## Planning Guide

### Key to Ability Levels
- **BL**: Below Level
- **OL**: On Level
- **AL**: Above Level
- **ELL**: English Language Learners

### Key to Teaching Resources
- **Print Material**: 
- **Transparency**: 
- **CD-ROM or DVD**: 

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Note: Please refer to the *Unit 1 Resource Book* for this chapter’s URB materials.

* Also available in Spanish
- Interactive Lesson Planner
- Interactive Teacher Edition
- Fully editable blackline masters
- Section Spotlight Videos Launch
- Differentiated Lesson Plans
- Printable reports of daily assignments
- Standards Tracking System

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**Teacher Resources**

- Reading Strategies and Activities for the Social Studies Classroom | ✓ | ✓ | ✓ | ✓ |
- Strategies for Success | ✓ | ✓ | ✓ | ✓ |
- Presentation Plus! with MindJogger CheckPoint | ✓ | ✓ | ✓ | ✓ |
- Success with English Learners | ✓ | ✓ | ✓ | ✓ |

**ASSESS**

- Section Quizzes and Chapter Tests | p. 31 | p. 32 | p. 33 | p. 35 |
- Authentic Assessment With Rubrics | p. 11 |
- Standardized Test Practice Workbook | p. 5 |
- ExamView® Assessment Suite | 3-1 3-2 3-3 Ch. 3 |

**CLOSE**

- Reteaching Activity, URB | p. 109 |
- Reading and Study Skills Foldables™ | p. 50 |

✓ Chapter- or unit-based activities applicable to all sections in this chapter
Teach With Technology

**What are Reproducible Lesson Plans?**
Reproducible Lesson Plans (RLPs) are detailed lesson plans that teachers may use to prepare their lessons throughout the year.

**How can RLPs help me teach?**
RLPs are organized by chapter and also by section, suggesting where the wide variety of technology and ancillary products can be used within the book. RLPs are organized two ways:

- Teaching activities and ancillaries are presented using the FOCUS, TEACH, ASSESS, CLOSE organization of the Teacher Wraparound Edition.
- Teaching activities and ancillaries are also grouped by skill level, which helps you identify the activities that are appropriate for the students in your classroom.

RLPs are available on TeacherWorks™ Plus.

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### History ONLINE
Visit [glencoe.com](http://glencoe.com) and enter QuickPass™ code TAV9399c3T for Chapter 3 resources.

You can easily launch a wide range of digital products from your computer's desktop with the McGraw-Hill Social Studies widget.

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**Additional Chapter Resources**

**Timed Readings Plus in Social Studies** helps students increase their reading rate and fluency while maintaining comprehension. The 400-word passages are similar to those found on state and national assessments.

**Reading in the Content Area: Social Studies** concentrates on six essential reading skills that help students better comprehend what they read. The book includes 75 high-interest nonfiction passages written at increasing levels of difficulty.

**Reading Social Studies** includes strategic reading instruction and vocabulary support in Social Studies content for both ELLs and native speakers of English.

www.jamestowneducation.com

The following articles relate to this chapter:
- “Two Revolutions” by Charles McCarry, August 2000.

**National Geographic Society Products**
- **ZipZapMap! USA** (ZipZapMap!)
- Access National Geographic’s new dynamic MapMachine Web site and other geography resources at:
  - www.nationalgeographic.com
  - www.nationalgeographic.com/maps

Use this database to search more than 30,000 titles to create a customized reading list for your students.
- Reading lists can be organized by students’ reading level, author, genre, theme, or area of interest.
- The database provides Degrees of Reading Power™ (DRP) and Lexile™ readability scores for all selections.
- A brief summary of each selection is included.

**Leveled reading suggestions for this chapter:**
- **For students at a Grade 8 reading level:**
  - *George Washington*, by Genevieve Foster
- **For students at a Grade 9 reading level:**
  - *The U.S. Constitution*, by Joan Banks
- **For students at a Grade 10 reading level:**
  - *Our Constitution*, by Linda Carlson Johnson
- **For students at a Grade 11 reading level:**
  - *The United States Constitution*, by Kristal Leebrick
- **For students at a Grade 12 reading level:**
  - *The Constitution*, by Hal Marcovitz
Focus

MAKING CONNECTIONS
How Are Governments
Created?

Discuss with students the two
questions posed on page 97.
Activate students’ prior knowledge
by reminding them that the found-
ners were suspicious of the tyranny
of monarchs and that they wanted
to find a way to have strong lead-
ership balanced with fair represen-
tation. Help students think of a
current example of checks and bal-
ances in practice, such as attempts
by Congress to limit a president’s
war powers or confirmation hear-
ings for Supreme Court justices. As
part of the discussion, ask students
to speculate about what American
government and society would be
like without this system of checks
and balances.

Teach

The Big Ideas

As students study the chapter,
remind them to consider the
section-based Big Ideas included
in each section’s Guide to
Reading. The Essential Questions
in the activities below tie in to the
Big Ideas and help students think
about and understand important
chapter concepts. In addition, the
Hands-on Chapter Projects with
their culminating activities relate
the content from each section to
the Big Ideas. These activities
build on each other as students
progress through the chapter.
Section activities culminate in the
wrap-up activity on the Visual
Summary page.

