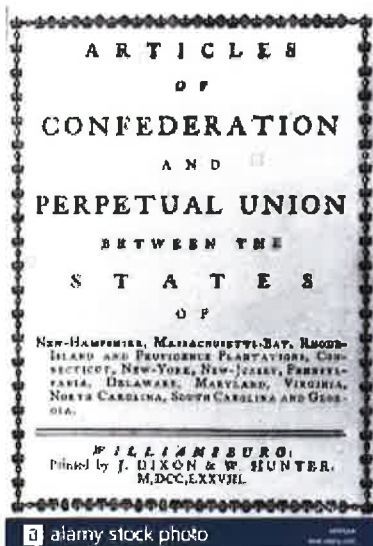


# American Revolution



"GIVE ME LIBERTY, OR GIVE ME DEATH!"



CHAPTER  
**3**

GUIDED READING *The French and Indian War*

Section 4

A. Fill out the charts below as you read about the French and Indian War (1754–1763).

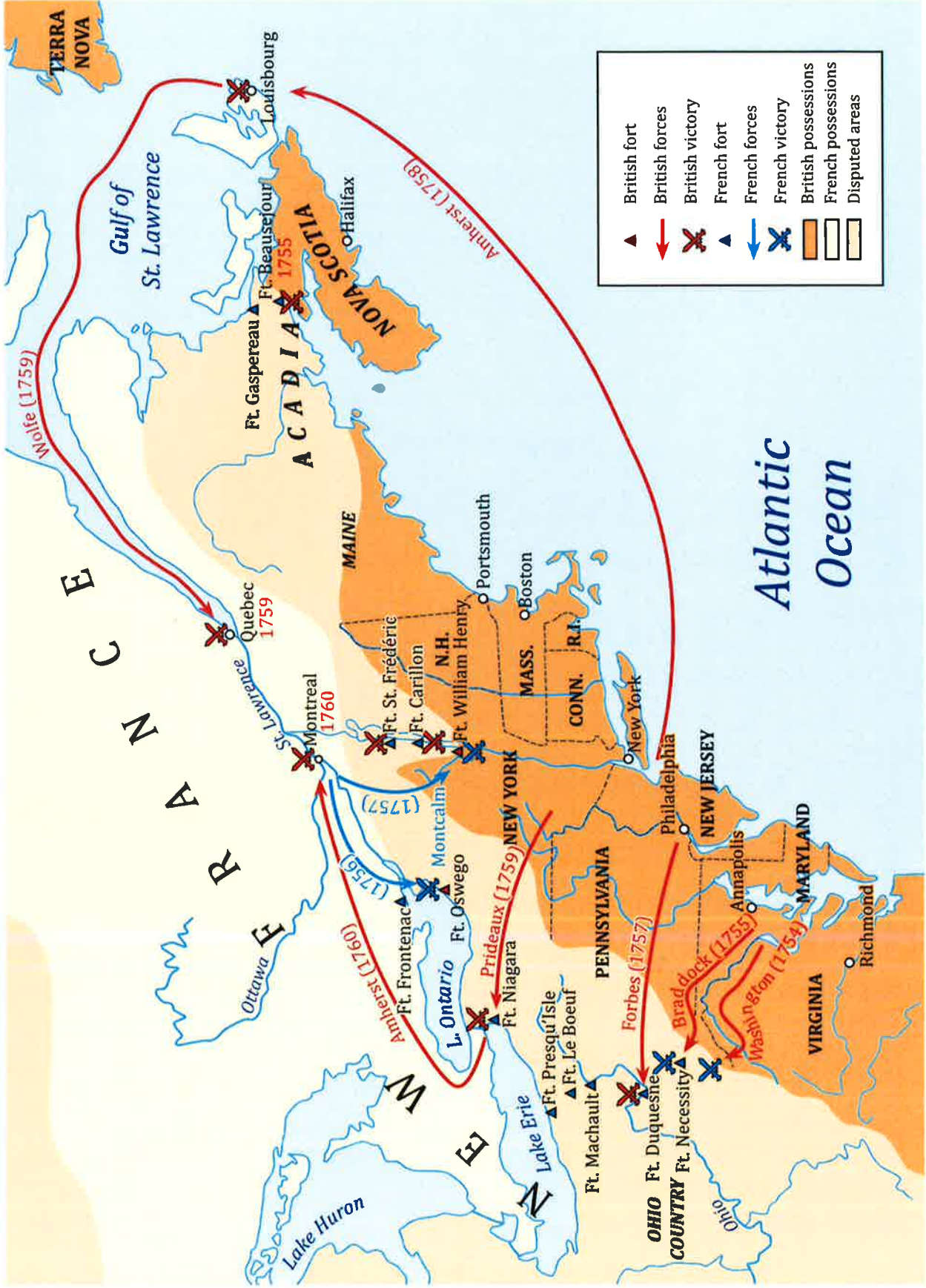
Motivations		
1. Why did France and Britain fight in the war?	2. Why did the British colonies fight?	3. Why did Native Americans fight?

Winners and Losers	
4. What did Britain gain as a result of the war? Forced France out of Canada and the Ohio Valley (lands east of the Mississippi River); debt as a result of the cost of the war	5. What did Britain lose? lost soldiers; a great deal of money which led to financial crisis and debt
6. What did the colonies gain as a result of the war? gained more access to land in the Ohio River Valley - expansion; new taxes to pay war debts	7. What did the colonies lose? money thanks to new taxes; autonomy (freedom) - 10,000 soldiers were now stationed in the colonies; end of salutary neglect
8. What did France lose as a result of the war? their stronghold in North America (Canada & the Ohio River Valley); lost access to valuable natural resources & wealth	9. What did the war cost Native Americans? lost the protection of the French & British gov'ts; they could not stop colonist expansion onto their lands (pushed further west)


B. On the back of this paper, define or describe each of the following:

- |                          |                     |                             |
|--------------------------|---------------------|-----------------------------|
| <b>George Washington</b> | <b>William Pitt</b> | <b>Pontiac</b>              |
| <b>George Grenville</b>  | <b>Sugar Act</b>    | <b>Proclamation of 1763</b> |

- the Appalachian Mountains were used as a natural boundary that colonists were not supposed to cross - went largely ignored;
- British troops were supposed to enforce the new law;
- It was also intended to protect the Native Americans



# CAUSES TO THE AMERICAN REVOLUTION – PART I

Events		Results
<b>1757-1763 – French and Indian War</b>		-British gain control of the Ohio Valley (lands from the Appalachian Mts to the Mississippi River) - <b>Proclamation of 1763</b> is established which stated that colonists were not to cross the Appalachian Mts and settle those lands - <b>Britain placed 10,000 troops</b> to guard the territory (inc. presence in the colonies) -Creates <b>huge debts</b> – British believe colonists should help pay more

DBQ -

Source: British Order in Council, 1763.

We, the Commissioners of your Majesty's Treasury beg leave humbly to represent to your Majesty that having taken into consideration the present state of the duties of customs imposed on your Majesty's subjects in America and the West Indies, we find that the revenue arising therefrom is very small and inconsiderable, . . . and is not yet sufficient to defray a fourth part of the expense necessary for collecting it. We observe with concern that through neglect, connivance, and fraud, not only is revenue impaired, but the commerce of the colonies diverted from its natural course. . . [This revenue] is more indispensable when the military establishment necessary for maintaining these colonies requires a large revenue to support it, and when their vast increase in territory and population makes the proper regulation of their trade of immediate necessity.

What impact did the French and Indian War have on the colonies?

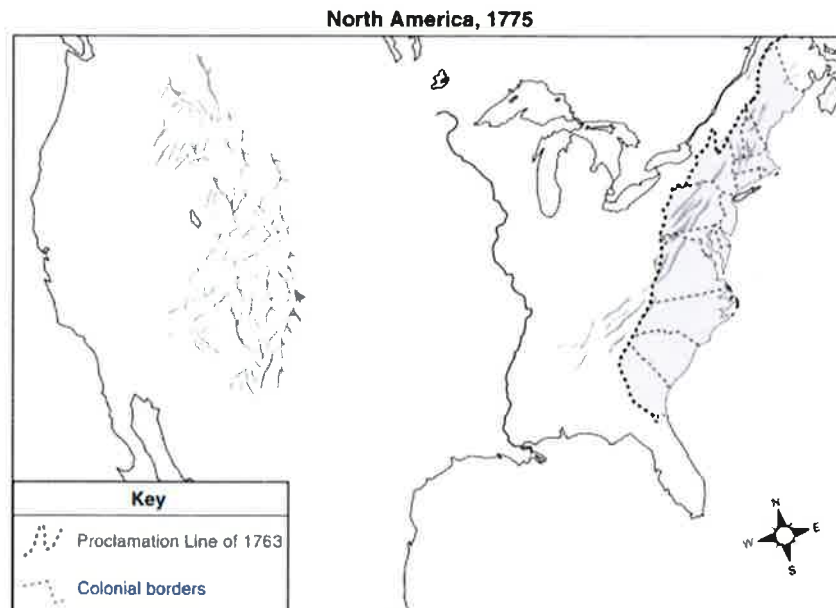
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**Geographical Context:** Based on the information in the video and your knowledge of social studies, on the map below, label the following features:

- Appalachian Mountains
- Mississippi River
- Lands reserved for Indians (by the Proclamation of 1763)
- 13 Colonies



Source: *Exploring American History*. Globe Book Company (adapted)

<b>1764, April – Sugar Act</b>		Britain placed a tax on sugar and other items not from Britain as a way to <b>control colonial trade</b> ; Colonists <b>protested, attacked tax collectors, and began to smuggle goods</b> to avoid paying taxes
<b>1765, March – Quartering Act</b>		Colonists were <b>forced to supply and shelter British soldiers</b> ; colonists did not feel that they should have to pay for the occupation and protested
<b>1765, March – Stamp Act</b>		The 1st tax that would <b>directly affect</b> the colonists; special seals on (paper) legal documents and goods caused an uproar among colonists; <b>protests – demonstrations, harassment of gov't officials &amp; boycott</b> begin; <b>“no taxation w/o representation”</b> first used by colonists (merchants lost profits)
<b>1766 – “Sons of Liberty” led by Samuel Adams formed</b>		Laborers in Boston founded a <b>secret resistance group</b> , which was led by <b>Samuel Adams</b> ; they led <b>demonstrations, protests and harassed gov't officials</b> ; the British repeal the Stamp Act after only 1 year
<b>1767, November – Townshend Acts</b>		<b>Indirect taxes on imports like glass, lead, paint, paper, and tea</b> ; Writs of Assistance were issued allowing ships to be searched without evidence; <b>boycott</b> of British goods; <b>Tension</b> between the British and colonists was growing ( <b>4,000 troops are stationed in Boston</b> )

**Document Analysis:** Townshend Acts ([Excerpted from “Great Britain: Parliament - The Townshend Act, November 20, 1767”](#))

**Directions:** Read the document below and answer the analysis questions that follow.

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15	<p>WHEREAS it is expedient that a revenue should be raised in your Majesty's dominions in America, for making a more certain and adequate provision for defraying the charge of the administration of justice, and the support of civil government...and towards further defraying the expenses of defending, protecting, and securing, the said dominions; we, your Majesty's most dutiful and loyal subjects, the commons of Great Britain, in parliament assembled, have therefore resolved to give and grant unto your Majesty the several rates and duties hereinafter mentioned; . . . That from and after the twentieth day of November, one thousand seven hundred and sixty seven, there shall be raised, levied, collected, and paid, unto his Majesty, for and upon the respective goods hereinafter mentioned, which shall be imported from Great Britain into any colony or plantation in America:</p> <ul style="list-style-type: none"> <li>• For every hundred pounds imported of crown, plate, flint, and white glass, four shillings and eight pence</li> <li>• For every hundred pounds imported of green glass, one shilling and two pence</li> <li>• For every hundred pounds imported of red lead, two shillings</li> <li>• For every hundred pounds of white lead, two shillings</li> <li>• For every hundred pounds of painters colours, two shillings</li> <li>• For every pound of tea, three pence</li> <li>• For every ream (500 sheets) of paper, twelve shillings</li> </ul>
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**Analysis Questions:**

*Close Reading:* According to lines 1 - 3, why are these taxes being imposed?

*Close Reading:* What was being taxed?

## CAUSES TO THE AMERICAN REVOLUTION – PART II

DOCUMENT A: Thomas Preston (modified)	DOCUMENT B: Samuel Drowne (modified)
<p><b>Captain Thomas Preston was an officer in the British army. While in jail, he wrote this narrative about the evening of March 5, 1770</b></p> <p>At about 9 some of the guards informed me that people were gathering to attack the troops. On my way there, I heard the crowd threaten the troops. About 100 people went towards the Custom House where the king's money is kept. They immediately surrounded the soldier there and threatened him. I was told that they were going to carry off the soldier and probably murder him. I immediately sent an officer and 12 men to protect both the soldier and the king's money. I followed them to prevent, if possible, any problems. I feared that the officer and soldiers might be provoked by the insults of the rioters. I told the troops to go out without loading their weapons and I never gave orders to load them.</p> <p>The mob still increased, striking their clubs together, and calling out, "Come on you rascals, you bloody backs, you lobster scoundrels, fire if you dare." At this time I was between the soldiers and the mob, trying to persuade them to leave peacefully. Someone asked me if I was going to order the men to fire. I answered no, saying that I was in front of the guns, and would be shot if they fired. While I was speaking, one of the soldiers was hit with a stick, stepped a little to one side, and instantly fired. When I turned to ask him why he fired without orders, I was struck with a club on my arm.</p> <p>The soldiers were attacked by a great number of heavy clubs and snowballs were thrown at them. All our lives were in danger. At the same time, someone from behind called out, "Damn your bloods — why don't you fire?" Instantly three or four of the soldiers fired and then three more fired in the same confusion. The mob then ran away, except three unhappy men who instantly died. When I asked the soldiers why they fired without orders, they said they heard the word fire and thought it came from me. This might be the case as many of the mob called out fire, but I told the men that I gave no such order. My words were, don't fire, stop your firing.</p>	<p><b>A Boston resident, Samuel Drowne was one of 96 residents to give sworn testimony to justices of the peace about what happened on March 5, 1770</b></p> <p>Samuel Drowne of Boston, of lawful age, testified that about nine o'clock of the evening of the fifth day of March he saw about 14 or 15 soldiers of the 29th regiment, some were armed with swords or bayonets, others with clubs or fire-shovels. They came upon the people of the town and abused some and violently assaulted others. Most of the townspeople did not even have a stick in their hands to defend themselves.</p> <p>Most of the soldiers went to King Street. Drowne followed them, and saw them fighting with people there. Drowne thought that there were no more than a dozen people there. When the soldiers arrived, most of the people left. Some of them were first assaulted by the soldiers. Then the soldiers went towards the main guard house. At the same time, five soldiers and a corporal armed with guns came out of the guard house. By this time, there were two hundred people on King Street.</p> <p>Drowne saw Captain Preston, whom he knew well, with a number of soldiers armed with guns near the Custom House. Drowne believed that most of the crowd left after seeing the armed soldiers. No more than twenty or thirty remained on King Street. Those who remained were mostly sailors and other persons who were poorly dressed.</p> <p>Several of them dared the soldiers to fire. Drowne then heard Capt. Preston say to the soldiers, "Damn your bloods! Why don't you fire?" The soldiers did not listen and Preston immediately said "Fire." The soldiers fired randomly.</p>
<p>Source: <i>The Case of Capt. Preston of the 29<sup>th</sup> Regiment</i>, Public Advertiser (London), April 28, 1770</p>	<p>Source: <i>Summary of the sworn testimony of Samuel Drowne</i>, March 16, 1770</p>

What details about the account are similar? What details of the accounts are different?

How trustworthy are the accounts of what happened at the Boston Massacre?



Engraved & Sold by Paul Revere Boston

What do you see in this image?

---

What evidence does it provide about what happened at the incident on March 5, 1770?

---

Which account does this image seem to support?

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Who created this image? Why do you think he titled it "The Bloody Massacre"?

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<p><b>1770, March 5 – Boston Massacre</b></p>		<p>Competition for jobs arose between colonists and British soldiers which caused a <b>distain for British troops</b>; British troops were harassed throughout Boston – a fight broke out in which 5 colonists were killed (<b>used as propaganda against British = fueled colonist hatred of British</b>)</p>
<p><b>1773, May – Tea Act</b></p>		<p>Special privileges are given to the East India Trade company to sell tea directly to colonists' w/o paying taxes (<b>hurting colonial merchants</b>); <b>colonists were outraged</b></p>
<p><b>1773, December 16 – Boston Tea Party</b></p>		<p>Some colonists protested the Tea Act by boarding an English ship and <b>dumping 15,000 lbs of tea into Boston Harbor</b>; this destruction of English property <b>angered King George III</b></p>
<p><b>1774, May – Intolerable (Coercive) Acts</b></p>		<p>As a result of the Boston Tea Party, Parliament passed acts <b>closing Boston Harbor</b>, allowing the <b>quartering of soldiers</b>, and dissolving of the Massachusetts government in favor of <b>martial law</b> (under the control of British Gen. Gage); <b>First Continental Congress held</b></p>
<p><b>1774, September-October – First Continental Congress</b></p>		<p><b>Representatives from all colonies, except Georgia meet in Philadelphia</b>; There they wrote a <b>Declaration of Rights</b> and planned a boycott of British goods; As a result, <b>Britain sent more troops</b> and decided to <b>arrest some colonial leaders</b>.</p>
<p><b>1775, April 19 – Lexington and Concord</b></p>		<p>Colonists began to prepare to fight back against British force; Gen. Gage sent troops to Concord in order to <b>seize illegal weapons</b>; they were met by colonial militia and a fight ensued; on their return to Boston, British soldiers were attacked and decimated by colonists using guerilla-styled tactics; <b>*signaled the start of the Revolution</b></p>

**Timeline:** Fill out the timeline below with all of the events that led to the start of the Revolution.





**1775-1776—  
Common Sense  
by Thomas Paine**



A persuasive **pamphlet** written by Thomas Paine in which he **encouraged American colonists to rebel** against the King and Britain for **independence**.

