which level or levels of government are responsible for education?

2. Which amendment states that citizens have rights not mentioned in the Constitution?
# Governments and Citizens Notetaking Study Guide

Keep in mind the Summary 4 Focus Questions as you read about the powers of state and local governments and the responsibilities of citizens in your textbook and take notes.

- Use these charts to help you record key facts. Some information has been filled in to get you started.

## State Government

<table>
<thead>
<tr>
<th>Each state has its own constitution.</th>
<th>Powers of State Government:</th>
</tr>
</thead>
<tbody>
<tr>
<td>State governments made up of:</td>
<td>• create corporate law</td>
</tr>
<tr>
<td>• executive (headed by ____________)</td>
<td>•</td>
</tr>
<tr>
<td>•</td>
<td>•</td>
</tr>
<tr>
<td>•</td>
<td>•</td>
</tr>
</tbody>
</table>

## Local Government

<table>
<thead>
<tr>
<th>Includes county, ________________, and ____________</th>
<th>Most of local budgets are spent on _________________.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Local governments hire ____________________, ______________________, and ______________________.</td>
<td>Local governments maintain ______________________ and ______________________ and provide public services.</td>
</tr>
</tbody>
</table>

## Citizenship

- A __________ is entitled to all the rights and privileges of a particular nation.
- To be a citizen of the United States, a person must be one of the following:
  1. have a parent who is a citizen
  2. ___________ is the official legal process of becoming a citizen. Steps in process:
     1. apply for citizenship
     2. ___________ in elections, and helping to create a just ___________.
- Some responsibilities of citizens are required by ___________.
- Other responsibilities are not required by law. These include serving the community, staying well informed, ___________ in elections, and helping to create a just ___________.

Refer to this page to answer the Citizenship Handbook Focus Question on page 118.
Directions: Circle the letter of the correct answer.

1. The electoral college is the system used to determine who becomes

2. In what way are the state governments like the federal government?
   A  Both levels of government are divided into three branches.
   B  All states have two-house legislatures, as does the federal government.
   C  Both levels of government have the power to coin money.

3. Which of the following principles of the U.S. Constitution introduces the idea that government authority comes from the people?
   A  limited government
   B  popular sovereignty
   C  checks and balances

Directions: Follow the steps to answer this question:

How does the structure of the federal government reflect the Framers’ belief that power should rest in the hands of citizens?

Step 1: Recall details about each branch of the federal government.

<table>
<thead>
<tr>
<th>Branch</th>
<th>Executive</th>
<th>Legislative</th>
<th>Judicial</th>
</tr>
</thead>
<tbody>
<tr>
<td>Highest office or level</td>
<td></td>
<td>Congress</td>
<td></td>
</tr>
<tr>
<td>How officeholders are selected:</td>
<td>nationwide election through electoral college system</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Step 2: Compare: In which of the three branches are the top officeholders most directly selected by voters?

_______________________________________________________________________________________________________________________________
_______________________________________________________________________________________________________________________________
_______________________________________________________________________________________________________________________________
_______________________________________________________________________________________________________________________________

Step 3: Complete the topic sentence that follows. Then write two or three more sentences that support your topic sentences.

The Framers of the Constitution felt that power should rest in the hands of the citizens because ________________________________________________________________
_______________________________________________________________________________________________________________________________
_______________________________________________________________________________________________________________________________
_______________________________________________________________________________________________________________________________
_______________________________________________________________________________________________________________________________
_______________________________________________________________________________________________________________________________
_______________________________________________________________________________________________________________________________
Now you are ready to answer the Citizenship Handbook Focus Question: **How did the Constitution create a strong government with roots in history that allowed for change and met the needs of the people?**

> Complete the following chart to help you answer this question. Use the notes that you took for each section.

### The Foundation of Strong Government

#### Ideas Behind the Constitution

American leaders looked to Rome as an example of a ____________, or government in which citizens rule themselves through elected representatives.

The ________________ and the English ________________ placed limits on the ruler and protected the rights of citizens.

The ideas of the European Enlightenment thinkers ________________ and ________________ were very influential.

#### Structure of the Constitution

The ____________, or opening statement, of the Constitution outlines six main goals.

The first three Articles describe the branches of government: ____________, ____________ and ____________.

The Constitution rests on seven basic principles: popular sovereignty, ________________, ________________, ________________, ________________, federalism, and ________________.

#### Amendments to the Constitution

An amendment can be ratified or approved by three fourths of ________________ or ________________.

The first ten amendments are known as ________________.

They address ________________.

The ________________ states that Americans are entitled to many rights, not just those spelled out in the Constitution.

#### State and Local Government

Like the federal government, each state has a ________________ and three ________________.

Some of the many duties of state government include regulating __________ within the state, making laws about ____________ and divorce, conducting ____________, and providing for public ____________. ___________ government plays the most direct role in people’s lives.

Refer to this page to answer the Unit 2 Focus Question on page 119.
Unit 2 Pulling It Together Activity

What You Have Learned

Chapter 5 The American colonists, although united with Britain throughout the French and Indian War, grew rebellious over Britain’s effort to control them. As tensions increased, the spirit of rebellion turned into a call for independence and war.

Chapter 6 In 1776, the colonists officially announced their Declaration of Independence. A difficult war followed. The American Revolution ended in 1783 with the signing of a peace treaty declaring American independence from British rule. The United States was finally its own nation.

Chapter 7 Delegates from each state met in Philadelphia in 1787 to revise the Articles of Confederation. The delegates decided that the nation needed a stronger federal government.

Citizenship Handbook To be an active citizen, it is important to understand the ideas behind the U.S. Constitution.

Think Like a Historian

Read the Unit 2 Essential Question: What are the roles and responsibilities of governments and citizens?

Use the organizers on this page and the next to collect information to answer this question.

What are the responsibilities of citizens? Some of them are listed in this organizer. Review your section and chapter notes. Then complete the organizer.

Rights and Responsibilities of Citizens

From the Bill of Rights
- freedom of religion, speech, and the press
- trial by jury and equal treatment before the law

Civic Responsibilities
- voting
-
Look at the other part of the Unit Essential Question. It asks about responsibilities of government. The organizer below gives you a part of the answer. Review your section and chapter notes. Then fill in the rest of the organizer.

### Responsibilities of Government

**Federal**
- making treaties, war, and peace
- 
- 
- 
- 

**State**
- enforcing laws
- 
- 
- 
- 

**Local**
- running schools and libraries
- 
- 
- 
-