Section 1

The Confederation

Essential Question: What problems were
caused by the Articles of Confederation? (The
Articles created a Congress made up of represen-
tatives from the states. The central government
was weak, and Congress had only limited powers.
For example, it could not impose taxes or regulate
trade. Each state was independent and did not
always follow the lead of other states.) Point out
that in Section 1 students will learn about the
first national constitution of the United
States.

Section 2

A New Constitution

Essential Question: What new form of
government did the delegates to the
Constitutional Convention create? (They
created a system of checks and balances and
a balance of power between the states and
national government.) Point out that in Section
2 students will learn how the Framers of the
Constitution achieved their goal by making
compromises.
**Making Connections**

**How Are Governments Created?**

After the American Revolution, the new nation struggled to draw up a plan for government. Americans wanted to make sure the government did not have too much power. Eventually, they came up with a way to balance federal and state powers and to divide federal power into three branches.

- **Why do you think the United States scrapped its first constitution?**
- **Why did many Americans want a system of checks and balances?**

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**Analyzing Constitutional Powers**

Create a Trifold Book to analyze the Constitution by listing the various functions of government using a Venn diagram. As you read the chapter, list the powers exclusive to the state, those exclusive to the nation, and the shared powers.

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**Section 3**

**Ratifying the Constitution**

**Essential Question:** Why did some people oppose ratification of the Constitution? (They thought it gave the national government too much power and worried that the states would lose their independence. They also worried because it did not contain a bill of rights to protect individual liberties.) Point out that in Section 3 students will learn about the issues debated by the states as they considered ratifying the Constitution.
The Articles of Confederation

The Articles of Confederation became the first national constitution of the United States. Written during the Revolutionary War, the Articles of Confederation created a weak national government, which proved to be ineffective.

Congress Under the Articles of Confederation

Main Idea

The Articles of Confederation gave the national government few powers.

History and You

Have you ever tried an experiment that failed? Read on to learn about the first national government of the United States.

The Articles of Confederation

The Articles of Confederation established a very weak central government. The states had spent several years fighting for independence from Britain. They did not want to give up that independence to a new central government that might become tyrannical.

Under the Articles, once a year, each state would select a delegation to send to the capital city. This group, generally referred to as the Congress, was the entire government. There were no separate executive and judicial branches.

The Congress had the right to declare war, raise armies, and sign treaties. Although these powers were significant, the Congress was not given the power to impose taxes, and it was explicitly denied the power to regulate trade.

Western Policies

Lacking the power to tax or regulate trade, the Confederation depended on state contributions to fund the government. Congress also raised money by selling the land it controlled west of the

Focus

Guide to Reading

Answers may include the following: [top right] establishment of a system for surveying the Northwest Territory under the Land Ordinance of 1785, [top left] passage of the Northwest Ordinance, [bottom right] promotion of trade through trade treaties, [bottom left] led the warring United States during the years of the Revolution.

Resource Manager

R Reading Strategies

Teacher Edition
• Academic Vocab., p. 101

Additional Resources
• Prim. Source Read, URB p. 101
• Guid Read Act., URB p. 112

C Critical Thinking

Teacher Edition
• Analyzing Info., p. 99

Additional Resources
• Quizzes and Tests, p. 31

D Differentiated Instruction

Teacher Edition
• Verbal/Linguistic, p. 100
• Special Ed., p. 101
• Intrapersonal, p. 102

Additional Resources
• Eng. Learner Act., URB p. 91

W Writing Support

Teacher Edition
• Expository Writing, p. 101

S Skill Practice

Teacher Edition
• Using Geo. Skills, p. 99

Additional Resources
• Reinforcing Skills Act., URB p. 97
• Read. Essen., p. 29
Skill Practice

Using Geography Skills Have students use a local road map to understand the size of the townships created by the Land Ordinance of 1785. Have students outline an area six miles square that includes their current location.

Critical Thinking

Analyzing Information Ask: Why might settlers have wanted to move to the Northwest Territory? (They might have wanted the independence and adventure of moving to a new region. They might also have been attracted by the exclusion of slavery and by freedom of religion, property rights, and right to trial by jury.)

Analyzing GEOGRAPHY

Answers:
1. six miles square
2. The income from section 16 in a township would be used to fund public schools.

Leveled Activites

BL Reteaching Activity, URB p. 109
OL Reinforcing Skills Activity, URB p. 97
AL Enrichment Activity, URB p. 110
ELL English Learner Activity, URB p. 91
**Success in Trade**

In addition to organizing western settlement, the Congress tried to promote trade with other nations. After the Revolutionary War ended, the British government imposed sharp restrictions on American access to British colonies in the Caribbean. American ships could still carry goods to Britain, but only goods from their respective states. A ship from Massachusetts, for example, could not carry New York goods.

To solve these problems, representatives from the Congress negotiated trade treaties with other countries, including Holland, Prussia, and Sweden. A previous commercial treaty with France also permitted American merchants to sell goods to French colonies in the Caribbean. By 1790, the trade of the United States was greater than the trade of the American colonies before the Revolution.