**Primary Source Document Excerpt 1 - Common Sense - Thomas Paine (1776)**

1 Men of passive dispositions look somewhat lightly over the offenses of Great Britain, and, still hoping for the best, are likely to call  
2 out, "Come, come, we shall be friends again for all this."...But examine the passions and feelings of mankind: bring the idea of  
3 reconciliation to the nature of man, and then tell me whether you can hereafter love, honour, and faithfully serve the power that  
4 has carried fire and sword into your land? If you cannot do all these, then you are only deceiving yourselves....

5 Your future connection with Britain, whom you can neither love nor honour, will be forced and unnatural, and being formed only on  
6 the plan of present convenience, will in a little time fall into a worse condition more wretched than the first. But if you say, you can  
7 still pass the violations Great Britain has done the colonies over, then I ask, hath your house been burnt? Hath your property been  
8 destroyed before your face? Are your wife and children destitute of a bed to lie on, or bread to live on? Have you lost a parent or a  
9 child by their hands, and yourself the ruined and wretched survivor? If you have not, then are you not a judge of those who have.  
10 But if you have, and can still shake hands with the murderers, then are you unworthy the name of husband, father, friend or lover,  
11 and whatever may be your rank or title in life, you have the heart of a coward...

**Analysis Questions:**

1. *Contextualization:* Which historical event or events in Pre-Revolutionary America do you think the author referring to when he writes in lines 3 and 4: "...then tell me whether you can hereafter love, honour, and faithfully serve the power that has carried fire and sword into your land?..."
2. *Analysis:* How would you describe the tone of this excerpt? Cite evidence from the text to support your claims.
3. *Analysis:* Based on this excerpt, why do you think the author, who was trying to convince other American colonists to support the revolutionary movement, called the larger written piece, *Common Sense*?

**Primary Source Document Excerpt 2 - Common Sense - Thomas Paine (1776)**

1 But there is another and greater distinction for which no truly natural or religious reason can be assigned, and that is,  
2 the distinction of men into KINGS and SUBJECTS. Male and female are the distinctions of nature, good and bad the  
3 distinctions of heaven; but how a race of men came into the world so exalted above the rest, and distinguished like  
4 some new species, is worth enquiring into, and whether they are the means of happiness or of misery to mankind . . .

5 To the evil of monarchy we have added that of hereditary succession; and as the first is a degradation and lessening  
6 of ourselves, so the second, claimed as a matter of right, is an insult and an imposition on posterity. For all men being  
7 originally equals, no *one* by *birth* could have a right to set up his own family in perpetual preference to all others for  
8 ever, and though himself might deserve *some* decent degree of honors of his contemporaries, yet his descendants  
9 might be far too unworthy to inherit them. One of the strongest *natural* proofs of the folly of hereditary right in kings,  
10 is, that nature disapproves it, otherwise, she would not so frequently turn it into ridicule by giving mankind a donkey  
for a lion.

**Analysis Questions:**

1. *Contextualization:* Who was the head of the British government, and therefore American government, in 1776?
2. *Analysis:* How does the author try to appeal to the emotions of American colonists in his attempt to build an argument and support for the American revolution? Cite evidence from the text to support your claims.
3. *Analysis:* Based on this excerpt, why do you think the author, who was trying to convince other American colonists to support the revolutionary movement, called the larger written piece, *Common Sense*?



# Common Sense

## Using Evidence

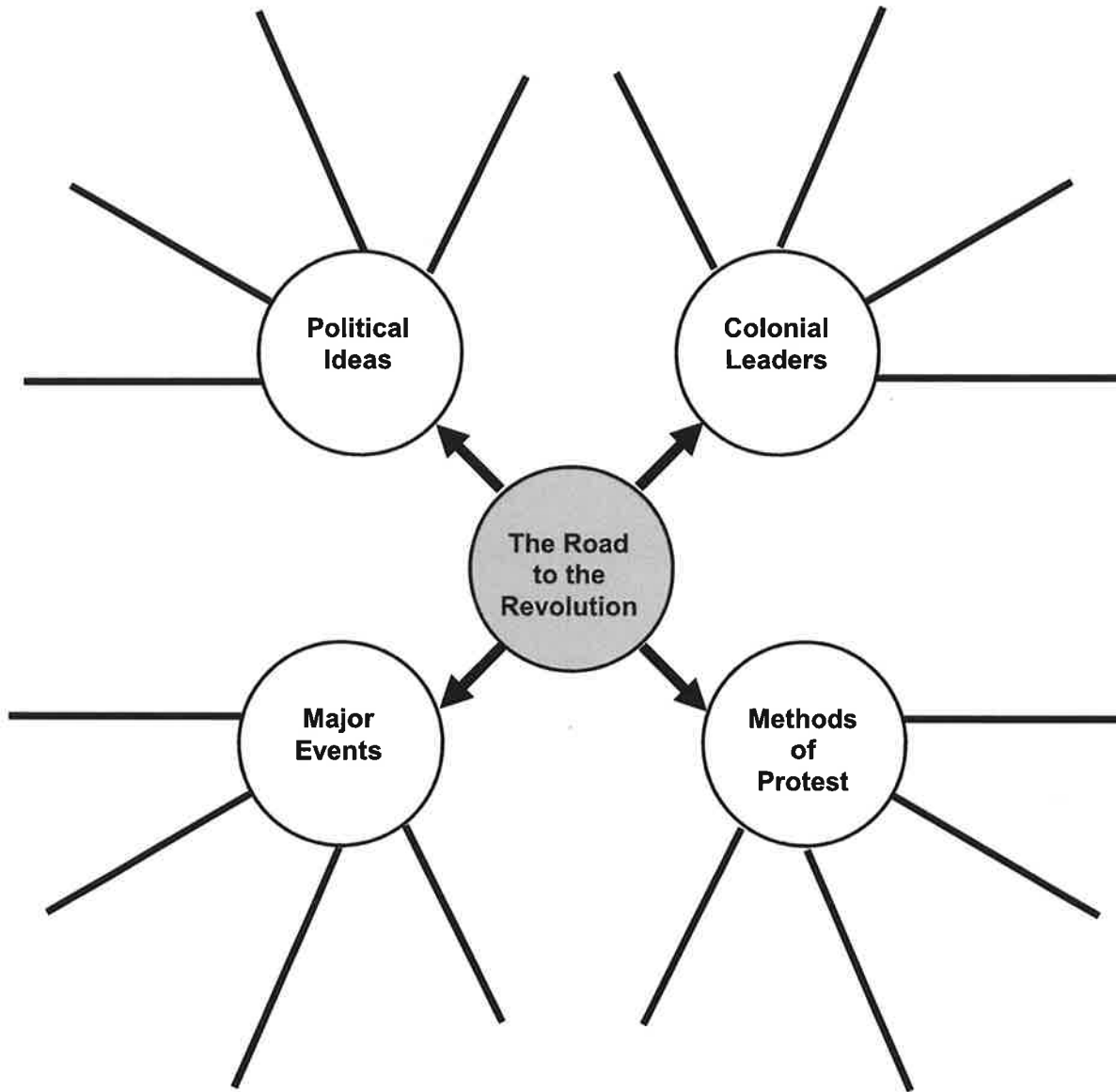
### Objective

What did Thomas Paine think was “Common Sense”?

**Directions:** You have been assigned to read either excerpt 1 or excerpt 2 of *Common Sense*. Read your excerpt and answer the analysis questions that follow. When you are done, work with someone who read a different excerpt to fill out the chart below.

Common Sense - Analysis	Tone	Main Idea / Argument	What is “Common Sense”?
Excerpt 1			
Excerpt 2			

# Review Web



## THE AMERICAN REVOLUTION

## Link to Literature

Thomas Paine (1737–1809) was a political thinker and writer from England who moved to America in 1774. His most famous pamphlet, *Common Sense*, urged American colonists to break from Great Britain. Published anonymously nine months after the beginning of the American Revolution, *Common Sense* would have an enormous influence on the Declaration of Independence. ♦ Read the following excerpts from *Common Sense* and the Declaration of Independence. Then, on a separate sheet of paper, answer the questions that follow.

## Common Sense and the Declaration of Independence

From *Common Sense*:

Thomas Paine,  
©CORBIS

“I have heard it asserted by some, that as America [has] flourished under her former connection with Great Britain, that the same connection is necessary towards her future happiness, and will always have the same effect. Nothing can be more [deceptive]

than this kind of argument. . . . America would have flourished as much, and probably much more, had no European power had anything to do with her. . . .

“It is repugnant to reason, to the universal order of things, to all examples from the former ages, to suppose, that this continent can longer remain subject to any external power. . . .”

Source: *Common Sense*, by Thomas Paine. Available online at <http://libertyonline.hypermall.com/Paine/CS-Frame.html>.

## From the Declaration of Independence:



Thomas Jefferson,  
©Bettmann/CORBIS

“We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness.—That to secure these rights, Governments are instituted

among Men, deriving their just powers from the consent of the governed,—That whenever any Form of Government becomes destructive of these ends, it is the Right of the People to alter or to abolish it, and to institute new Government, laying its foundation on such principles and organizing its powers in such form, as to them shall seem most likely to effect their Safety and Happiness. . . .”

Source: Declaration of Independence. Available online at [http://www.archives.gov/national-archives-experience/charters/declaration\\_transcript.html](http://www.archives.gov/national-archives-experience/charters/declaration_transcript.html).

## Questions to Think About

1. What central idea, or theme, is presented in both excerpts?
2. According to the Declaration of Independence, when is it the right of people to alter or to abolish government?
3. **Draw Conclusions** What is the relationship between *Common Sense* and the Declaration of Independence? Explain.

### Background on the Declaration of Independence

The Declaration of Independence was adopted by the Second Continental Congress in Philadelphia on July 4, 1776. The document announced that the thirteen American colonies were at war with the Kingdom of Great Britain, and that they regarded themselves as a newly independent nation. The document has four main parts - an introduction, a preamble that outlines a general philosophy of government, an indictment or list of particular charges or grievances against the King of England, and finally a denunciation that made the case for independence.

**Document Pre-Analysis:** Watch this video and answer the two guiding questions below.

- 1) Who are the colonists addressing this song towards? Cite one piece of evidence from the video that led you to reach this conclusion.
- 2) Why do you think it is “too late to apologize”? What has Great Britain done that the colonists feel it is “too late”?

Primary Source: Declaration of Independence

**Preamble**

<p>1 We hold these truths to be <i>self-evident</i>, that all men are 2 created equal, that they are endowed by their Creator with 3 certain <i>unalienable</i> Rights, that among these are Life, 4 Liberty and the pursuit of Happiness.--That to secure 5 these rights, governments are <i>instituted</i> among men, 6 deriving their just powers from the <i>consent</i> of the 7 governed, --That whenever any form of government 8 becomes destructive of these ends, it is the Right of the 9 People to alter or to <i>abolish</i> it, and to <i>institute</i> new 10 Government, laying its foundation on such principles and 11 organizing its powers in such form, as to them shall seem 12 most likely to effect their Safety and Happiness...</p>	<p>Vocabulary:</p> <p>Self-evident: obvious Unalienable: that which can't be taken away or denied Abolish: to end or overthrow Institute: to start or make official Consent: to give approval</p>
---	---

<p>1) What are the three unalienable rights [lines 3 and 4] listed in the preamble of the Declaration of Independence?</p> <p>a) b) c)</p> <p>2) The writers of the Declaration of Independence wrote that "Governments are instituted among Men, deriving their just powers from the consent of the governed" [lines 5 - 7] What does this mean in terms of how or where governments get power from?</p>	<p>3) Which enlightenment philosopher/thinker influenced the ideas expressed in questions 1 and 2? <i>Circle the best answer below.</i></p> <p>a) John Locke b) Thomas Hobbes</p> <p>4) According to the preamble, when do people have the right to abolish their government [lines 8 - 9]? <i>Circle the best answer below.</i></p> <p>a) When government becomes destructive to the rights of men b) When governments gives men rights</p>
---	--

## Grievances

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Wisdom, indeed, will *dictate* that governments long established should not be changed for light and simple causes;... But when a long train of *abuses*...reduce the people to live under absolute *despotism*, it is their right, it is their duty, to throw off such government, and to provide new protection for their future security. — Such has been the patient suffering of these colonies... The history of the present King of Great Britain is a history of repeated injuries and he has as a direct result established an absolute *tyranny* over these states.

To prove this, let facts be submitted to the world.

- He has kept among us, in times of peace, standing armies without the consent of our legislature
- He has allowed the military to act independent of any laws, doing as they please to reign terror over our us
- He has cutting off our trade with all parts of the world;
- He imposes taxes on us without our consent;
- He deprives us, in many cases, of the benefits of trial by jury...and instead throws us in jail or sentences colonists to death
- He has not recognized our government here
- He has stolen our resources from our seas, ravaged our coasts, burned our towns, and destroyed the lives of our people...

### Vocabulary:

Dictate: to command

Abuses: treat violently over and over again

Despot: ruler with total power usually uses power cruelly

Tyranny: cruel government

Grievance: reasons for protest

1) According to lines 1 - 7, why have the colonists chosen to declare independence? *Circle the best answer below.*

- a) The king has long abused the colonists
- b) The king has made the colonists live under an absolute despot
- c) It is the right of the colonists to declare independence to ensure a safe future
- d) All of the above

2) Why would the colonists list their grievances out in this document?

## Denunciation

1 In every stage of these *Oppressions* We have Petitioned for  
2 help....Our repeated *Petitions* have been answered only by  
3 repeated injury and abuse. A Prince, whose character is thus  
4 marked by every act which may define a Tyrant, is unfit to be  
5 the ruler of a free people...We have reminded them of the  
6 circumstances and reasons of our settlement here...They too  
7 have been deaf to the voice of justice... We must,  
8 therefore...which announce our Separation from Great Britain  
9  
10 We, therefore, the representatives of the United States of  
11 America... do.... declare, that these united colonies are, and  
12 of right ought to be free and independent states; that they  
13 are separated from all allegiance to the British Crown, and  
14 that all political connection between them and the state of  
15 Great Britain, is and ought to be totally dissolved; and that as  
16 free and independent states, they have full power to levy war,  
17 conclude peace, contract alliances, establish commerce, and  
18 to do all other acts and things which independent states may  
19 of right do.

### Vocabulary:

Oppressions: cruel treatment over a long period of time

Petition: to write a list of requests & explain the reasons for these requests in a document; usually it is presented to a government

1) According to lines 1 - 3, what have colonists done before this Declaration of Independence to address their concerns?  
*Circle the best answer below.*

- a) Written a petition
- b) Waged a war
- c) None of the above

2) According to lines 11-16, which of the following is true?  
*Circle the best answer below.*

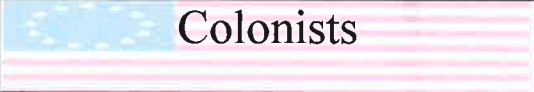

- a) Colonies are now separated from Great Britain
- b) Colonies now declare war on Great Britain

3) After having examined this source - why do you think this document is called the "Declaration of Independence"?



# AMERICAN REVOLUTION

## American Colonies VS. Britain

	 Colonists	 British	Advantage
<b>Population</b>	@ 2,800,000 people in total Soldiers – 230,000 colonists (no more than 90,000 at one time); American – 250,000; French – 15,000 troops	@ 12,000,000 people in total Soldiers – total of 107,000 British – 12,000, Loyalists – 50,000, German – 40,000	
<b>Money</b>	No money to support the war – members of Congress had to beg and sell bonds to raise money for the war effort	Was the richest country in the world utilizing their commitment to mercantilism	
<b>Industry</b>	Very little manufacturing because most of their finished goods were imported from Britain	Heavily developed industry which could mass produce goods to be exported all over the world (created vast wealth for Britain)	
<b>Military</b>	Mostly volunteer forces (including militia) – willing to fight for freedom however they were poorly equipped and trained; insignificant navy	Large, well-trained and experienced army with the help of mercenaries (Hessians – Germans); superior weapons and a superior navy	
<b>Leadership</b>	Dedicated and able officers who had experience in fighting with or against the British	Insufficient leaders who underestimated the colonists and made terrible decisions in tactics	
<b>Geography</b>	Familiar with the landscapes they fought on and had easier access to limited amounts of supplies	Unfamiliarity of land led to uncertainty and mistakes and there were long distances to base of supplies	
<b>Support</b>	2/3 of the colonists supported the revolution; they also gained foreign support from the French	Gained support from 1/3 of colonial population (loyalists), Native Americans; foreign support from German Hessians	

Summary: *What is your prediction based on the facts provided above? -*

**THE AMERICAN REVOLUTION**  
**Reading a Chart**

After the American Revolution, many facets of life in the colonies changed as the new United States developed. ♦ *Read the chart below. Then, on a separate sheet of paper, answer the questions that follow.*

**Impact of the American Revolution**

	Before the War	After the War
<b>Loyalists</b>	<ul style="list-style-type: none"> <li>Supported British rule, believing it offered lower taxes and greater freedoms</li> </ul>	<ul style="list-style-type: none"> <li>Barred from returning to their homes</li> </ul>
<b>Patriots</b>	<ul style="list-style-type: none"> <li>Opposed British taxes and governance</li> </ul>	<ul style="list-style-type: none"> <li>Rewarded with land</li> <li>Became leaders in new government</li> </ul>
<b>Native Americans</b>	<ul style="list-style-type: none"> <li>Had British support</li> <li>Won frontier wars against American settlers</li> </ul>	<ul style="list-style-type: none"> <li>Lost British support</li> <li>Increasingly lost territory to new settlers</li> </ul>
<b>African Americans</b>	<ul style="list-style-type: none"> <li>Subject to slavery in all 13 colonies</li> <li>Had limited or no rights</li> </ul>	<ul style="list-style-type: none"> <li>Emancipated in northern states</li> </ul>
<b>Land Area</b>	<ul style="list-style-type: none"> <li>Extended west to the Appalachians</li> </ul>	<ul style="list-style-type: none"> <li>Extended to the Mississippi River</li> <li>More than doubled</li> </ul>
<b>Ideas About Government</b>	<ul style="list-style-type: none"> <li>Followed tradition</li> <li>Ruled by Parliament and monarchy</li> </ul>	<ul style="list-style-type: none"> <li>Established new government based on the idea of liberty</li> <li>Rejected rule of monarchy</li> <li>Inspired other revolutions around the world</li> </ul>

**Questions to Think About**

- Which group benefited most from the outcome of the Revolutionary War? Why?
- Which African Americans benefited from the outcome of the war?
- Draw Conclusions** How did the boundaries established by the Treaty of Paris affect Native Americans?
- Link Past and Present** How does the American Revolution continue to affect current events and ideals?