**The Congress Falters**

**MAIN Idea**

The first national government could not regulate trade, collect taxes, or enforce treaties, which led to calls for a stronger national government.

**HISTORY AND YOU**

Is it better for government to be too strong or too weak? Read on to learn about problems facing the Congress.

The Congress’s commercial treaties and its system of settling the West were two of its major achievements. Other problems were not so easily solved.

**Problems With Trade**

During the boycotts of the 1760s and the Revolutionary War, American artisans and manufacturers had prospered by making goods that people had previously bought from the British. After the war ended, British merchants flooded the United States with inexpensive

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**Hands-On Chapter Project**

**Step 1**

**Designing a Film Treatment**

**Step 1: Seeing the “Big Picture”**

Have students work in groups to develop a film treatment of the chapter content.

**Ask**

What concerns did people have about the form of government in the United States, and what steps did they take to develop a Constitution?

**Directions**

Tell students they are going to plan a film treatment of the events leading up to the Constitutional Convention and the subsequent fight for ratification.

First, have groups discuss the structure of the film. Will it be a sweeping narrative, or will the story be told from the point of view of specific individuals, leaders, and so on? Remind students as they read the chapter to look for events and ideas that have the most conflict and dramatic “punch.” Each section of the film should correspond to a section of the chapter and include at least one dramatic event.

Next, have group members divide the responsibilities for planning the film. Each group will need people to create a storyboard and outline a script. Groups should choose scene designers, costume designers, and sound designers. Location scouts will identify settings for the film.

**Putting It Together**

Ask each group to report on the preliminary choices they have made.
British goods, driving many American artisans out of business. British trade practices convinced many states to fight back by restricting British imports. Unfortunately, the states did not all impose the same duties, or taxes, on imported goods. The British would then take their goods to the states that had the lowest taxes or fewest restrictions. Once British goods were in the United States, they moved overland into the states that had tried to keep them out.

Because the Articles of Confederation did not allow the Congress to regulate commerce, the states began setting up customs posts on their borders to prevent the British from exploiting the different trade laws. They also levied taxes on each other's goods to raise revenue. New York, for example, taxed firewood from Connecticut and cabbage from New Jersey. New Jersey retaliated by charging New York for a harbor lighthouse on the New Jersey side of the Hudson River. Each state was beginning to act as an independent country, and this behavior threatened the unity of the new United States.

Problems With Diplomacy

The Articles of Confederation also created problems for Congress in other areas of foreign policy. The first problem surfaced immediately after the Treaty of Paris, which ended the Revolutionary War, was signed. Neither Britain nor the United States carried out the terms of the treaty, primarily because the Congress lacked the power to uphold its side of the treaty. Problems also arose with America’s ally Spain soon after the war ended.

Problems With Britain

Before the war, many American merchants and planters had borrowed money from British lenders. In the peace treaty, the United States had agreed that the states should allow British creditors to recover their prewar debts by suing in American courts. The Congress had no power to compel the states to do this, however, and many states placed restrictions on Britain’s ability to collect its debts.

Even when the British were able to get the matter into court, they often found that American judges and juries sided with the American debtors. The United States had also agreed that the states should return the property that had been confiscated from Loyalists during the war. Again, the Congress could not compel the states to do this, further angering the British.

In retaliation, the British refused to evacuate American soil, as specified in the treaty. British forces continued to occupy a string of frontier posts south of the Great Lakes, inside American territory. The Congress had no way to resolve these problems. It did not have the power to impose taxes, so it could not raise the money to pay a financial settlement to Britain for the debts and Loyalist property. It also could not afford to raise an army to expel the British from American territory.

Problems With Spain

American dealings with Spain also showed the weaknesses of the Articles of Confederation. After the revolutionary war, Spain’s support for the United States came to an end. Instead, Spain began to regard the United States as a rival wanting to claim land in North America that Spain also claimed.

The first major dispute between Spain and the United States involved the border between Spanish territory and the state of Georgia. To pressure the United States into accepting the border where Spain wanted it to be, the Spanish withdrew permission for Americans to deposit their goods on Spanish territory at the mouth of the Mississippi River. This effectively closed the Mississippi River to frontier farmers, who used the river to ship their goods to market.

Unfortunately, the negotiators for the Congress had no leverage to pressure the Spanish to change their policy. The best American negotiators could do was to get Spain to agree to a trade treaty, in exchange for the United States withdrawing its demand for navigation rights on the Mississippi.

The proposed treaty enraged people in the Southern states. They believed the Northern states had given in on the issue simply to help Northern merchants increase their trade with Spain. Without Southern support, the treaty could not pass Congress and was withdrawn from consideration. The dispute over Georgia’s border and navigation on the Mississippi remained unresolved. Again, the limited powers of the Congress under the Articles of Confederation had prevented any diplomatic solution from being worked out.

Activity: Collaborative Learning

Explaining

Have students select one portion of Section 1 to teach to another student. Ask students to read the passage and then to teach it to a partner. Have the student that is teaching ask questions about the section. Direct the “teacher” to review any concepts that the “learner” did not understand. Then have students switch roles to study another portion of the section.
**Differentiated Instruction**

**Intrapersonal** To help illustrate the economic concepts, have students role-play some of the relationships described in “The Economic Crisis.” Assign students to play the parts of farmers, other debtors, merchants and planters, and representatives of the states. Review the content of the section to clarify each group’s concerns and then ask them to role-play a conversation and/or argument between the participants in which they try to find a solution to their various problems. 

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**Answers:**
1. second after South Carolina
2. He felt that it showed the weaknesses of the central government under the Articles of Confederation, which caused the states to work against each other and the national government.

---

**Economic Relationships** Invite an economics teacher or economist to speak to the class about the relationship among taxes, inflation, and the issuance of currency. If possible, ask the speaker to provide an activity or pretest that the students can complete before he or she comes to speak. After the presentation, have students reread “The Economic Crisis” in the paragraphs above and use a graphic organizer to summarize the concepts. Then have students discuss how these economic concepts affect their daily lives.
Shays’s Rebellion

Property owners’ fears seemed justified when a rebellion, known as Shays’s Rebellion, erupted in Massachusetts in 1786. The conflict started when the government of Massachusetts decided to raise taxes instead of issuing paper money to pay off its debts. The taxes fell most heavily on farmers, particularly poor farmers in the western part of the state. As the recession grew worse, many found it impossible to pay their debts. Those who could not pay often faced the loss of their farms.

Angry at the legislature’s indifference to their plight, farmers in western Massachusetts rebelled in late August 1786. They closed down several county courthouses to prevent farm foreclosures and then marched to the state supreme court. At this point, Daniel Shays, a former captain in the Continental Army who was now a bankrupt farmer, emerged as one of the rebellion’s leaders.

In January 1787 Shays and about 1,200 farmers headed to a state arsenal intending to seize weapons before marching on Boston. In response, the governor sent a force under the command of General Benjamin Lincoln to defend the arsenal. Before Lincoln arrived, Shays attacked, and the militia defending the arsenal opened fire. Four farmers died in the fighting. The rest scattered. The next day Lincoln’s troops arrived and ended the rebellion. The fears the rebellion had raised, however, were harder to disperse.

People with greater income and social status tended to see the rebellion, as well as inflation and an unstable currency, as signs that the republic itself was at risk. They feared that as state legislatures became more democratic and responsive to poor people, they would weaken property rights and vote to take property from the wealthy. As General Henry Knox, a close aide to George Washington, concluded: “What is to afford our security against the violence of lawless men? Our government must be braced, changed, or altered to secure our lives and property.”

These concerns were an important reason that many people, including merchants, artisans, and creditors, began to argue for a stronger central government, and several members of the Congress called on the states to correct “such defects as may be discovered to exist” in the present government. The Confederation’s failure to deal with conditions that might lead to rebellion, as well as the problems with trade and diplomacy, only added fuel to their argument.

Explaining What caused Shays’s Rebellion?
In 1787 the delegates to the Constitutional Convention intended to revise the Articles of Confederation. Instead, they began drafting a constitution for a new national government. The delegates negotiated many difficult compromises before agreeing on the framework for the new federal system.

The Constitutional Convention

HISTORY AND YOU Who do you think should be chosen to create a government? Should it be the smartest people or the richest, or should other criteria be used? Read to learn about the men who designed the Constitution.

The delegates to the convention tried to create a stronger national government that gave fair representation to big and small states.

The political and economic problems facing the United States in 1787 worried many American leaders. They believed that the new nation would not survive without a strong central government and that the Articles of Confederation had to be revised or replaced. People who supported a stronger central government became known as "nationalists." Prominent nationalists included Benjamin Franklin, George Washington, John Adams, and the financier Robert Morris.

One of the most influential nationalists was James Madison, a member of the Virginia Assembly and head of its commerce committee. As head of the commerce committee, Madison was well aware of Virginia’s trade problems with the other American states and with Britain. He firmly believed that a stronger national government was needed.

In 1786 Madison convinced Virginia’s assembly to call a convention of all the states to discuss trade and taxation problems. Representatives from the states were to meet in Annapolis, Maryland, but when the convention began, delegates from only five states were present, too few to reach a final decision on the problems facing the states. The delegates did discuss the weakness of the Articles of Confederation and expressed interest in modifying them.

Another important nationalist, New York delegate Alexander Hamilton, recommended that the Congress itself call for a convention. Members of the Congress were initially reluctant to call a convention, but news of Shays’s Rebellion changed many minds. In February 1787, Congress called for a convention of the states “for the sole purpose of revising the Articles of Confederation.”

Every state except Rhode Island sent delegates to what became known as the Constitutional Convention. In May 1787 the delegates
took their places in the Pennsylvania statehouse in Philadelphia. They knew they faced a daunting task: to balance the rights of the states with the need for a stronger national government.

The Framers

The 55 delegates who attended the convention in Philadelphia included some of the shrewdest and most distinguished leaders in the United States. The majority were attorneys, and most of the others were planters and merchants. Most had experience in colonial, state, or national government. Seven had served as state governors. Thirty-nine had been members of the Congress. Eight had signed the Declaration of Independence. In the words of Thomas Jefferson, who was unable to attend the convention because he was serving as American minister to France, the convention in Philadelphia was no less than “an assembly of demigods.”