# *Franco-American Alliance*

In France, enthusiasm for the American cause was high: The French intellectual world was itself stirring against feudalism and privilege. However, the Crown lent its support to the colonies for geopolitical rather than ideological reasons: The French government had been eager for reprisal against Britain ever since France's defeat in 1763. To further the American cause, Benjamin Franklin was sent to Paris in 1776. His wit, guile, and intellect soon made their presence felt in the French capital, and played a major role in winning French assistance.

France began providing aid to the colonies in May 1776, when it sent 14 ships with war supplies to America. In fact, most of the gunpowder used by the American armies came from France. After Britain's defeat at Saratoga, France saw an opportunity to seriously weaken its ancient enemy and restore the balance of power that had been upset by the Seven Years' War (called the French and Indian War in the American colonies). On February 6, 1778, the colonies and France signed a Treaty of Amity and Commerce, in which France recognized the United States and offered trade concessions. They also signed a Treaty of Alliance, which stipulated that if France entered the war, neither country would lay down its arms until the colonies won their independence, that neither would conclude peace with Britain without the consent of the other, and that each guaranteed the other's possessions in America. This was the only bilateral

defense treaty signed by the United States or its predecessors until 1949.

The Franco-American alliance soon broadened the conflict. In June 1778 British ships fired on French vessels, and the two countries went to war. In 1779 Spain, hoping to reacquire territories taken by Britain in the Seven Years' War, entered the conflict on the side of France, but not as an ally of the Americans. In 1780 Britain declared war on the Dutch, who had continued to trade with the Americans. The combination of these European powers, with France in the lead, was a far greater threat to Britain than the American colonies standing alone.

1. What American intellectual and inventor was sent to Paris in 1776 to gain France's support for the American Revolution?  
\_\_\_\_\_
2. The French sent very little aid to the American colonies during the French Revolution.
  - a. True
  - b. False
3. In what treaty, signed on February 6, 1778, did France recognize the United States and offer trade concessions?  
\_\_\_\_\_
4. What was the only bilateral defense treaty signed by the United States or its predecessors until 1949?  
\_\_\_\_\_

**States drafted new constitutions emphasizing the limitations on governmental power -**

**It created a sense of egalitarianism amongst the people -**

**Ideals of the revolution influenced events in other parts of the world -**

**Some begin to reexamine traditional ideas about women's roles in society -**

**Native Americans faced uncertainty - the colonists continue to push farther onto the frontier pushing the Natives further west**

**Creates a need for a new government -**

**Ideas of freedom and natural rights inspire some people to begin opposing slavery -**

## **Impacts of the American Revolution**



CHESTER THE CRAB 1676 BACON'S REBELLION 1706 BEN FRANKLIN BORN 1733 GEORGIA FOUNDED 1776

# WHEN DID The ARTICLES of CONFEDERATION START?

## The Declaration of Independence!



AFTER A LOT OF DEBATE...  
BLAHBLAHBLAHBLAHBLAH

ON JULY 9, 1778, CONGRESS SIGNS THE **Articles of Confederation.**

A CONFEDERATION IS A COLLECTION OF INDEPENDENT STATES THAT CAN SUGGEST RULES TO EACH OTHER BUT NOT FORCE INDIVIDUAL CITIZENS TO DO ANYTHING.



THE COLONIES WIN THE WAR AND THEIR FREEDOM IN 1783. THE ARTICLES OF CONFEDERATION STAY. THREE STICKY ISSUES REMAIN UNSOLVED:

-  HOW VOTES WILL BE COUNTED IN CONGRESS
-  WHO WILL CONTROL AMERICA'S WESTERN LANDS
-  WHO PAYS THE COSTS OF THE AMERICAN REVOLUTION

next:  
hunt and peck

# A More Perfect Union

## Lesson 1 The Articles of Confederation

### ESSENTIAL QUESTION

*Why do people form governments?*

### GUIDING QUESTIONS

1. *What kind of government was created by the Articles of Confederation?*
2. *What process allowed new states to join the union?*
3. *In what ways was the Confederation government weak?*

### Terms to Know

**bicameral** having two separate lawmaking organizations

**republic** a government in which citizens rule through elected representatives

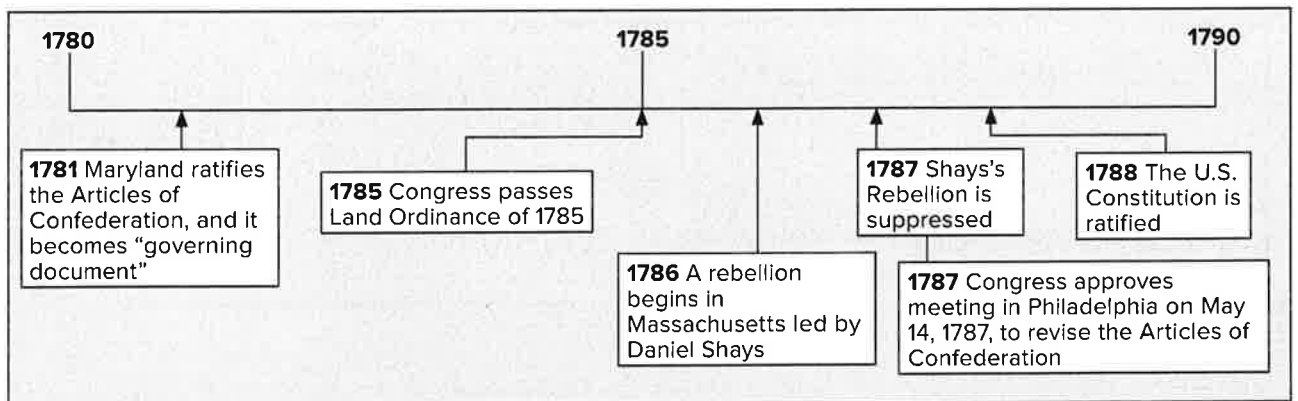
**ordinance** law

**depreciate** lose value

### Where in the world?



### When did it happen?



## A More Perfect Union

### Lesson 1 The Articles of Confederation, *Continued*

#### The Making of a Republic

In May 1776, the Continental Congress asked each state to set up its government. Each state wrote a constitution. A constitution is a plan of government.

Americans did not want to give too much power to one ruler or one branch of government. State constitutions solved that problem. They split the power between the governor and legislature. The governor had less power than the legislature. Most states set up two-house, or **bicameral**, legislatures. This divided the power even more.

Americans had to set up a national government, too. Americans wanted their country to be a **republic**. In a republic, citizens elect people to represent them and make decisions based on what they want.

People could not agree on what powers the national government should have. Americans felt the central government should have only the power to fight wars and to deal with other countries.

In 1776 the Second Continental Congress had a group of people make a plan for a central government. This group created the Articles of Confederation. The Articles called for a weak central government. They also let states keep most of their powers. Congress accepted the Articles of Confederation in November, 1777.

The Articles of Confederation gave Congress certain powers, but there were important powers that Congress did not have. For example, if Congress needed to raise money or an army, it had to ask the states. The states did not have to say yes.

Powers of Congress Under The Articles of Confederation	
Congress had these powers:	Congress did NOT have these powers:
manage foreign affairs	control trade
keep up armed forces	force citizens to join army
borrow money	impose taxes
issue money	

The central government did not have a chief executive. A chief executive is an official, such as a president or a governor. A chief executive is the leader of the government and has the job of carrying out the laws. All states had to approve the Articles of

#### Mark the Text

- Underline the meaning of a *constitution*.

#### Analyzing

- What might be one result of state constitutions that limited the power of the governor?

---



---

#### Mark the Text

- Circle the meaning of *republic*.

#### Listing

- What were three weaknesses of the Articles of Confederation?

---



---



---

## A More Perfect Union

### Lesson 1 The Articles of Confederation, *Continued*

#### Reading Check

5. How many votes did each state have in the new Congress?

---



---

#### Mark the Text

6. Underline how a western district could apply to become a state.

#### Reading Check

7. What did the Northwest Ordinance say about slavery?

---



---

Confederation. The Articles could not be changed unless all states agreed to change it. Each state had one vote.

The states also did not agree on what to do with land in the West. Some states believed land west of the Appalachian Mountains belonged to them. Maryland did not want to approve the Articles until other states gave up claims to this land. The states finally agreed and approved the Articles. On March 1, 1781, the Articles of Confederation became the government of the United States of America.

The new national government was weak. This made it difficult for the government to handle the nation's problems. Congress could not pass a law unless 9 states voted for it. Congress also did not have the power to change the Articles of Confederation. Any plan to change the Articles needed to be approved by all 13 states.

Even so, America's government did some important things. America made a peace treaty with Britain. It expanded foreign trade. It set up plans for people to settle lands to the west.

### Policies for Western Lands

The Articles of Confederation did not tell how to add new states. Settlers were already living west of the Appalachian Mountains. This was outside the United States. Western settlers wanted to form new states and join the Union. Congress needed to give people a way to settle the Western lands and form new states.

In 1785, the Confederation Congress passed an **ordinance**, or law, about western lands. This law set up a way to divide and then sell the western lands. Land was divided into townships. Land in the township was divided into smaller sections. These sections were sold to settlers.

In 1787, the Northwest Ordinance created the Northwest Territory. This territory included lands north of the Ohio River and east of the Mississippi River. The lands were divided into three to five smaller territories. A territory could apply to become a state when 60,000 people lived there. New states would have the same rights as the original 13 states. Settlers had a bill of rights. They had freedom of religion and trial by jury. The bill of rights said there could be no slavery in the Northwest Territory.

The Land Act of 1800 was passed to make it easier for people to buy land in the Northwest Territory. Some settlers did not have all of the money needed to buy land. The Act made it possible for people to pay for the land over a period of four years.



**A More Perfect Union**

**Lesson 1** The Articles of Confederation, *Continued*

**Problems at Home and Abroad**

The national government had problems paying its bills. By 1781, American dollars, called Continentals, had **depreciated**, or lost value. They were worth almost nothing. The War for Independence left the Continental Congress with a large debt. Congress did not have the power to raise taxes to pay these debts.

In 1781, Congress created a department of finance, led by Robert Morris. Morris made a plan to charge a 5 percent tax on goods brought in from other countries to help pay the debts. All 13 states had to approve Morris' plan for it to pass, but Rhode Island voted no. The plan did not pass.

The new government faced other problems. The British did not let Americans trade in the West Indies and other British areas. British soldiers were still in several important forts in the Great Lakes region.

The American government had problems with Spain, too. Spain controlled Florida and lands west of the Mississippi River. Spain wanted to stop America's growth in Spanish territory. In 1784, Spain closed the lower Mississippi River to American shipping. Western settlers could no longer use the river for trade.

It became clear that the Confederation was not able to deal with major problems. Americans came to agree that their new country needed a stronger government.

////// *Some Foldable Ideas* //////////////////////////////////////

**Check for Understanding**

**What kind of government was created by the Articles of Confederation?**

\_\_\_\_\_

**List three problems the Confederation government faced in its relations with other countries.**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**? Analyzing**

**8.** Why did Robert Morris's plan to pay the country's war debts fail?

\_\_\_\_\_

**✓ Reading Check**

**9.** Why did Spain close the lower Mississippi River to American shipping in 1784?

\_\_\_\_\_

**FOLDABLES**

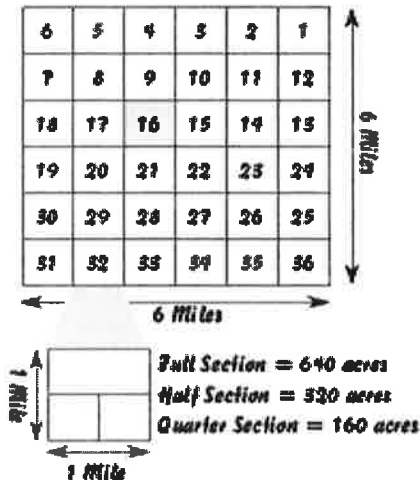
**10.** Glue a three-tab Foldable behind a two-tab Foldable along the anchor tabs to cover *Check for Understanding*. Write *Articles of Confederation* on the anchor tab. Label the two-tabs—*Strengths*, *Weaknesses*. Label the three-tabs—*Problems at Home*, *Problems with Britain*, and *Problems with Spain*. Write two words or phrases you remember about each.

# Land Ordinance of 1785

Thomas Jefferson was acutely aware of the great potential benefits offered by lands in the West. A growing population in the original states, now largely free from British interference, was beginning to push into these areas. Jefferson had earlier offered a systematic means to prepare new areas for statehood in his Ordinance of 1784. In the following year, he directed his attention to designing a system for surveying the lands that might avoid the pitfalls of earlier methods of determining boundaries.

Many landowners in the original states had become embroiled in ownership disputes because their property lines were defined in terms of rocks, streams and trees — any of which could disappear or be moved. Another nagging feature of the old system was that frugal purchasers would buy only the best pieces of land by carving out irregular plots that avoided undesirable wasteland. Early land ownership maps appeared to be jigsaw puzzles.

## The Township System



Jefferson's proposal was much more orderly. He advocated the creation of a rectangular or rectilinear system of land survey. The basic unit of ownership was to be the **township** — a six-mile square or 36 square miles. (Jefferson had actually favored townships of 10-mile squares, but Congress believed those plots would be too large and difficult to sell.) Each township was to be divided into 36 **sections**, each a one-mile square or 640 acres.

A north-south line of townships was to be known as a **range**.

Borrowing from a New England practice, the Ordinance also provided that **Section 16** in each township was to be reserved for the benefit of public education. All other sections were to be made available to the public at auction.

The Ordinance provided that sections be offered to the public at the minimum bidding price of one dollar per acre or a total of \$640. Jefferson and other members of Congress hoped that competitive bidding would bring in receipts far in excess of the minimum amount. The meager treasury of the Confederation sorely needed every dollar it could find.

The Ordinance of 1785 was landmark legislation. By preparing this means for selling Western lands, the government introduced a system that would remain the foundation of U.S. public land policy until the enactment of the Homestead Act of 1862. Modifications, however, would occur over the years as it became apparent that \$640 was more than many could afford and, similarly, that 640 acres was too large for most family farms. Future legislation would keep the basic system intact, but reduce the minimum acreage requirement.

A revision of the statehood provisions for the Northwest came in the Ordinance of 1787.

## Questions:

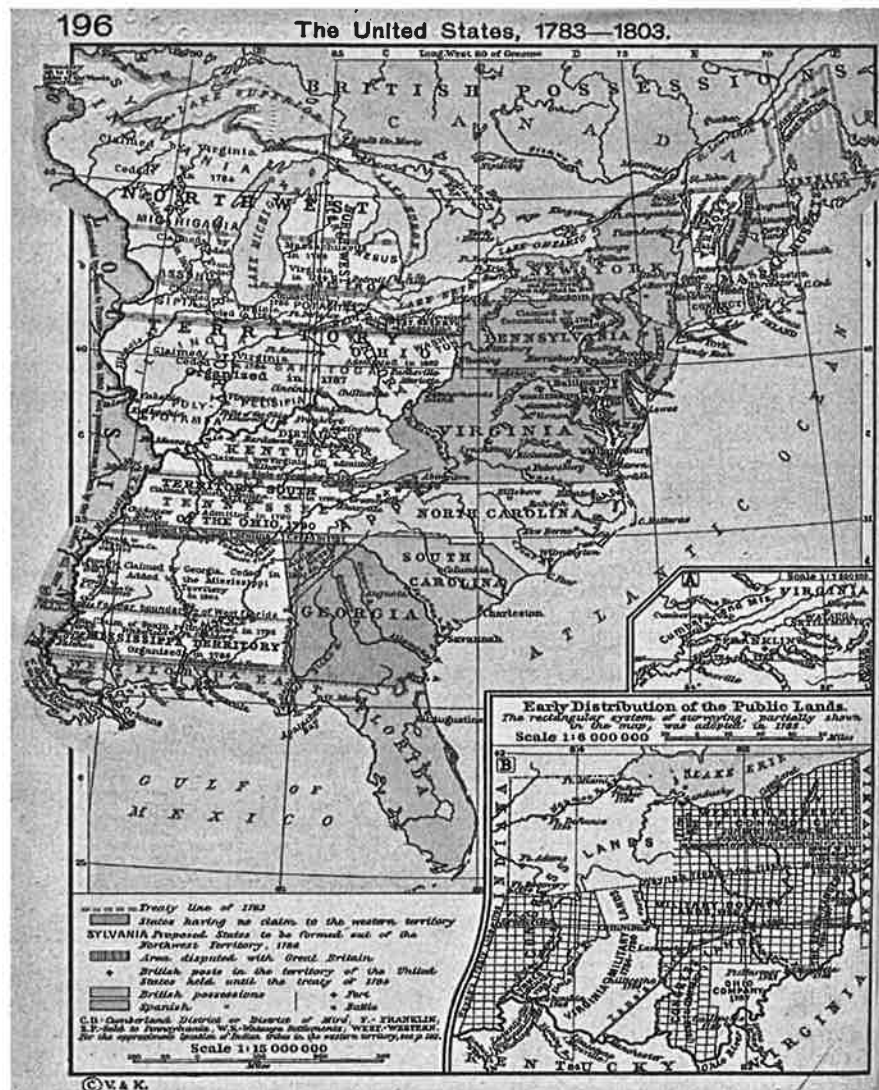
1. Why do you think the federal government decided to map the unsettled territory so precisely?
2. What was to be done with the land once it was surveyed?
3. Surveyors were human. What types of human errors might surveyors have made?