The delegates chose George Washington of Virginia, hero of the American Revolution, as presiding officer. Benjamin Franklin was a delegate from Pennsylvania. Now 81 years old, he tired easily and had other state delegates read his speeches for him. He provided assistance to many of his younger colleagues, and his experience and good humor helped smooth the debates.

Other notable delegates included New York’s Alexander Hamilton and Connecticut’s Roger Sherman. Virginia sent a well-prepared delegation, including the scholarly James Madison, who kept a record of the debates. Madison’s records provide the best source of information about what went on in the sessions. The meetings were closed to the public to help ensure honest and open discussion free from outside political pressures.

Designing a Film Treatment

Step 2: Making Key Decisions Students will begin nailing down some crucial decisions based on what they have learned in Section 1.

Directions At this stage, groups will need to identify the film’s main characters. Suggest that students find ways to incorporate the speakers of primary source quotations as characters in the film. Then have them discuss possible actors to play those roles. At this point, groups will have to make final, firm decisions about the structure and point of view of the film—the storyboard and outline should begin to take shape and key scenes identified. Costume and scene designers will make some preliminary sketches, and background music and sound effects will be chosen. (Students may enjoy researching these period details.) Location scouts will explain where various scenes might be filmed. Remind students that, although they have specific responsibilities, they should keep the overall project in mind and contribute their ideas about areas that are not their primary responsibility.

Putting It Together Have students share preliminary storyboards, outlines, and sketches. As a group, have students evaluate the progress they have made toward completion of the film treatment. Discuss any key events in Sections 1 and 2 that they find difficult to convey.

Critical Thinking Making Inferences Ask: The convention was held behind closed doors. Who do you think the delegates worried might try to interfere with the proceedings? (They might have been concerned that strong states or other special interests would press their case for more power under the new Constitution.)

Answers:
1. Answers will vary. Students might suggest it is to show respect for Franklin and the influence he had on the formation of the government from the Revolution through the Convention.
2. Possible answer: He is prominently placed in the picture and is standing in a proud and commanding way. It reinforces the importance of his role as presiding officer of the Convention and that he was a figure worthy of great respect.
W Writing Support
Persuasive Writing Have students reread “The Connecticut Compromise” and write a speech by Roger Sherman, in which he sets forth his arguments for the Great Compromise. Encourage students to review the information about the Virginia Plan and the New Jersey Plan so they can include specific details in their speech. Their speeches should directly address the fears and concerns of the delegates. AL

R Reading Strategy
Making Connections Ask: Do you think it was fair that the most committed delegates were left off the committee? How would you feel if you were not allowed to express strong opinions when a compromise needed to be made? (Students’ responses will vary but should refer to the material.) BL

Answer:
Smaller states feared that larger states would outvote them if representation was based only on population.

Interdisciplinary Connection
Mathematics Write the approximate population of the states in 1790 on the board: Connecticut: 238,000; Delaware: 59,000; Maryland: 320,000; Massachusetts: 379,000; New Hampshire: 142,000; New Jersey: 184,000; New York: 340,000; North Carolina: 395,000; Pennsylvania: 434,000; Rhode Island: 69,000; South Carolina: 249,000; and Virginia: 750,000. Have students compare the populations of the states listed on the board. Ask: Which states do you think were most likely to support the Virginia Plan? Why? (Virginia, North Carolina, Pennsylvania, Maryland, Massachusetts, New York; they had the largest populations, and under the Virginia Plan, representation would be determined by population.)
James Madison
1751–1836

Although many individuals contributed to the framing of the U.S. Constitution, the master builder was James Madison. In the year preceding the Constitutional Convention, the 36-year-old Virginia planter read volume after volume on political history. “From a spirit of industry and application,” said one colleague, Madison was “the best-informed man on any point in debate.” Based on his experience in helping to draft Virginia’s constitution, Madison created the Virginia Plan. Perhaps his greatest achievement was in defining the true source of political power. He argued that all power, at all levels of government, flowed ultimately from the people. At the Convention, Madison served his nation well. The ordeal, he later said, almost killed him. In the years to come, though, the nation would call on him again. In 1801 he became President Thomas Jefferson’s secretary of state. In 1808 he was elected the fourth president of the United States.

How did Madison contribute to the drafting of the U.S. Constitution?

Compromise Over Slavery

Franklin’s committee also proposed that each state could elect one member to the House of Representatives for every 40,000 people in the state. This caused a split between Northern and Southern delegates. Southern delegates wanted to count enslaved people when determining how many representatives they could elect. Northern delegates objected, pointing out that the enslaved could not vote.

Northern delegates also suggested that if slaves were counted for representation, they should be counted for purposes of taxation as well. In the end, a solution, referred to as the Three-Fifths Compromise, was worked out. Every five enslaved people would count as three free people for determining both representation and taxes.

The dispute over how to count enslaved people was not the only issue dividing North and South. Southerners feared that a strong national government might impose taxes on the export of farm products or ban the import of enslaved Africans. The Southern delegates insisted that the new constitution forbid interference with the slave trade and limit Congress’s power to regulate trade. Northern delegates, on the other hand, knew that Northern merchants and artisans needed a government capable of controlling foreign imports into the United States.

Eventually, another compromise was worked out. The delegates agreed that the new Congress could not tax exports. They also agreed that it could not ban the slave trade until 1808 or impose high taxes on the importation of slaves. The Great Compromise and the compromises between Northern and Southern delegates ended most of the major disputes between the state delegations. This enabled the convention to focus on the details of how the new government would operate.

By mid-September, the delegates had completed their task. Although everyone made compromises, the 39 delegates who signed the new Constitution believed it was a vast improvement over the Articles of Confederation. On September 20, they sent it to the Congress for approval. Eight days later, the Congress voted to submit the Constitution to the states for approval. The Constitution specified that nine of the thirteen states had to ratify the Constitution for it to take effect.

James Madison
Answer:
He did a great deal of research on political history beforehand, so he was able to provide information on various points during the discussions. He drafted the Virginia Plan.

Roger Sherman
Answer:
Students may suggest that Sherman is less well known because he did not become president.

Why do you think that Sherman is not as well known as some other Founders?

Answer:
It was a compromise between free states and slave-holding states in which each five enslaved people would be equal, for purpose of representation and taxation, to three free people. At the time, it was necessary to continue the work of the Convention and prevent the nation from splitting apart.

Extending the Content

James Madison and Roger Sherman each contributed powerful ideas to the Constitutional Convention. The two men, however, had very different backgrounds. Madison was highly educated but unsure what profession to follow. He considered the law, but had no taste for it. Sherman, on the other hand, did not receive a formal education, as his family did not have the means to send him to college. He worked on his father’s farm and also learned the shoe making trade from him. Eventually he turned his attention to law, and after he was admitted to the bar he rose rapidly in a professional career.
A Framework for Limited Government

MAIN Idea The Framers created a federal system that provides for a separation of powers along with checks and balances to keep any one branch of government from becoming too powerful.

HISTORY AND YOU Can you think of situations when dividing responsibilities makes it harder to get things done? Read to learn why the Framers created checks and balances.

The new constitution that the states were considering was based on the idea of popular sovereignty, or rule by the people. Rather than a direct democracy, it created a representative system of government in which elected officials represented the voice of the people. The new constitution also established a federal system. It divided government power between the federal, or national, government and the state governments.

The United States Constitution provides for a separation of powers among the three branches of the federal government. The two houses of Congress compose the legislative branch of the government. They make the laws. The executive branch, headed by a president, implements and enforces the laws passed by Congress. The judicial branch—a system of

Differentiated Instruction

Visual/Spatial Have students create a diagram that shows the powers granted to each branch of government and how each branch can limit the power of the other two branches. BL ELL

Differentiated Instruction

English Learners Some English learners may have trouble with the difficult vocabulary and dense summary of information in this chart. Suggest that students work together to write sentences linking each pair of facts portrayed on the chart. BL

Analyzing VISUALS

Answers:
1. Members of the Congress were appointed by state legislatures annually; members of the House of Representatives are elected by voters every two years.
2. It gave the federal government the power over the states to regulate interstate and foreign trade.

Differentiated Instruction

Time Line Activity 3, URB p. 99

Chapter 3 • Section 2

Evaluating Information: Changing the Constitution

Objective: Evaluate the process followed to amend the U.S. Constitution.

Focus: Identify amendments to the Constitution.

Teach: Discuss the process of amending the Constitution. Draw a diagram or flow chart to visualize the process.

Assess: Make a list of the pros and cons of the amendment process.

Close: Write a paragraph stating whether you agree or disagree with the amendment.

Differentiated Instruction Strategies

With a partner, write a few sentences that describe the amendment process.

Research a more recent amendment or one that failed to be ratified. Give a brief presentation that includes the reasons the amendment passed or failed.

Make a chart or poster illustrating the amendment process. Be sure to label each step clearly.
federal courts—interprets federal laws and renders judgment in cases involving those laws. No one serving in one branch can serve in any other branch at the same time.

### Checks and Balances

In addition to separating the powers of the government into three branches, the delegates to the convention created a system of **checks and balances** to prevent any one of the three branches from becoming too powerful. Within this system, each branch has some ability to limit the power of the other branches.

Under the Constitution, the president—as head of the executive branch—is given far-reaching powers. The president can propose legislation, appoint judges, put down rebellions, and **veto**, or reject, acts of Congress. The president is also the commander in chief of the armed forces. According to one delegate in Philadelphia, these powers might not have been so great “had not many of the members cast their eyes towards George Washington as president.”

Although the president can veto acts of Congress, the legislature can override a veto with a two-thirds vote in both houses. The Senate also has to approve or reject presidential appointments to the executive branch as well as any treaties. Furthermore, Congress can, if necessary, impeach, or formally accuse of misconduct, and then remove the president or other high officials.