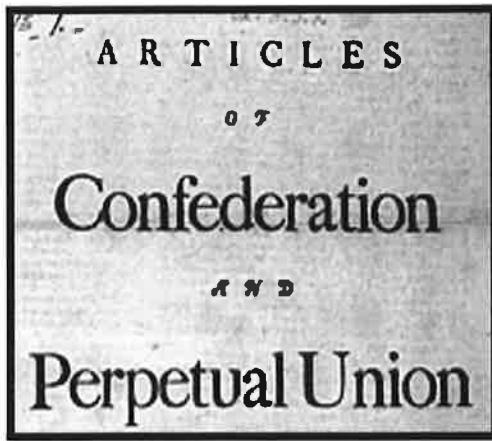
# The Northwest Ordinance of 1787

After first providing for the survey of the land west of the Appalachian mountains, the so-called Northwest Territory, Congress enacted the Northwest Ordinance of 1787, the single most important piece of legislation in the Confederation period. The Ordinance provided the means by which new states would be created out of the western lands and then admitted into the Union. Governors and judges appointed by Congress would rule a territory until it contained 5,000 free male inhabitants of voting age; then the inhabitants would elect a territorial legislature, which would send a non-voting delegate to Congress. When the population reached 60,000, the legislature would submit a state constitution to Congress and, upon its approval, the state would enter the Union.

The importance of the statute, aside from providing for orderly westerly settlement, is that it made clear that the new states would be equal to the old; there would be no inferior or superior states in the Union. Moreover, in the Ordinance Congress compacted with the settlers of the territories that they would be equal citizens of the United States, and would enjoy all of the rights that had been fought for in the Revolution. Where the Articles of Confederation lacked a bill of rights, the Ordinance provided one that included many of the basic liberties the colonists had considered essential, such as trial by jury, habeas corpus,<sup>1</sup> and religious freedom. One should also note, however, the important role that property still played in government, a holdover from British theory that only those with a tangible stake in society should partake in its governance.

The Northwest Ordinance would, with minor adjustments, remain the guiding policy for the admission of all future states into the Union.





## 10 reasons why America's first constitution failed

On November 17, 1777, Congress submitted the Articles to the states for immediate consideration. Two days earlier, the Second Continental Congress approved the document, after a year of debates. The British capture of Philadelphia also forced the issue.

The Articles formed a war-time confederation of states, with an extremely limited central government. The document made official some of the procedures used by the Congress to conduct business, but many of the delegates realized the Articles had limitations.

Here is a quick list of the problems that occurred, and how these issues led to our current Constitution.

1. **The states didn't act immediately.** It took until February 1779 for 12 states to approve the document. Maryland held out until March 1781, after it settled a land argument with Virginia.
2. **The central government was designed to be very, very weak.** The Articles established "the United States of America" as a perpetual union formed to defend the states as a group, but it provided few central powers beyond that. But it didn't have an executive official or judicial branch.
3. **The Articles Congress only had one chamber (unicameral) and each state had one vote.** This reinforced the power of the states to operate independently from the central government, even when that wasn't in the nation's best interests.
4. **Congress needed 9 of 13 states to pass any laws.** Requiring this high supermajority made it very difficult to pass any legislation that would affect all 13 states.
5. **The document was practically impossible to amend.** The Articles required unanimous consent to any amendment, so all 13 states would need to agree on a change. Given the rivalries between the states, that rule made the Articles impossible to adapt after the war ended with Britain in 1783.
6. **The central government couldn't collect taxes to fund its operations.** The Confederation relied on the voluntary efforts of the states to send tax money to the central government. Lacking funds, the central government couldn't maintain an effective military or back its own paper currency.

7. **States were able to conduct their own foreign policies.** Technically, that role fell to the central government, but the Confederation government didn't have the physical ability to enforce that power, since it lacked domestic and international powers and standing.
8. **States had their own money systems.** There wasn't a common currency in the Confederation era. The central government and the states each had separate money, which made trade between the states, and other countries, extremely difficult.
9. **The Confederation government couldn't help settle Revolutionary War-era debts.** The central government and the states owed huge debts to European countries and investors. Without the power to tax, and with no power to make trade between the states and other countries viable, the United States was in an economic mess by 1787.
10. **Shays' rebellion – the final straw.** A tax protest by western Massachusetts farmers in 1786 and 1787 showed the central government couldn't put down an internal rebellion. It had to rely on a state militia sponsored by private Boston business people. With no money, the central government couldn't act to protect the "perpetual union."

These events alarmed Founders like George Washington, James Madison and Alexander Hamilton to the point where delegates from five states met at Annapolis, Maryland in September 1786 to discuss changing the Articles of Confederation.

The group included Madison, Hamilton and John Dickinson, and it recommended that a meeting of all 13 states be held the following May in Philadelphia. The Confederation Congress agreed and the Constitutional Convention of 1787 effectively ended the era of the Articles of Confederation.

NCC Staff (2018, November 17). *Constitution Daily*. Retrieved from National Constitution Center: <https://constitutioncenter.org/blog/10-reasons-why-americas-first-constitution-failed>

#### QUESTIONS:

1. What were the reasons the Articles of Confederation failed? (Name at least 5)
  
  
  
  
  
  
  
  
  
  
2. In your opinion, which of the weaknesses played the greatest part in the complete failure of the Articles of Confederation? Explain why?

# WHAT REPLACED THE CONFEDERATION?

ON THE SUMMER OF 1787, REPRESENTATIVES OF 12 OF THE 13 AMERICAN STATES MEET IN PHILADELPHIA.



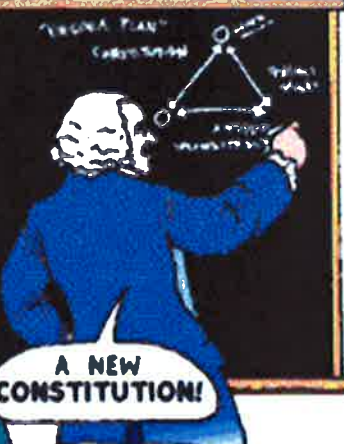
I'M OFF TO THE BEACH OF MY OCEAN STATE!



LET'S JUST TWEAK THE ARTICLES OF CONFEDERATION TO IMPROVE THEM.



FORGET TWEAKING! WE NEED A BRAND-NEW GOVERNMENT!!



A NEW CONSTITUTION!

Confederation

Federal Constitution

NO EXECUTIVE BRANCH



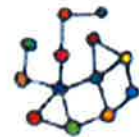
THE NEW CENTRAL GOVERNMENT HAS A PRESIDENT. HE IS IN CHARGE OF A CABINET OF OFFICIALS WITH DEPARTMENTS OF WORKERS.

NO CENTRAL JUDICIAL BRANCH



ONE OF THE THREE BRANCHES OF THE NEW GOVERNMENT IS A COURT SYSTEM. THIS JUDICIAL BRANCH HAS CHECKS AND BALANCES WITH THE OTHER TWO BRANCHES.

A WEAK CENTRAL GOVERNMENT COULD NOT TELL ANY STATE WHAT TO DO.



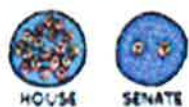
THE NEW FEDERAL GOVERNMENT HAS SPECIFIC POWERS. IT CAN DECLARE WAR AND CONTROL BUSINESS BETWEEN STATES.

NO TAXING POWER



CONGRESS HAS THE POWER TO TAX ALL THE STATES.

EACH STATE GETS ONLY ONE VOTE IN CONGRESS.



CONGRESS HAS TWO PARTS. IN THE SENATE EACH STATE GETS TWO VOTES. IN THE HOUSE STATES WITH BIGGER POPULATIONS GET MORE VOTES.

NO ONE SET OF MONEY



CONGRESS CAN SET ONE STANDARD OF MONEY. IT ALSO DECIDES WHAT WEIGHTS AND MEASURES WILL BE USED IN BUSINESS.

STATE GOVERNMENTS DEBATE AND THEN APPROVE THIS NEW CONSTITUTION. THE LAST PRESIDENT OF THE CONFEDERATION CONGRESS IS CYRUS GRIFFIN OF VIRGINIA. IN JULY 1789 CONGRESS' PAPERS ARE HANDED TO GEORGE WASHINGTON, THE VIRGINIAN WHO IS THE FIRST PRESIDENT OF THE NEW GOVERNMENT!



## THE BIRTH OF THE CONSTITUTION

### *The Constitutional Convention*

The Constitutional Convention opened in Philadelphia in May, 1787, and finished its work in September. The delegates to the convention were not elected by the people, but instead were selected by their state legislatures.

The delegates to the convention were men of great ability. Many had fought in the Revolutionary War, many were educated, and many were wealthy. They were men of great power and influence in their own states. Eventually, two would become presidents of the United States, one a vice president, and 26 would serve in Congress. All in all, there were 65 official delegates, but only 55 made it to Philadelphia. The average attendance at each day's meeting was about 30.

George Washington, a delegate from Virginia, was chosen to be the president of the convention. At first, the purpose of the convention was to revise the Articles of Confederation, but very quickly the delegates decided to replace the Articles with a new plan for government.

Two important leaders were absent from the convention. John Adams and Thomas Jefferson, who were influential in the writing of the Declaration of Independence, were in Europe serving as ambassadors to other nations. Benjamin Franklin of Pennsylvania was the oldest delegate at 81 years old, and Jonathan Dayton of New Jersey was the youngest at 26. Other delegates present were Alexander Hamilton and James Madison. There was one state that refused to send delegates to the Constitutional Convention; Rhode Island did not send any representatives to Philadelphia.

During those five hot summer months in 1787, the 55 delegates struggled to create a more flexible form of government for the new United States. The most serious task that faced the delegates was how to achieve a balance between liberty and authority. There were many different viewpoints and opinions on how to go about that task. The concept of compromise unified the differences into a supreme document capable of representing the opinions of all Americans.

The Constitution that resulted from this historic convention is now over 200 years old. Few written constitutions have lasted as long as the Constitution of the United States.



**George Washington was chosen as the president of the Constitutional Convention.**

Date \_\_\_\_\_ Name \_\_\_\_\_

**THE BIRTH OF THE CONSTITUTION**

***The Constitutional Convention***

**≈ Challenges ≈**

1. Define:

Convention: \_\_\_\_\_

\_\_\_\_\_

Compromise: \_\_\_\_\_

\_\_\_\_\_

Delegate: \_\_\_\_\_

\_\_\_\_\_

2. Where did the Constitutional Convention meet in May, 1787? \_\_\_\_\_

\_\_\_\_\_

3. During what months of 1787 was our Constitution written? \_\_\_\_\_

\_\_\_\_\_

4. Which state didn't send delegates to the Convention? \_\_\_\_\_

5. Who served as president of the convention? \_\_\_\_\_

6. What was the most serious task that the convention faced? \_\_\_\_\_

\_\_\_\_\_

7. Name two famous politicians who were present at the convention. \_\_\_\_\_

\_\_\_\_\_

8. Name two famous politicians who were absent from the convention. \_\_\_\_\_

\_\_\_\_\_

9. Who was the oldest delegate? \_\_\_\_\_

10. Who was the youngest delegate? \_\_\_\_\_



## THE BIRTH OF THE CONSTITUTION

### *Compromise*

Without compromise in 1787, our government would have collapsed in infancy. Compromise is a settlement in which both sides give up something in order to reach an agreement. There were many different compromises made during the Constitutional Convention. The most important compromises dealt with how our government would be set up.

A major concern of the delegates was how to set up the lawmaking body of our government, the legislative branch. How should states be represented in the legislative body? Who would have control—the small states or the large states? This issue threatened to destroy the convention. Eventually, the delegates came to an agreement known as the Great Compromise, which combined the best of the Virginia Plan and the New Jersey Plan.

The Virginia Plan was proposed by the states having the larger populations. First, they suggested that the lawmaking body be called Congress. This Congress was to be *bicameral* (having two houses). The first house would be elected by the people, and the second house would be elected by the first house. The number of Congressmen was to be determined by the population of the state. The larger states liked this plan because they had a larger population and as a result would be able to control the government. They favored a plan based on population.

An alternative was the New Jersey Plan supported by the smaller states. First, the small states proposed a Congress that was *unicameral* (having one house) with each state having the same number of representatives or votes. The smaller states would then be equal with the larger states. They favored a plan based on equality.

Eventually a compromise was reached. The compromise became known as the Great Compromise, because without this basic issue settled, the Convention would have failed.

The Great Compromise called for a bicameral Congress. The first house was to be called the House of Representatives, with representatives elected by the people for a two-year term. The number of representatives each state could elect would depend on the population of the state. This pleased the large states.

The second house was to be called the Senate, with senators elected by their state legislatures for a six-year term. Each state would have two senators. This pleased the small states. The Great Compromise had succeeded; both sides got what they wanted.



**The Convention was held in the Philadelphia Statehouse, now known as Independence Hall.**

Date \_\_\_\_\_ Name \_\_\_\_\_

## THE BIRTH OF THE CONSTITUTION

### *Compromise* ≈ **Challenges** ≈

1. Define:

Bicameral: \_\_\_\_\_

Unicameral: \_\_\_\_\_

2. What question was resolved with the Great Compromise? \_\_\_\_\_

\_\_\_\_\_

3. What plan was supported by the large states? Why? \_\_\_\_\_

\_\_\_\_\_

4. What plan was supported by the small states? Why? \_\_\_\_\_

\_\_\_\_\_

5. Fill in the information:

A. Virginia Plan:

1. How many houses? \_\_\_\_\_

2. Number of congressmen determined by: \_\_\_\_\_

B. New Jersey Plan:

1. How many houses? \_\_\_\_\_

2. Number of congressmen determined by: \_\_\_\_\_

6. What was the Great Compromise, and how did it establish the legislative body?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

7. Circle the correct ending to each statement:

A. Representatives in the House of Representatives are chosen by:

POPULATION

EQUALITY

B. Senators in the Senate are chosen by:

POPULATION

EQUALITY

# Constitutional Convention – Conflicts and Compromises

Virginia Plan:

Great Compromise

New Jersey Plan:

Northern States:

Three-Fifths Compromise

Southern States

Northern States

Slave Trade & Commerce  
Compromise

Southern States:

## Ratification of the Constitution: Federalists vs. Antifederalists

BETWEEN MAY AND SEPTEMBER 1787, delegates to the Federal Convention in Philadelphia drafted the Constitution, a document intended to supersede the nation's Articles of Confederation. On September 17, as per Article VII of the new Constitution, it was sent to the Confederation Congress, which passed it on to the states on September 28. According to its terms, nine states needed to ratify the Constitution before it could become the country's governing document. All but Rhode Island elected delegates to state conventions to consider ratification. Consequently, letters, articles, essays, and pamphlets were published to influence the vote for or against ratification. On one side were the Federalists, who had largely written the

Constitution and supported it unreservedly. On the other side was a loose coalition called the Antifederalists, who believed the Constitution as written belied the republican principles upon which the nation had been founded. Eventually the debate centered around the Constitution's one omission: a bill of rights, which the Antifederalists were for and the Federalists were against. By late July 1788, all states except North Carolina and Rhode Island had ratified the Constitution, but weak public support and the demands of several states made it necessary for the Federalists to agree to add the amendments that would later be called the Bill of Rights—thus ensuring full ratification.

### Federalists

#### Leaders:

- Connecticut: Roger Sherman
- Pennsylvania: John Dickinson, James Wilson
- New York: Alexander Hamilton, John Jay
- Virginia: James Madison, John Marshall



Federalist John Jay

#### Publications:

- *The Federalist Papers*: Eighty-five letters written to newspapers by Hamilton, Madison, and Jay (under the joint name "Publius"); the essays outlined reasons why the Constitution should be ratified and addressed the Antifederalists' objections.
- *Address to the People of the State of New York* (John Jay); considered the most influential of the pro-Constitution publications.

#### Positions:

- A strong national government with clearly delineated powers was necessary to ensure the nation's stability and protect the people's liberties.
- To prevent tyranny by a majority, power needed to be centralized in the hands of a few but divided among different branches of government, thus necessitating negotiation and compromise.
- The new government would reduce trade disputes among the states and cement their alliance through a common currency.
- The Constitution addressed issues of national interest while also ensuring that the rights and liberties of individuals and the states were protected.
- The government was still republican in nature, since people participated in the running of the nation by electing representatives to Congress as well as the president.
- A federal court system was necessary to defend the Constitution and keep the executive and legislative branches in check.
- A bill of rights was unnecessary, since they were already covered in state constitutions. Furthermore, the federal government would only exercise powers expressly delegated to it.

### Antifederalists

#### Leaders:

- Massachusetts: Samuel Adams, John Hancock, John Winthrop
- New York: George Clinton, Elbridge Gerry, Melancton Smith, Robert Yates
- Pennsylvania: Robert Whitehall, William Findley, John Smilie
- Virginia: Patrick Henry, Richard Henry Lee, George Mason, James Monroe



Antifederalist Richard Henry Lee

#### Publications:

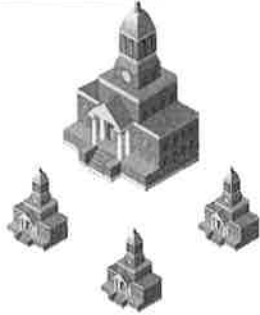
- *Antifederalist Papers*: A series of articles authored by Gerry, Henry, and Mason.
- Numerous pamphlets, including: *Genuine Information* (Luther Martin); *Letters of Brutus* (attributed to Yates); *Observations on the New Constitution . . . by a Columbian Patriot* (Mercy Otis Warren); *Letters from the Federal Farmer to the Republican* (thought to be by Lee).