Members of the judicial branch of government can hear all cases arising under federal law and the Constitution. The powers of the judiciary are balanced by the other two branches. The president can nominate members of the judiciary, but the Senate has to confirm or reject such nominations. Once appointed, however, federal judges serve for life, thus ensuring their independence from both the executive and the legislative branches.

### Amending the Constitution

The delegates in Philadelphia recognized that the new constitution might need to be amended, or changed over time. To ensure this, they created a clear system for making amendments, or changes. To prevent the constitution from being changed constantly, they made the process difficult.

The amendment process had two steps—proposal and ratification. An amendment could be proposed by a vote of two-thirds of the members of both houses of Congress. Alternatively, two-thirds of the states could call a constitutional convention to propose new amendments. The proposed amendment then had to be ratified by three-fourths of the state legislatures or by conventions in three-fourths of the states.

The success of the Philadelphia Convention in creating a government that reflected the country’s many different viewpoints was, in Washington’s words, “little short of a miracle.” The convention, John Adams declared, was “the single greatest effort of national deliberation that the world has ever seen.”

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**Vocabulary**

- **amendments**
- **veto**
- **ratify**
- **ratification**
- **three-fourths**
- **two-thirds**

**Main Ideas**

1. **Explaining** How did the Great Compromise meet the needs of both large and small states?
2. **Contrasting** How did the New Jersey Plan differ from the Virginia Plan?
3. **Explaining** How did the Constitutional Convention consider the needs of the states?
4. **Identifying** What provision did the Framers make in the Constitution to limit the powers of each branch of the government?
5. **Big Ideas** How did the Constitution uphold the rights of the states while strengthening the national government?
6. **Organizing** Use a graphic organizer to list the compromises that the Framers reached in creating the new Constitution.

**Critical Thinking**

7. **Analyzing Visuals** Study the chart on page 108. What was significant about the fact that the federal government under the new Constitution could levy taxes?

**Writing About History**

8. **Descriptive Writing** Imagine you are at the Constitutional Convention. Write a journal entry describing the arguments from each side as well as your own opinion on them.

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**Answers**

1. All definitions can be found in the section and the Glossary.
2. **New Jersey Plan**: Congress consists of a single house with each state equally represented; **Virginia Plan**: Congress divided into two houses, state representation in both houses based on population.
3. It created two houses—the House of Representatives, based on population, which satisfied the large states, and the Senate, based on equal representation, which satisfied the small states.
4. They included a system of checks and balances to limit the power of each branch of government.
5. It gave more power to the national government than had existed under the Articles of Confederation. At the same time, it established a representative government. The system is also a federal system, so power is shared between the states and the national government.
6. Connecticut or Great Compromise, Three-Fifths Compromise, compromises on Congress’s powers to tax trade
7. Under the Articles, the national government could not levy taxes, so it had no way to raise the substantial revenue needed to run the government and pay for things such as an army and navy to execute its laws. Under the Constitution, it now could raise taxes and fund itself.
8. Students’ journal entries should include events and issues discussed in the section.
Section 3

Ratifying the Constitution

Once the work of the Constitutional Convention was complete, the campaign for ratification began. Each state elected delegates to a convention to vote on the new framework of government. Nine of the thirteen states had to ratify it to put it into effect.

A Great Debate

Federalists supported the Constitution, but Anti-Federalists thought it endangered states’ independence and gave the national government too much power.

HISTORY AND YOU Has a political advertisement ever changed your mind on an issue? Read on to learn about the tactics used by Federalists to promote their cause.

As soon as the Philadelphia Convention ended, delegates rushed home to begin the campaign for ratification. Each state would elect a convention to vote on the new constitution. Nine states had to vote for the Constitution to put it into effect. As Americans learned about the new Constitution, they began to argue over whether it should be ratified. The debate took place in state legislatures, in mass meetings, in the columns of newspapers, and in everyday conversations.

Federalists and Anti-Federalists

Supporters of the Constitution called themselves Federalists. The name was chosen with care. It emphasized that the Constitution would create a federal system. They believed that power should be divided between a central government and regional governments. They hoped the name would remind Americans who feared a central government that the states would retain many of their powers.

Supporters of the Federalists and the new Constitution included large landowners who wanted the property protection a strong central government could provide. Supporters also included merchants and artisans living in large coastal cities. The inability of the Congress to regulate trade had hit these citizens hard. They believed that an effective federal government that could impose taxes on foreign goods would help their businesses.

Many farmers who lived near the coast or along rivers that led to the coast also supported the Constitution, as did farmers who shipped goods across state borders. These farmers depended on trade for their livelihood and had been frustrated by the different tariffs and duties the states imposed. They wanted a strong central government that could regulate trade consistently.

Federalists’ supporters: large landowners, merchants, artisans, coastal farmers;

Anti-Federalists’ supporters: western farmers, those who wanted a bill of rights;

goal: federal system that divided power between an effective national government and the states; a strong central government that could regulate trade consistently

goal: national government with limited powers and a bill of rights

Reading Strategy

Complete a graphic organizer similar to the one below by listing the supporters and goals of the Federalists and Anti-Federalists.