#### Positions:

- The Constitution did not do enough to limit the power of the federal government; the terms as set out allowed potential infringement on the rights of states and individuals.
- The nation was already too large for a normal representative assembly. The proposed government could create a wide gap between the central administration and citizens and make possible the emergence of an aristocratic ruling class. Only a confederacy of self-governing states was appropriate to fulfill the republican ideals of the American Revolution.
- The Constitution gave too much authority to Congress, particularly the power to tax and to raise armies, which were felt to undermine the rights of states and individuals.
- The national government should have only as much power as was essential to provide for the nation's security and defense.
- The Constitution made insufficient provision for the balance of powers; more checks needed to be put on the executive to keep that office from becoming a pseudo-monarchy.
- A federal judiciary was too expensive to maintain and also infringed on states' rights. Furthermore, the Constitution lacked a provision for trial by jury.
- The Constitution was unacceptable without a statement of the people's inherent rights, which would protect individual citizens from being tyrannized by the national government.

# Federalists & Anti-Federalists

Name: \_\_\_\_\_



## Federalism: What Is It?

**Federalism** is a system of government that divides power between a central government and smaller units of government, such as state or local governments. The term *federal government* refers to the central government that unites all the smaller governments. The United States has a federal system: There is a central United States government, but at the same time each state has its own independent government. Some powers belong to the federal government, some powers belong to state governments, and some powers belong to both.

## Who Needs a Central Government?

As the United States was being born, the Founders experimented with several types of government. The first one was organized under an agreement called the **Articles of Confederation**. It created a central government that had very little power. Most of the power was given to the state governments. This gave the states a lot of independence, but it also created problems. So the Founders tried again, and this time they wrote the **Constitution**. Signed by representatives from every state, the Constitution created a stronger central government that shared power with the states. But when the Constitution was sent to the states for approval, some of the founders fought against it. People split into two groups that argued bitterly about certain parts of the proposed Constitution.



## Anti-Federalists: Down with Central Government!

**Anti-federalists** wanted a small central government. They believed local governments best understood what citizens needed and would best protect citizens' freedom. Anti-federalists opposed parts of the Constitution they thought limited the power of the states. They feared that a strong central government would overpower state governments, and eventually state governments would lose their independence and influence. They also didn't like that the original Constitution did not guarantee citizens any specific rights. They feared that a central government would become so powerful it would be just like having a king.



## Federalists: Yay for Central Government!

**Federalists** wanted a strong central government. They believed that a strong central government was necessary if the states were going to band together to form a nation. A strong central government could represent the nation to other countries. It could also control individual states that would not cooperate with the rest. Federalists also believed that a strong central government could best protect individual citizens' rights and freedoms. Federalists were not afraid of the central government created by the Constitution because it had three branches—the executive, legislative, and judicial—that could limit each other's power. That way, the central government could not become too powerful.



## A Compromise

In the end, the federalists and anti-federalists found a compromise and the Constitution was accepted. Federalists agreed to add ten amendments, or changes, to the end of the Constitution. These amendments guaranteed a list of rights to citizens and are known as the **Bill of Rights**. The anti-federalists were pleased with this addition because the Bill of Rights limited the central government's power.



# Federalists & Anti-Federalists

Name: \_\_\_\_\_

**Who Would Say That?** Read each statement. If it sounds like something a Federalist would have said to support the Constitution, write **F** in the box. If it sounds like something an Anti-Federalist would have said to complain about the Constitution, write **A** on the line

\_\_\_ 1. The Constitution gives the federal government enough power to overpower the states.

\_\_\_ 2. It will not be possible for the federal government to overpower the states, because the states are a necessary part of the federal government.

\_\_\_ 3. The Constitution contains no Bill of Rights to protect individual liberties like freedom of speech, trial by jury, and the right against searches and seizures.

\_\_\_ 4. The Constitution says federal laws are "the supreme law of the land," so the federal government could just take complete control.

\_\_\_ 5. Nothing in the Constitution says the federal government has power to limit peoples' freedoms in the first place.

\_\_\_ 6. The Constitution gives the federal government just a few powers that are very well defined.

\_\_\_ 7. The President created by the Constitution is really just a king.

\_\_\_ 8. A strong President is necessary to protect the country against foreign attack and make sure laws are carried out properly.

\_\_\_ 9. The Constitution creates a Supreme Court that is too powerful because the judges don't answer to anyone.

\_\_\_ 10. The Constitution already contains a few rights, so we may as well add a whole Bill of Rights.

\_\_\_ 11. The Supreme Court is the weakest branch of government because it doesn't control the military and can't pass laws.

\_\_\_ 12. The Constitution forbids creating titles of nobility like "Duke" or "King," so the government will always belong to the people.

\_\_\_ 13. The United States is too large to have a central government. People won't know their leaders and will lose control over the government.

\_\_\_ 14. The Constitution is a Bill of Rights because it guarantees citizens a role in government.

**Sound Off: Do We Need the Bill of Rights?** Explain whether you agree with a famous federalist:



Alexander Hamilton

*The Preamble (opening) of the Constitution says, "We the People...do ordain and establish this Constitution for the United States of America." The people created this Constitution. That is enough to make sure the government will never violate peoples' rights. We don't need an extra Bill of Rights!*

If the Bill of Rights was REMOVED from the Constitution, would you feel secure that the "We the People" preamble protects your rights?

Sure! I would feel secure because...  No way! I'd be worried because...

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Bill of Rights

- Freedom of speech
- Freedom of religion
- Freedom of the press
- No unreasonable searches
- Right to due process of law
- No cruel punishments
- Right to a lawyer
- Right to a fair trial



# Federalist Papers vs Anti-Federalist Papers

## Using Evidence

**Objective** *What were the major philosophical differences between the Federalists and Anti-Federalists?*

### Federalist Papers - Primary Source Document Analysis

**Historical Context:** *After the US Constitution was written in 1787, states had to approve and agree to this new form of government. Debates took place across the 13 states in state governments. The debate extended to the citizens of the United States, who in turn would influence their state representatives, in the form of persuasive pieces written in the newspapers. The Federalist papers were written by John Jay, Alexander Hamilton, and James Madison. The Anti-Federalist papers were not written in an organized form and questions remain about who authored the Anti-Federalist papers.*

**Directions:** Read the three excerpts below and answer the analysis questions on the next page.

#### Federalist Paper #1

1	Among the most formidable of the obstacles which the new Constitution will have to encounter
2	may will be a certain class of men in every State who wish to resist all changes because they
3	may result in these men losing the power and the offices they hold in the State governments . . .
4	a dangerous ambition more often lurks behind the mask of men who claim to be for the rights of
5	the people, for they more often than not claim to be for the rights of man, but only because they
6	seek to elevate their own position... we should be not for blindly bending the government to the
7	rights of the people, but for the efficiency and firmness of a national government. History will
8	teach us that the first has been found a much more certain road to the introduction of despotism
9	than the second...

#### Federalist Paper #51

1	But what is government itself, but the greatest of all reflections on human nature? If men were
2	angels, no government would be necessary. If angels were to govern men, neither external nor
3	internal controls on government would be necessary. In framing a government which is to be
4	administered by men over men, the great difficulty lies in this: you must first enable the
5	government to control the governed; and oblige it to control itself . . .

#### Federalist Paper #84

1	"Here, in strictness, without the Bill of Rights, the people surrender nothing; and as they retain
2	everything they have no need of particular rights outlined. "WE, THE PEOPLE of the United
3	States, to secure the blessings of liberty to ourselves and our posterity, do ORDAIN and
4	ESTABLISH this Constitution for the United States of America." . . . I go further, and affirm that
5	bills of rights, are not only unnecessary in the proposed Constitution, but would even be
6	dangerous. They would contain various exceptions to powers not granted... For why declare that
7	things shall not be done which there is no power to do? Why, for instance, should it be said that
8	the liberty of the press shall not be restrained, when no power is given to the government by
9	which restrictions may be imposed? . . .Furthermore, if some powers are outlined and protected,
10	what can happen to those that aren't?

## Analysis Questions:

- 1) *Close Reading:* According to the Federalist Papers, are the Bill of Rights necessary? Why or why not? Cite evidence from at least one of the Federalist Papers to support your claim.
  
- 2) *Close Reading:* Do you think the authors of the Federalist Papers would support a strong central government with weak state governments, or the opposite, strong state governments with a weak central government? Cite evidence from at least one of the Federalist Papers to support your claim.
  
- 3) *Analysis:* How do the authors of the Federalist Papers try to build an argument in support of the Constitution in these excerpts?
  
- 4) *Analysis:* In Federalist Paper #51 the author says: "If men were angels, no government would be necessary." What does this tell you about how he views the nature of ordinary man? What does this imply about why government is needed?
  - a) Do you think the authors of the Federalist Papers would argue that ordinary man should be heavily involved in government, or that an elite class of educated men should be heavily involved in the government? Cite evidence from at least one of the Federalist Papers to support your claim.



## Anti-Federalist Papers - Primary Source Document Analysis

**Directions:** Read the three excerpts below and answer the analysis questions on the next page.

### Anti-Federalist Paper #46

1	We find here that the Congress in its legislative capacity, shall have the power to lay and collect
2	taxes, to borrow money; to regulate commerce; to fix the rule for naturalization and the laws of
3	bankruptcy; to coin money; to establish post offices and post roads; to secure copyrights to
4	authors; to declare war...where does it end?
5	. . My object here is to consider that undefined, unbounded and immense power which is
6	comprised in the following clause—“ <i>And to make all laws which shall be necessary and proper</i>
7	<i>for carrying into execution the foregoing powers, and all other powers vested by this constitution</i>
8	<i>in the government of the United States; or in any department or offices thereof.</i> ” Under such a
9	clause as this, can any power be held back from Congress? . . . Besides the powers already
10	mentioned, other powers may be assumed hereafter as contained by implication in this
11	constitution...
13	The Congress are therefore vested with the supreme legislative power, without control. In giving
14	such immense, such unlimited powers, was there no necessity of a Bill of Rights, to secure to
15	the people their liberties? Is it not evident that we are left wholly dependent on the wisdom and
16	virtue of the men who shall from time to time be the members of Congress? And who shall be
17	able to say seven years hence, the members of Congress will be wise and good men, or of the
18	contrary character?...

### Anti-Federalist Paper #84

1	But rulers have the same habits as other men; they are as likely to use the power with which they
2	are vested, for private purposes, and to the injury and oppression of those over whom they are
3	placed, as individuals in a state of nature are to injure and oppress one another. It is therefore as
4	proper that bounds should be set to their authority, as that government should have at first been
5	instituted to restrain private injuries . . .
6	The powers, rights and authority, granted to the general government by this Constitution, are as
7	complete...it reaches to every thing which concerns human happiness—life, liberty, and property
8	are under its control...Ought not a government, vested with such extensive and indefinite
9	authority, to have been restricted by a declaration of rights? It certainly ought.

### Anti-Federalist Paper #1

1	<b>A CONSOLIDATED GOVERNMENT IS TYRANNY</b>
2	
3	The first question that presents itself on the subject is, whether a confederated government be
4	the best for the United States or not? Or in other words, whether the thirteen United States
5	should be reduced to one great republic, governed by one legislature, and under the direction of
6	one executive and judicial?...This is impossible. How can New York know of the matters of
7	Massachusetts? The confederation will be killed by this Constitution, and we shall cease to be
8	13 republics governed by our state governments, we shall be under the almighty too powerful
9	Constitutional government...

## Analysis Questions:

- 1) *Close Reading:* According to the Anti-Federalist Papers, are the Bill of Rights necessary? Why or why not? Cite evidence from at least one of the Anti-Federalist Papers to support your claim.
  
- 2) *Close Reading:* Do you think the authors of the Anti-Federalist Papers would support a strong central government with weak state governments, or the opposite, strong state governments with a weak central government? Cite evidence from at least one of the Anti-Federalist Papers to support your claim.
  
- 3) *Close Reading:* Based on the excerpts provided in Anti-Federalist #1, do you think the Anti-Federalists supported the Articles of Confederation or the US Constitution? Cite evidence from Anti-Federalist Paper #1 to support your claim.
  
- 4) *Analysis:* How do the authors of the Anti-Federalist papers try to build an argument against the Constitution in these excerpts?
  
- 5) *Analysis:* Do you think the authors of the Anti-Federalist Papers would argue that ordinary man should be heavily involved in government, or that an elite class of educated men should be heavily involved in the government? Cite evidence from at least one of the Anti-Federalist Papers to support your claim.



# Federalist vs Anti-Federalist Papers

## Using Evidence

**Written Task** *What were the major philosophical differences between the Federalists and Antifederalists?*

**Directions:** Using information from the documents and the phrase bank below the chart, complete the chart below to compare Federalists and Anti-Federalists.

# FEDERALISTS VS. ANTI FEDERALISTS

Federalists favored a \_\_\_\_\_ central government and \_\_\_\_\_ state governments

*Ex: Alexander Hamilton, James Madison*

**Favored the**

-----

**as the government for the US**

**Felt the Bill of Rights was....**

-----

**Property owners, landed rich, merchants in Northern states, lived in urban areas**

**Believed that the \_\_\_\_\_ class should be governing our nation**

Anti-Federalists favored a \_\_\_\_\_ central government and \_\_\_\_\_ state governments

*Ex: Thomas Jefferson*

**Favored the**

-----

**as the government for the US**

**Felt the Bill of Rights was....**

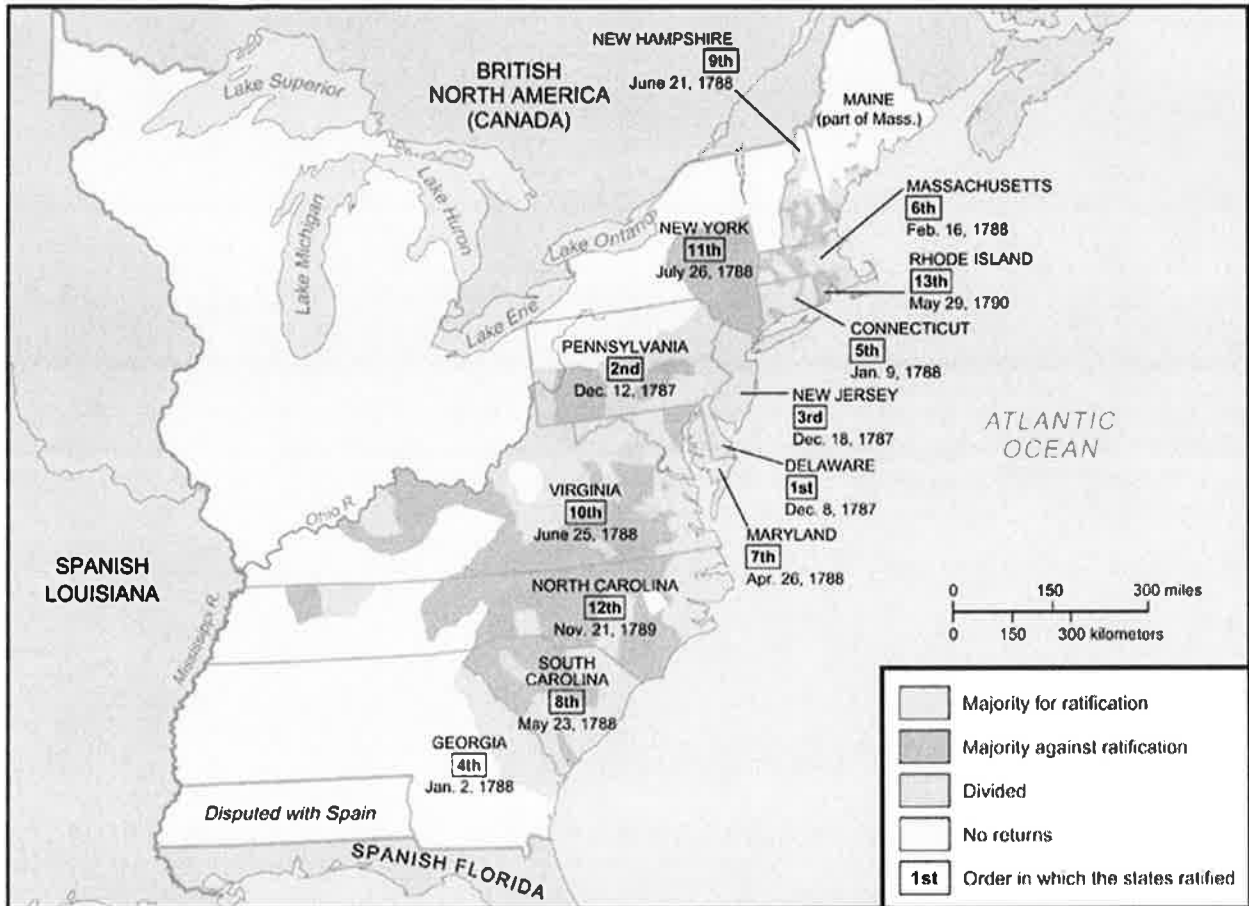
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**Small farmers, shopkeepers, laborers, lived in rural areas**

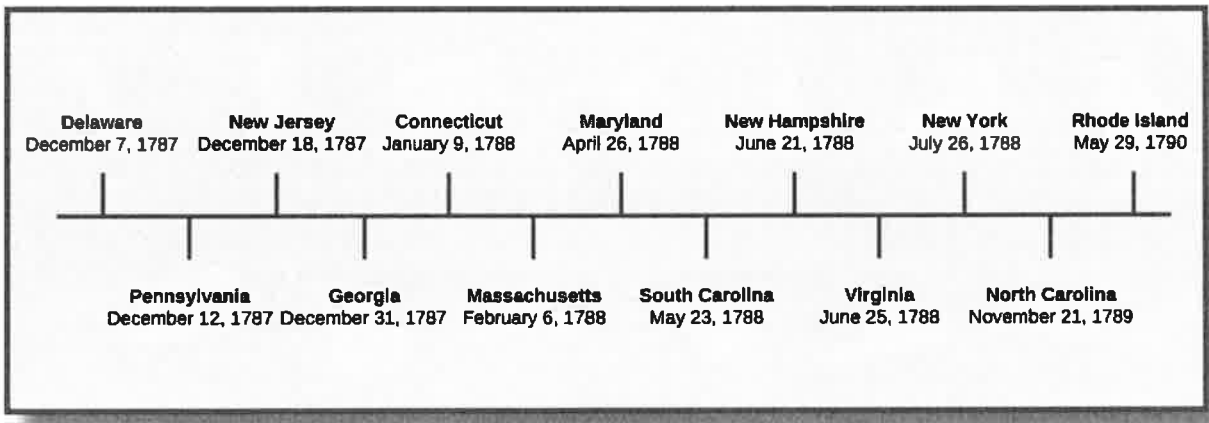
**Believed that \_\_\_\_\_ was fit to govern**

**Phrase Bank** - use each phrase ONCE only

- Articles of Confederation
- Necessary, believed the Constitution did not protect individual rights
- Well educated, landholding and wealthy
- Unnecessary, believed the Constitution sufficiently protected individual rights
- Common man
- US Constitution



**RATIFICATION OF THE CONSTITUTION**



Using the information from the map and timeline above, what is significant about the order in which states ratified the Constitution?

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## Comparing the Articles of Confederation and Constitution

The Articles of Confederation set up the first government of the United States. The Constitution was written to replace this government with a new government. The Federalists supported the Constitution. The Anti-Federalists opposed it. Here is a comparison of the governments set up by the two documents.

	<b>Articles of Confederation</b>	<b>Constitution</b>
<b>Executive Branch</b>	No executive branch.	President elected by electoral college. Has checks on legislative and judicial branches.
<b>Judicial Branch</b>	No judicial branch. Each state had its own court system.	System of federal courts headed by the U.S. Supreme Court. (Each state still had its own court system.)
<b>Legislative Branch</b>	Congress. Each state had one vote. The Congress elected a president to preside over Congress.	Two houses of Congress: Senate: Each state has two senators. House of Representatives: Membership based on the population of the state.
<b>Passing a Law</b>	Nine of the 13 states must vote in favor of it.	A majority in each house must pass it and the president must sign it.
<b>Power over States and Individuals</b>	Had power over states only. Thus it created a federal government.	Had power over states and individuals. Thus it created both a federal <i>and</i> national government.
<b>Amending</b>	To change the Articles, every state had to agree.	Two ways to change the Constitution: (1) Passed by both houses of Congress and 2/3 of the state legislatures. (2) Constitutional Convention called by 3/4 of state legislatures.
<b>Raising an Army</b>	No power to raise an army. Could only ask states to send soldiers.	Power to raise an army.
<b>Taxing</b>	No power to tax. Could only ask states for tax money.	Power to tax.
<b>Controlling Trade</b>	No power to control trade between the states or with other nations.	Power to control trade.
<b>Bill of Rights</b>	None.	None in original document. The first 10 amendments to the Constitution make up the Bill of Rights.

# The United States Government



## THE UNITED STATES CONSTITUTION:

“We the people of the United States in order to form a more perfect union,

**establish Justice** ( \_\_\_\_\_ ),

**insure domestic Tranquility** ( \_\_\_\_\_ ),

**provide for the common defense** ( \_\_\_\_\_ ),

**promote the general Welfare** ( \_\_\_\_\_ ),

**and secure the Blessings of Liberty** ( \_\_\_\_\_ )

**to ourselves and our Posterity** ( \_\_\_\_\_ )

...do ordain and establish this Constitution for the United States.” – Preamble of the US Constitution

Article I – Legislative Branch: the U.S. Congress makes the laws for the United States. Congress is bicameral: the House of Representatives and the Senate.

Article II – Executive Branch: the President, etc. carry out the laws made by Congress.

Article III – Judicial Branch: the Supreme Court & federal courts decide cases according to the Constitution.

Article IV – State’s Powers: States have the power to make and carry out their own laws. States respect other states laws and work together with other states to fix regional problems.

Article V – Amendment Process: The Constitution can be changed. New amendments can be added to the US Constitution with the approval by a two-thirds vote in each house of Congress (67, 281) and three-fourth vote by the states (38).

Article VI – Federal Powers: The Constitution and federal laws are higher than state and local laws. All laws must agree with the US Constitution.

Article VII – Ratification: The Constitution was presented at the Constitutional Convention on September 17, 1787. Representatives from twelve out of the thirteen original states signed the Constitution. From September 1787 to July 1788, the states meet, talked about, and finally voted to approve the Constitution.



# US Constitution - Amendments

## Graphic Organizer

**Objective**      *What are the different amendments to the US Constitution?*

<b>Amendment 1</b>	No law can prohibit the freedom of religion, speech, press, assembly and petition	Right to bear arms	Government may not quarter soldiers in the house of citizens during peacetime without permission	Government may not search or seize a person's property without a warrant	A person can't be tried for the same crime twice, and does not have to testify against him or herself	A person charged with a crime has the right to a speedy trial, an impartial jury and a lawyer	A person in a civil case is guaranteed to a trial by jury	No cruel or unusual punishment or excessive fees	The people have rights other than those mentioned in the Constitution	Any power not given to the Federal government by the Constitution is a power of the State or the people
<b>Amendment 2</b>										
<b>Amendment 3</b>										
<b>Amendment 4</b>										
<b>Amendment 5</b>										
<b>Amendment 6</b>										
<b>Amendment 7</b>										
<b>Amendment 8</b>										
<b>Amendment 9</b>										
<b>Amendment 10</b>										
<b>Amendment 11</b>	Citizens of a state or foreign country can't sue another state	The electoral college will vote separately for VP and Pres.	Slavery is outlawed	States cannot deprive someone of life, liberty, property, or due process	Citizens are guaranteed the right to vote no matter race, color, or status	Congress has the right to collect income tax	US Senators are elected directly by voters in each state	Making or selling alcohol is illegal	Citizens are guaranteed the right to vote, regardless of gender	The President takes office on January 20th, Congress January 3rd
<b>Amendment 12</b>										
<b>Amendment 13</b>										
<b>Amendment 14</b>										
<b>Amendment 15</b>										
<b>Amendment 16</b>										
<b>Amendment 17</b>										
<b>Amendment 18</b>										
<b>Amendment 19</b>										
<b>Amendment 20</b>										
<b>Amendment 21</b>	Repealed (undid) the 18th Amendment	No president can serve more than 8 years (two 4 year terms)	Citizens living in Washington DC can vote in presidential elections. DC has 3 electoral college votes	People can vote for president and vice president without paying a tax	VP becomes President if the President is disabled	Citizens who are 18 years of age guaranteed the right to vote	Any pay raise the House of Reps. may approve for its members doesn't take effect until the next election			
<b>Amendment 22</b>										
<b>Amendment 23</b>										
<b>Amendment 24</b>										
<b>Amendment 25</b>										
<b>Amendment 26</b>										
<b>Amendment 27</b>										

*Note: Grey Boxes indicate the Bill of Rights*

## Why is this Constitutional?

**Directions:** Read each of the scenarios below and next to the scroll, indicate which constitutional amendment allows this scenario to be true. You may use the amendment table that is attached to help you complete this activity.

Sam has to pay income taxes to the federal government.

If Stan is accused of a crime, Stan has the right to a speedy trial by a jury.

Frank can't be assigned cruel or unusual punishment if found guilty of a crime.

Mary is 18 in July, so she can vote in elections after July.

In 1921, it was illegal to sell alcohol in the United States.

If Joe wants to wear red pants he can. The rights to unique clothing aren't in the Constitution, but we all still have them.

Judy can't be tried twice for the same crime, and she can't be forced to testify against herself.

President Bush served two terms; he was president for 8 years. This was the maximum.

Susan can't be denied the right to vote after she turns 18 based on race or gender.

If Sally wants to practice a religion, she can practice that religion freely.

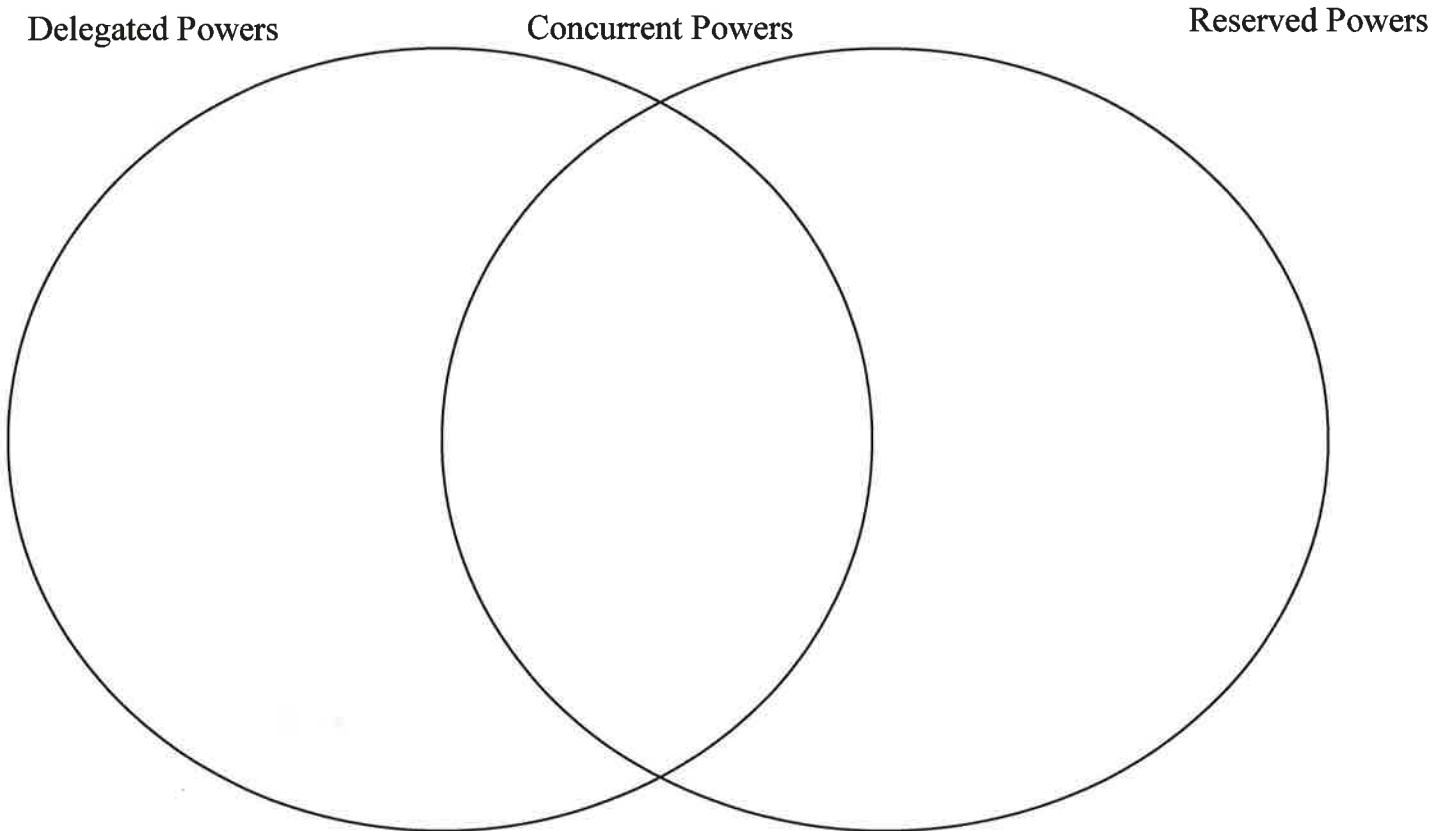
If the Daily News wants to publish an article about UFOs, the Daily News has the right to do that.

James lives in Washington DC, and can still vote for president.



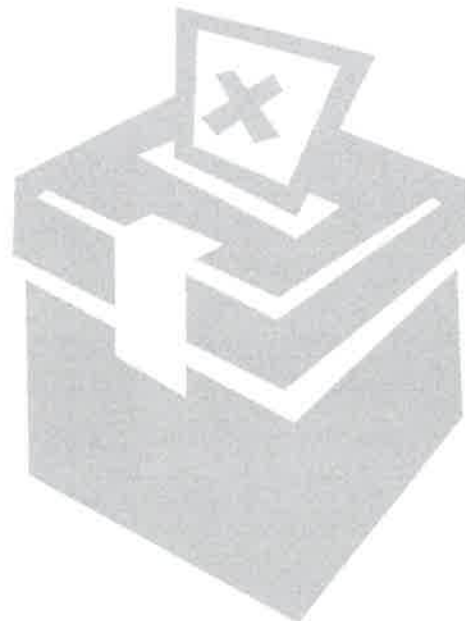
## Six Basic Principles of the United States Constitution:

**Federalism** – the division of powers between levels of government: Federal and State government.



- |                             |                     |                 |                             |                       |                     |
|-----------------------------|---------------------|-----------------|-----------------------------|-----------------------|---------------------|
| - collect taxes             | - driver's license  | - declare war   | - coin money                | - est. public schools | - regulate marriage |
| - regulate interstate trade | - conduct elections | - maintain army | - enforce laws              | - regulate banks      |                     |
| - establish post office     | - establish courts  | - borrow money  | - regulate intrastate trade | - maintain navy       |                     |

**Popular Sovereignty** – the source of all power or authority to govern is the people. This type of government is a **democracy** or government by the “consent of the governed”.



**Separation of Powers** – the power of the government is divided among the legislative, executive and judicial branches to ensure that no one branch can dominate the government.

LEGISLATIVE	EXECUTIVE	JUDICIAL
Senate House of Representatives	President Vice President	Supreme Court Federal Courts
<ul style="list-style-type: none"> <li>• Overrides Presidential vetoes</li> <li>• Approves Presidential appointments</li> <li>• Approves treaties</li> <li>• Taxes to provide services</li> <li>• Provides for the defense &amp; declares Wars</li> <li>• Regulates interstate trade</li> <li>• Impeaches officials</li> <li>• Maintains court system</li> <li>• Coins money</li> <li>• Regulates immigration</li> </ul>	<ul style="list-style-type: none"> <li>• Can veto laws</li> <li>• Appoints high officials</li> <li>• Conducts foreign policy</li> <li>• Enforces laws &amp; treaties</li> <li>• Commander-in-Chief of the military</li> <li>• Recommends bills to Congress</li> <li>• Reports the state of the Union to Congress</li> </ul>	<ul style="list-style-type: none"> <li>• Settles legal disputes between states</li> <li>• Settles State &amp; Federal disputes</li> <li>• Settles disputes between states &amp; foreign countries</li> <li>• Hears cases with ambassadors of foreign governments</li> <li>• Settles disputes between individuals and Federal Government</li> </ul>

**Limited Government** – our government powers are defined by the Constitution or law. It places limits on state and national governments and government officials – NO person is above the law

EX.

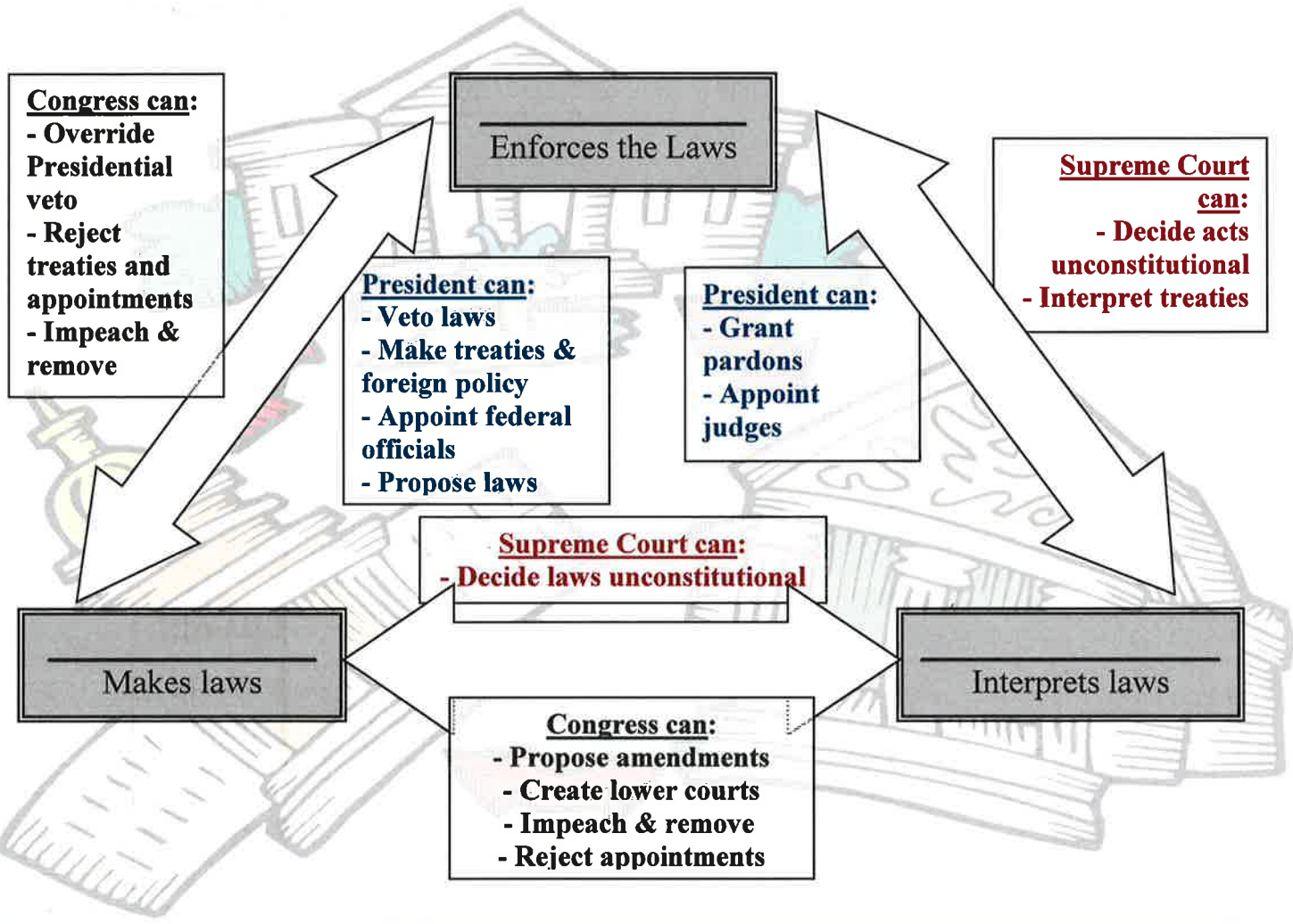
- 9<sup>th</sup> Amendment – declares that rights not mentioned in the Constitution belong to the people
- 10<sup>th</sup> Amendment – declares that powers not given to the national government belong to the states or to the people



**Representative Government** – citizens elect representatives to government to make laws

<p><b>House of Reps</b> - elected by <i>direct popular vote</i> through members of their district</p>	<p><b>Senate</b> - <i>originally selected by state legislations</i> <u>17<sup>th</sup> Amendment (1913)</u> - elected by <i>direct popular vote</i> of their state</p>	<p><b>President</b> - <i>elected indirectly</i> by the Electoral College</p>	<p><b>Federal Judges</b> - <i>appointed</i> by the President but <i>approved</i> by the Senate</p>
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**Checks and balances** – each branch of government has ways to check, or control, the other branches.





**Legislative Branch (Congress):** ARTICLE I – law making body which was to be the gathering place for the ideas of the nation. It was the “people’s branch”. BICAMERAL – two houses/assemblies

	SENATE	HOUSE OF REPRESENTATIVES
NUMBER	EQUAL REPRESENTATION – 2 PER STATE	BASED ON POPULATION – AT LEAST 1 PER STATE
TERM	____ YEARS – STAGGERED	____ YEARS – EVERY TWO
SELECTION	Originally selected by state legislature – 17 <sup>th</sup> Amendment = elected by state’s popular vote	Elected by voters of the congressional district
REQUIREMENTS	<ul style="list-style-type: none"> <li>• Age 30 or older</li> <li>• Citizen for 9 years</li> <li>• Resident of state in which elected</li> </ul>	<ul style="list-style-type: none"> <li>• Age 25 or older</li> <li>• Citizen for 7 years</li> <li>• Resident of state in which elected</li> </ul>
SPECIAL POWERS	Select the VP if no candidate has a majority of the electoral vote; to act as a jury in cases of impeachment; to ratify treaties (2/3 vote); to approve presidential appointments (federal judges)	To select the President if no candidate has a majority of the electoral vote; to bring impeachment charges; to originate all revenue (money) bills

**Committees and Sub-Committees:** These were developed in order for Congress to be able to develop specialized knowledge of matters so that they may advise the rest of their fellow Congress-people and make informed decisions. There are approximately 200 committees and sub-committees between the House of Representatives and the Senate:

Standing Committees House of Representatives	Standing Committees Senate
<ol style="list-style-type: none"> <li>1. Agriculture</li> <li>2. Appropriations *</li> <li>3. Armed Services</li> <li>4. Budget</li> <li>5. Education and the Workforce</li> <li>6. Energy and Commerce</li> <li>7. Ethics</li> <li>8. Financial Service</li> <li>9. Foreign Affairs</li> <li>10. Homeland Security</li> <li>11. House Administration</li> <li>12. Judiciary</li> <li>13. Natural Resources</li> <li>14. Oversight and Government Reform</li> <li>15. Rules *</li> <li>16. Science, Space and Technology</li> <li>17. Small Business</li> <li>18. Transportation and Infrastructure</li> <li>19. Veterans Affairs</li> <li>20. Ways and Means *</li> </ol>	<ol style="list-style-type: none"> <li>1. Agriculture, Nutrition, and Forestry</li> <li>2. Appropriations</li> <li>3. Armed Services</li> <li>4. Banking, Housing and Urban Affairs</li> <li>5. Budget</li> <li>6. Commerce, Science and Transportation</li> <li>7. Energy and Natural Resources</li> <li>8. Environment and Public Works</li> <li>9. Finance</li> <li>10. Foreign Relations</li> <li>11. Homeland Security and Governmental Affairs</li> <li>12. Health, Education, Labor and Pensions</li> <li>13. Judiciary</li> <li>14. Rules and Administration</li> <li>15. Small Business and Entrepreneurship</li> <li>16. Veterans Affairs</li> </ol>

Example:

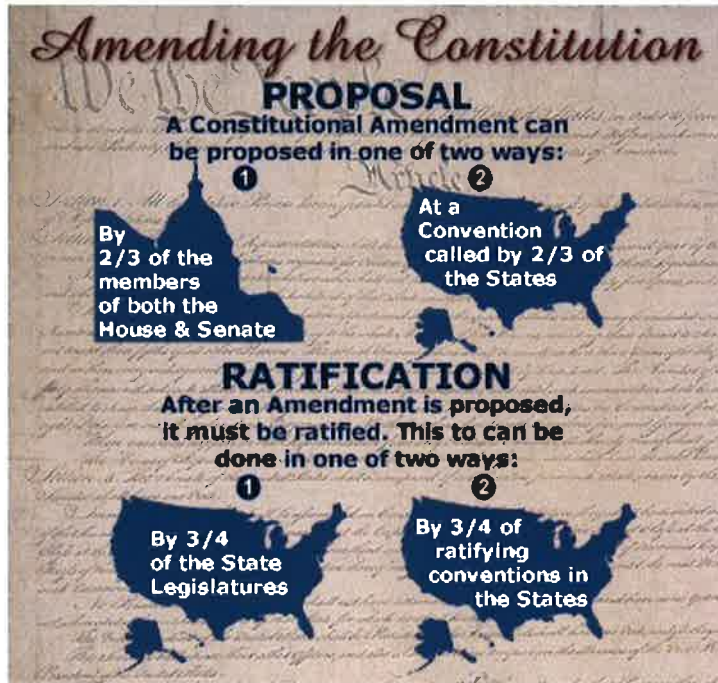
House of Representatives	Senate
3. House Armed Services Committee	3. Senate Armed Services Committee
Sub-Committees: <ul style="list-style-type: none"> <li>- Tactical Air and Land Forces</li> <li>- Military Personnel</li> <li>- Oversight &amp; Investigations</li> <li>- Readiness</li> <li>- Sea Power &amp; Projection Forces</li> <li>- Strategic Forces</li> <li>- Emerging Threats &amp; Capabilities</li> </ul>	Sub-Committees: <ul style="list-style-type: none"> <li>- Airland</li> <li>- Personnel</li> <li>- Emerging Threats &amp; Capabilities</li> <li>- Readiness &amp; Management Support</li> <li>- Sea Power</li> <li>- Strategic Forces</li> </ul>

Flexibility within Congress –

**POWERS OF CONGRESS: Enumerated Powers**

**The ELASTIC CLAUSE:** Congress can make all laws "necessary and proper" for carrying out the tasks listed in the Constitution

**AMENDMENT PROCESS:** the Constitution can be formally changed with approval of both Congress (2/3rds vote) and the states (3/4ths vote)

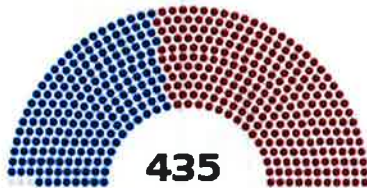


**JUDICIAL INTERPRETATION –** Federal Courts and the Supreme Court interpret local, state and federal laws and decide whether or not they violate the Constitution – judicial review

**UNWRITTEN CONSTITUTION –** interpretations and actions, court decisions, customs and traditions allow for Constitutional change and flexibility (ie. Political parties, The Cabinet, the US Air Force)

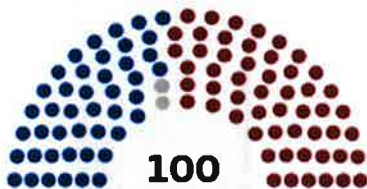
**Structure**

**Seats** 535 voting members:  
100 senators  
435 representatives  
6 non-voting members



**House of Representatives political groups**

- Republican (247)
- Democratic (186)
- Vacant (2)

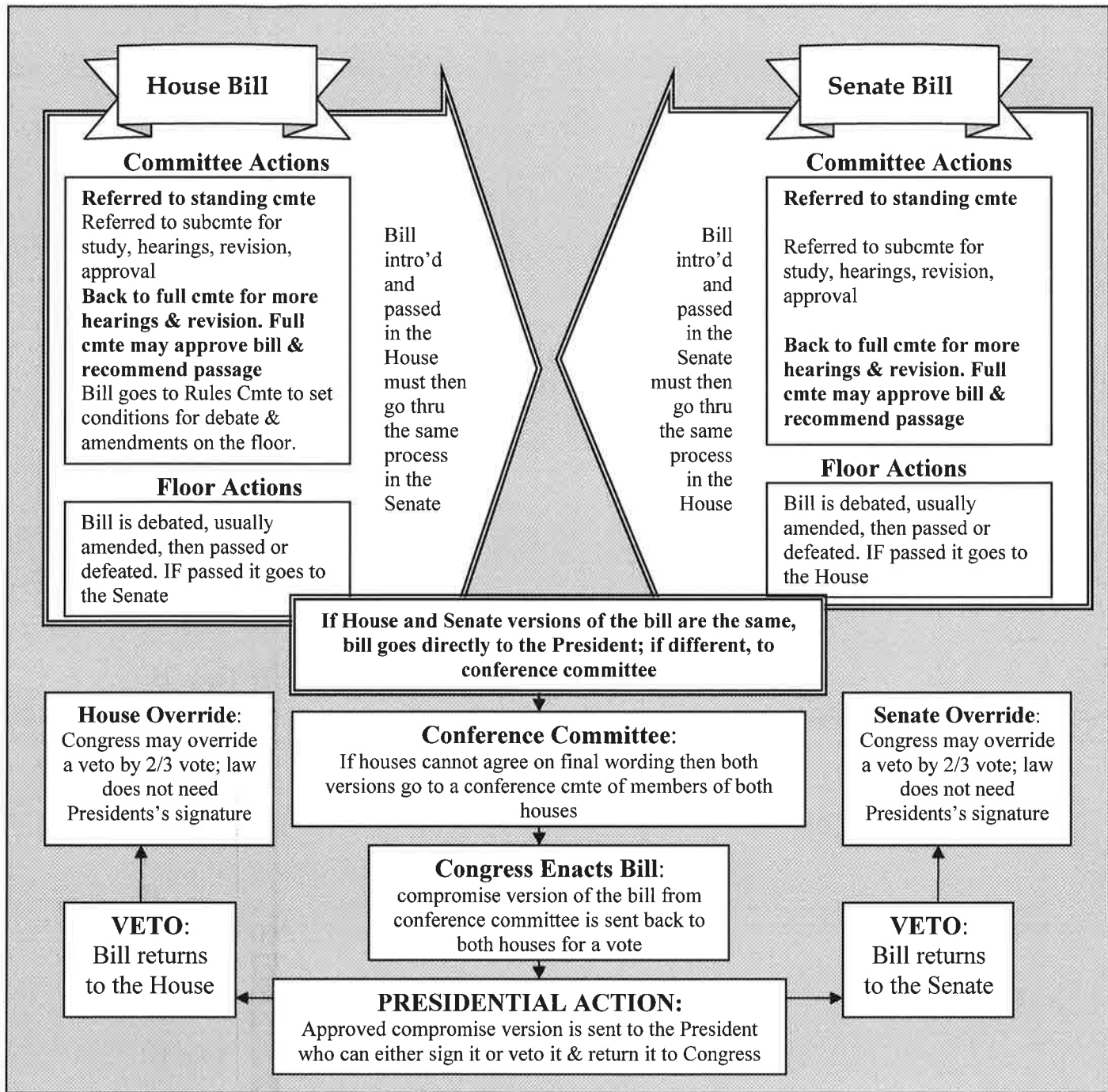


**Senate political groups**

- Republican (54)
- Democratic (44)
- Independent (caucusing with Democrats) (2)



## HOW A BILL BECOMES A LAW:



### **Ex. Patient Protection and Affordable Healthcare Act (Obamacare)**

September 17, 2009 – Introduced in the House of Representatives as the “Service Members Home Ownership Tax Act of 2009 (H.R. 3590) by Charles Rangel (D-NY)

- Committee consideration by Ways and Means

October 8, 2009 – Passed the House of Representatives (416-0)

December 24, 2009 – Passed the Senate as the “Patient Protection and Affordable Healthcare Act” (60-39) with an amendment

March 21, 2010 – House of Representatives agreed to the Senate amendment (219-212)

March 23, 2010 – President Obama signs the bill into law

## **Executive Branch: ARTICLE II –**

### **The Path to the Presidency:**

#### **First Step in a Presidential Campaign: Announcing intention to run –**

- Announcement made in person and or candidate's web site a year or more before the election
- National and state campaign staffs organized; financial support and endorsements sought
- Candidate aims to win state party delegates to national nominating convention. Most states now hold primary elections to select some or all delegates. Some states hold caucuses (meetings) to name party members to district/state conventions which in turn elect some or all of the state's delegates to the national convention.
- Trend toward more and earlier primaries has accelerated pressure for money, media attention and campaign travel. In 1968, fourteen primaries were held between March and June of election year; in 2008, more than 40 states held primary elections or caucuses between January and the end of March. An effort has been made in the last two presidential elections (2012 & 2016) to spread out the primaries and caucuses from January to mid-Summer.

#### **Raising Money for the Primaries and General Election –**

- Earlier primaries increase costs of presidential election. More money needed to campaign in so many closely scheduled primaries and in longer general election campaign period.
- Presidential candidates raise money in private meetings, fundraising events to meet the candidate, and appeals through letters, phone calls, and Web sites.
- Federal law provides public funding for both the primaries and general election and sets rules for raising and spending campaign money through the Federal Election Committee (FEC)
- Party committees, Political Action Committees (PACs) and 527's may with no limits, raise and spend money for voter registration, to get out the vote and promote issues but not candidates.
- Candidates decide whether or not to accept partial public funding for primaries and/or full public funding for the general election with its restrictions on spending limits and on raising other funds.
- The 2016 presidential primaries, plus the general election cost is estimated to be about \$5 billion.

#### **The National Convention: Selecting the party nominees –**

- Party nominees are chosen at conventions held in the summer before November elections.
- Having won a majority of delegate votes, nominee is usually known before the convention.

#### **The Presidential Campaign –**

- Candidate plans strategy to win *270 of the 538* electoral votes needed to become President.
- Candidate concentrates time, and media attention on "contested" rather than "safe" states.
- Each state has as many votes as its senators plus representatives to equal 535 plus 3 electoral votes for Washington, D.C. In 2000 election, Florida's electoral votes (25) determined the presidency (271-266) even though Al Gore received more popular votes than George W. Bush.

#### **Election Day: Voters choose the electors who elect the President – ELECTORAL COLLEGE**

- Voters cast ballots on Election Day – the Tuesday following the first Monday in November.
- Voters decide which party's electors in each state will vote for President and Vice President on the Monday following the second Wednesday in December.
- The new President is sworn in (inaugurated) on January 20.



HOW TO BECOME

# ☆ PRESIDENT OF THE UNITED STATES ☆

**U.S. CONSTITUTION'S REQUIREMENTS FOR A PRESIDENTIAL CANDIDATE**

**NATURAL BORN CITIZEN**

**MINIMUM AGE 35 YEARS**

**U.S. RESIDENT 14 YEARS**



**STEP 1: PRIMARIES AND CAUCUSES**

THERE ARE MANY PEOPLE WHO WANT TO BE PRESIDENT, EACH WITH THEIR OWN IDEAS ABOUT HOW GOVERNMENT SHOULD WORK.

PEOPLE WITH SIMILAR IDEAS BELONG TO THE SAME POLITICAL PARTY. THIS IS WHERE PRIMARIES AND CAUCUSES COME IN.

CANDIDATES FROM EACH POLITICAL PARTY CAMPAIGN THROUGHOUT THE COUNTRY TO WIN THE FAVOR OF THEIR PARTY MEMBERS.



**NATIONAL CONVENTIONS**

THE PRESIDENTIAL CANDIDATES CAMPAIGN THROUGHOUT THE COUNTRY TO WIN THE SUPPORT OF THE GENERAL POPULATION.

AT EACH CONVENTION, THE PRESIDENTIAL CANDIDATE CHOOSES A RUNNING MATE (VICE PRESIDENTIAL CANDIDATE).

EACH PARTY HOLDS A NATIONAL CONVENTION TO SELECT A FINAL PRESIDENTIAL NOMINEE.

**IN A PRIMARY**  
PARTY MEMBERS VOTE FOR THE BEST CANDIDATE THAT WILL REPRESENT THEM IN THE GENERAL ELECTION.

**IN A CAUCUS**  
PARTY MEMBERS SELECT THE BEST CANDIDATE THROUGH A SERIES OF DISCUSSIONS AND VOTES.



**STEP 3: GENERAL ELECTION**

PEOPLE IN EVERY STATE ACROSS THE COUNTRY VOTE FOR ONE PRESIDENT AND VICE PRESIDENT.

WHEN PEOPLE CAST THEIR VOTE, THEY ARE ACTUALLY VOTING FOR A GROUP OF PEOPLE KNOWN AS ELECTORS.

**STEP 4: ELECTORAL COLLEGE**

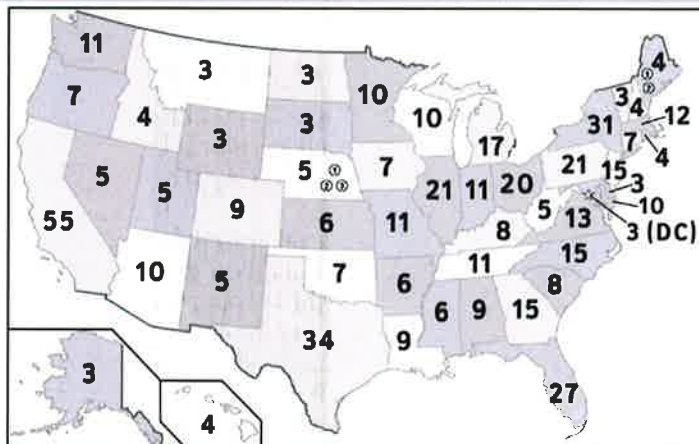
IN THE ELECTORAL COLLEGE SYSTEM, EACH STATE GETS A CERTAIN NUMBER OF ELECTORS BASED ON ITS REPRESENTATION IN CONGRESS.

EACH ELECTION CASTS ONE VOTE FOLLOWING THE GENERAL ELECTION, AND THE CANDIDATE WHO GETS MORE THAN HALF (270) WINS.

THE NEWLY ELECTED PRESIDENT AND VICE PRESIDENT ARE INAUGURATED IN JANUARY.



SOURCES:  
<http://www.whitehouse.gov>  
<http://www.kids.gov/presidents/>  
<http://www.archives.gov/federal-register/electoral-college/about.html>

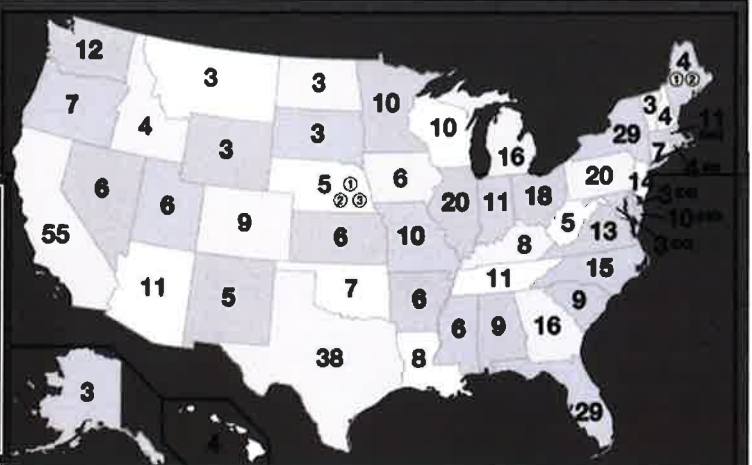


Electoral Vote Breakdown – 2004 & 2008 Elections

Each state gets a number of electoral votes equivalent to their membership in Congress.

**EX. (2012)**  
 New York  
 27 Reps  
 + 2 Senators  
 29 Electoral Votes

Electoral Vote Breakdown – 2012, 2016, & 2020 Elections



\*Every 10 years a census is taken and determines the population and number of Reps each state gets in the House. Sometimes Reps increase, in other times it can decrease

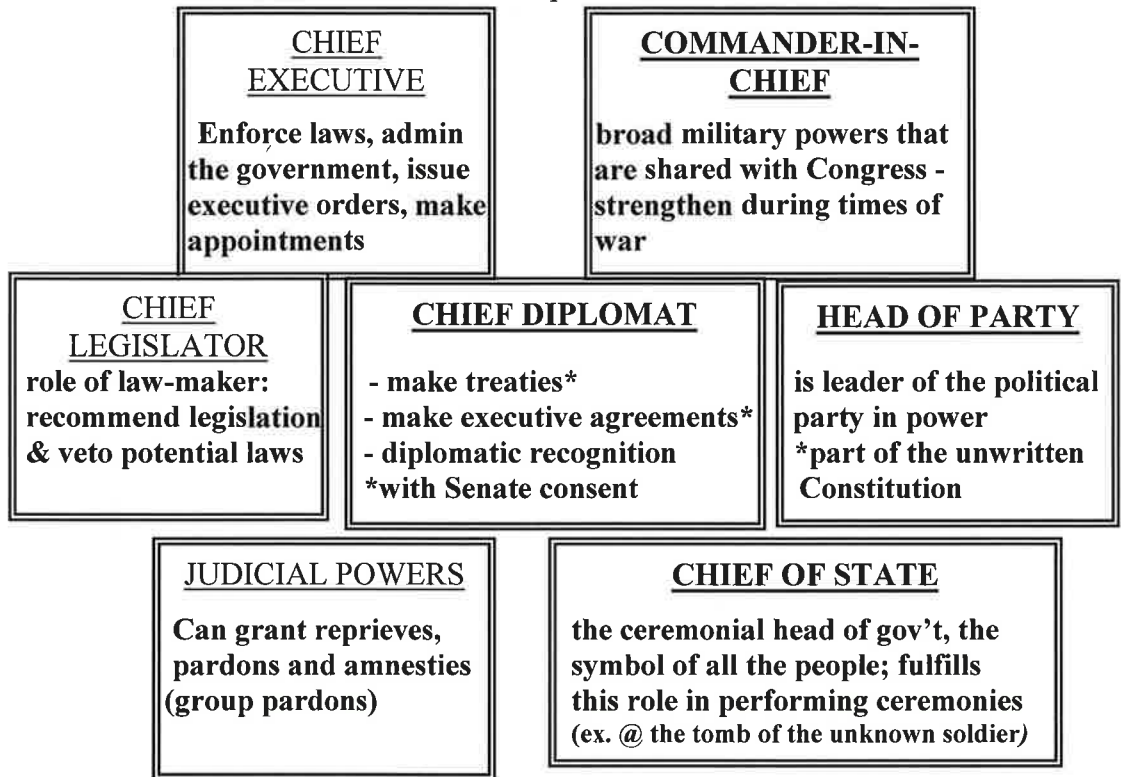
48 of 50 states = "winner takes all" (except ME and NE – by district)  
 \*win popular vote

**Candidate needs 270 out of 538 to win election**

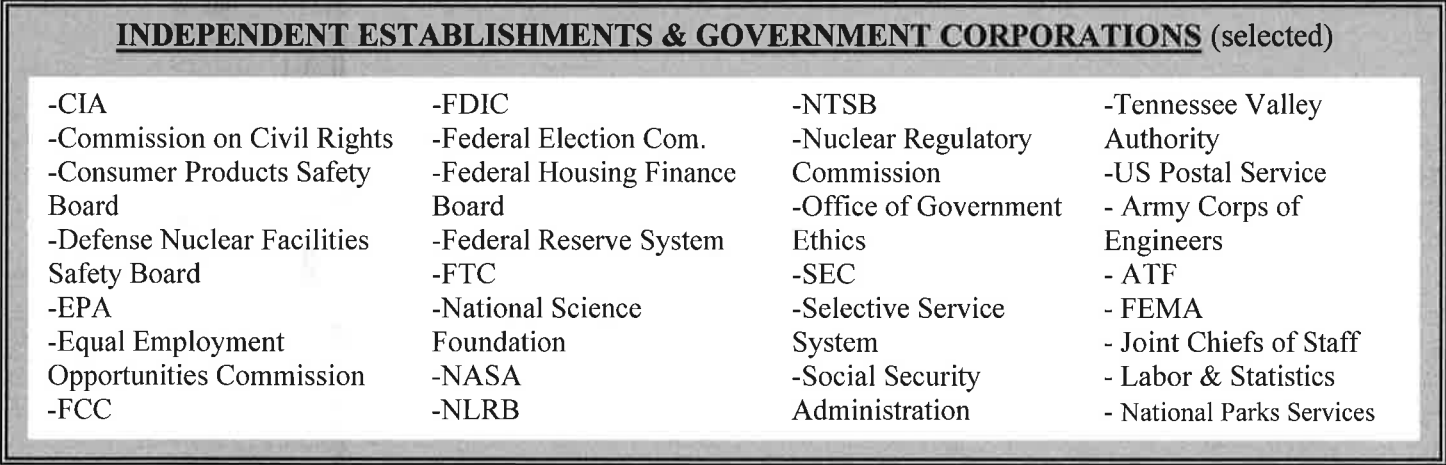
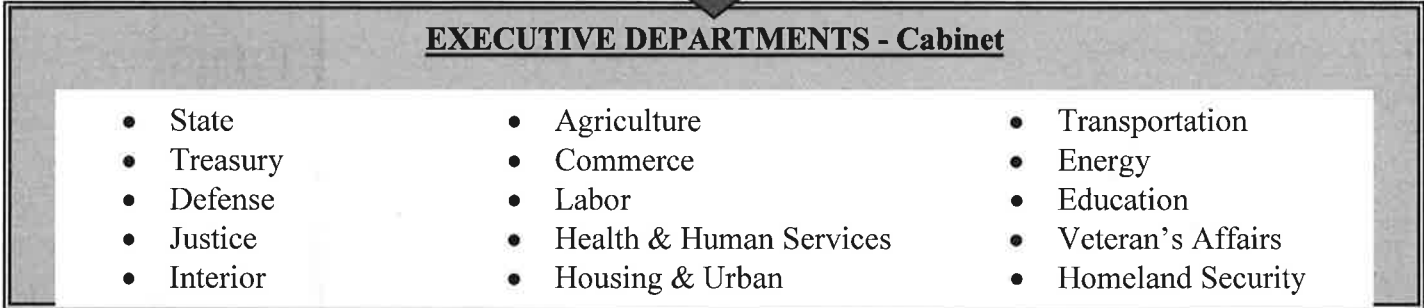
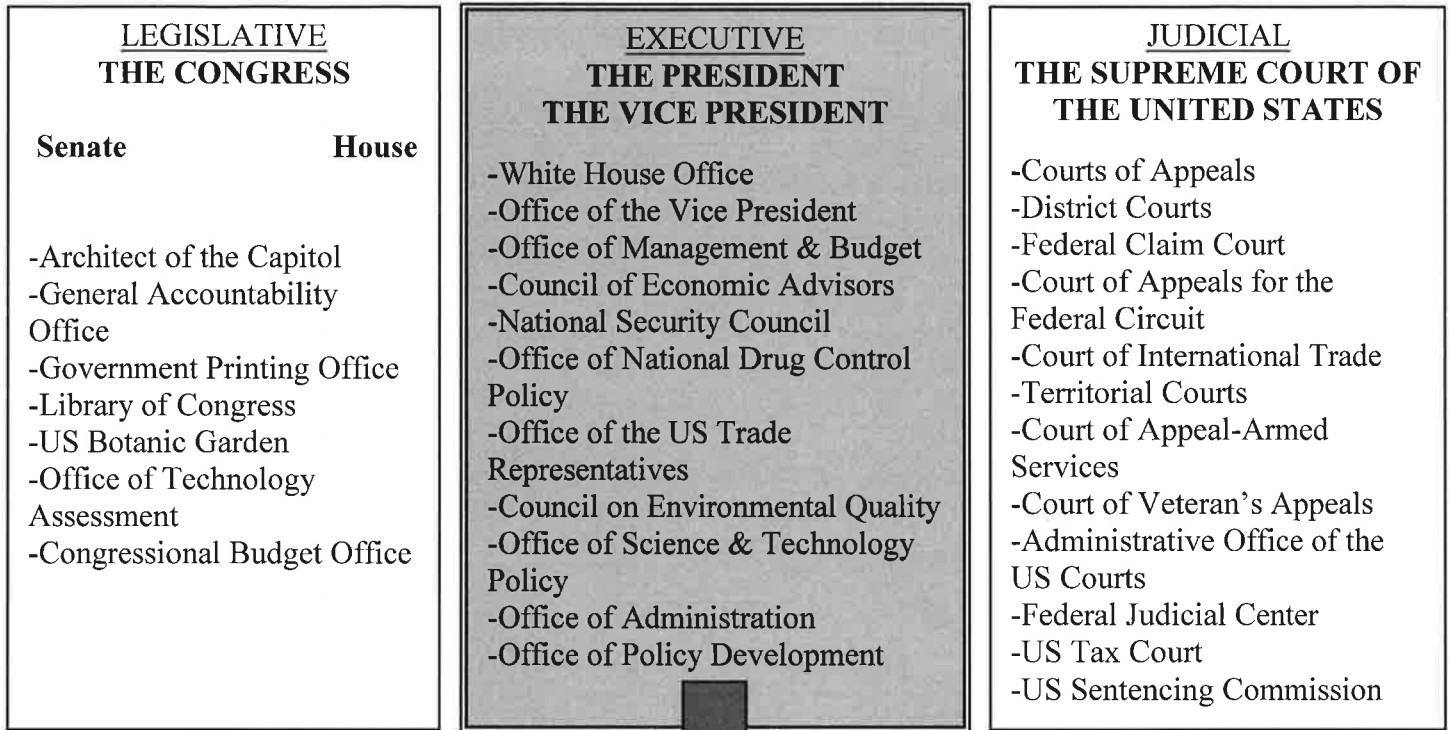
QUALIFICATIONS FOR PRESIDENCY:

1. YOU MUST BE AT LEAST 35 YEARS OF AGE;
2. A NATIVE BORN CITIZEN;
3. MUST BE A RESIDENT OF THE UNITED STATES FOR AT LEAST 14 YEARS

Presidential Roles and Powers: Article II describes the powers and duties of the President.



**THE GOVERNMENT OF THE UNITED STATES UNDER THE CONSTITUTION**  
**BUREAUCRACY**



**Amendments dealing with the Presidency:**

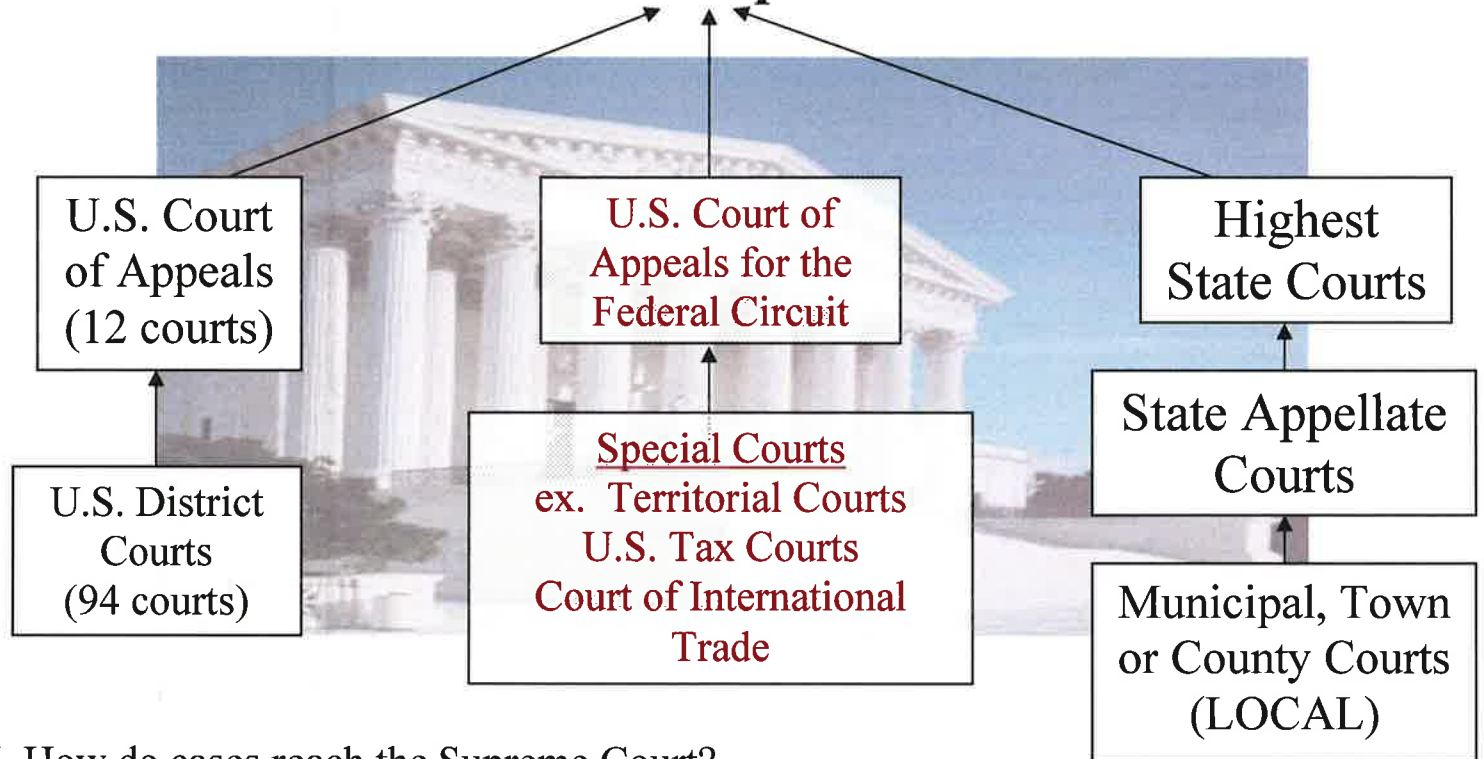
- 12<sup>th</sup> Amendment (1804) – separated voting for President and Vice President
- 20<sup>th</sup> Amendment (1933) – shortened the amount of time between the election of the president and the start of their term
- 22<sup>nd</sup> Amendment (1951) – limited the president to two terms
- 23<sup>rd</sup> Amendment (1961) – granted electoral votes & right to vote in presidential elections to the District of Columbia
- 25<sup>th</sup> Amendment (1967) – set the procedure for determining presidential disability and succession & Vice Presidential vacancy

**THE JUDICIAL BRANCH:** ARTICLE III - The Constitution created the Supreme Court and gave the Congress the power to create lower federal courts. The Constitution also had to define jurisdiction of the federal courts in order to make clear which cases go to federal courts and which go to state courts.

How many Justices make up the Supreme Court? Can you name them?

There are 9 (1 Chief and 8 Associate Justices): \_\_\_\_\_

## United States Supreme Court



### I. How do cases reach the Supreme Court?

1. On appeal from lower courts
2. By **writ of certiorari** – court calls for a case from a lower court
3. By **certificate** – lower court asks Court for aid in procedure or rule of law

### II. What is JUDICIAL REVIEW? – The Supreme Court has the right to determine laws or any act of government Constitutional or not

### III. What are the differences between the Majority, Concurring and Dissenting Opinions given by the Supreme Court following a court ruling?

1. Majority – decision explained by those who were a part of the majority in a case
2. Concurring – decision that is part of the majority but may have had different reasons for reaching that decision
3. Dissenting – decision explained by those who a part of the minority in a case (disagree with the majority decision)