<table>
<thead>
<tr>
<th>Source of Support</th>
<th>Federalists</th>
<th>Anti-Federalists</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goals</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Opponents of the Constitution were called **Anti-Federalists**, a misleading name, as they were not against federalism. They accepted the need for a national government. The real issue for them was whether the national government or the state governments would be supreme. Prominent Anti-Federalists included **John Hancock**, **Patrick Henry**, Richard Henry Lee of Virginia, and **George Clinton**, governor of New York. Two members of the Constitutional Convention, Edmund Randolph and George Mason, became Anti-Federalists because they believed the new Constitution should have included a bill of rights. **Sam Adams** agreed. He opposed the Constitution because he believed it endangered the independence of the states. Many Anti-Federalists were western farmers living far from the coast. These people considered themselves self-sufficient and were suspicious of the wealthy and powerful. Many of them were also deeply in debt and suspected that the new Constitution was simply a way for wealthy creditors to get rid of paper money and foreclose on their farms. A farmer named **Amos Singletary** expressed views shared by many western farmers:

> "These lawyers and men of learning, and moneyed men, that talk so finely, and gloss over matters so smoothely, to make us poor, illiterate people swallow down the pill, expect to get into Congress themselves; they expect to be managers of this Constitution, and get all the power and all the money into their own hands, and then they will swallow up all us little folks. . . ."

—*The Massachusetts Gazette*, February 15, 1788

**Primary Source**

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**Activity: Technology Connection**

**Creating a Demographic Database**

Have students use library or Internet resources to find more demographic information about Americans in various states during this period, such as statistics about population, occupation, education, newspaper circulation, and so on. Then have them use graphic design software to create bar graphs and other visual representations of the data they acquire. Students with access to page-making software may create a booklet with both text and graphics.
Writing Support

Persuasive Writing Have students read James Madison’s essay No. 10 from *The Federalist Papers*. One of his most famous and important essays, it discusses the danger posed by factions to a stable government. Next, have students write a letter to James Madison, explaining why they do or do not agree with his philosophy. Suggest that they incorporate examples from present-day political circumstances and conflicts to support their point of view.

Critical Thinking

Making Inferences Ask: About what kinds of issues might the present-day judiciary consult the Constitution, even though the Framers of the Constitution did not address those issues directly? (Possible answers: gun control, separation of church and state in education, capital punishment)

Answer: large landowners, merchants, artisans, and farmers who exported crops

The Federalist Papers One of the most famous of the Federalist Papers, No. 78, written by Alexander Hamilton, addresses the issue of judicial power:

“...The interpretation of the laws is the proper and peculiar province of the courts. A constitution is in fact, and must be, regarded by the judges, as a fundamental law. It therefore belongs to them to ascertain its meaning as well as the meaning of any particular act proceeding from the legislative body.”

Hamilton and others supported this position, but the Constitution does not specifically give the Supreme Court judicial review—the power to review federal and state laws to determine whether or not they are constitutional. Judicial review was established definitively in the 1803 Supreme Court decision in *Marbury v. Madison*, when the Supreme Court declared an act of Congress to be unconstitutional, thus placing an additional check on the legislative branch. (Another check, from the executive branch, is the presidential veto.)

Debates IN HISTORY

Should the Federal Constitution Be Ratified?

The debate over ratification of the Constitution was often heated. Many important figures of the time, such as Patrick Henry, were concerned about the loss of state power and the fact that the Constitution did not mention protections of civil liberties. Others, such as James Madison, were convinced that only a strong federal government would protect people’s liberties and ensure the success of the new United States of America.
The Debate in Massachusetts

In Massachusetts, opponents of the Constitution held a clear majority when the convention met in January 1788. Among the opponents were Massachusetts Governor John Hancock and Samuel Adams, both of whom had signed the Declaration of Independence. Adams refused to support the new Constitution unless Federalists could give him a guarantee “that the said Constitution be never construed to authorize Congress to infringe the just liberty of the press, or the rights of conscience; or to prevent the people of the United States . . . from keeping their own arms; . . . or to subject the people to unreasonable searches and seizures of their persons, papers or possessions.”

Federalists moved quickly to meet Adams’s objections to the Constitution. Specifically, Federalists promised to attach a bill of rights to the Constitution once it was ratified. Federalists also agreed to support an amendment that would reserve for the states all powers not specifically granted to the federal government.

These concessions, combined with most artisans siding with the Federalists, persuaded Adams to vote for ratification. John Hancock and his supporters were won over by hints from local Federalists that they would support him for president of the United States. In the final vote, 187 members of the convention voted in favor of the Constitution, while 168 voted against it.

YES

James Madison
Delegate to the Constitutional Convention

PRIMARY SOURCE
“In a single republic . . . usurpations are guarded against by a division of the government into distinct and separate departments. In the compound republic of America, the power surrendered by the people, is first divided between two distinct governments, and then the portion allotted to each, subdivided among the rights of the people. The different governments will controul [sic] each other; at the same time that each will be controuled [sic] by itself . . .

In the extended republic of the United States, and among the great variety of interests, parties and sects which it embraces, a coalition of a majority of the whole society could seldom take place on any other principles than those of justice and the general good."

—from Federalist No. 51

NO

Patrick Henry
Member of the Virginia Ratifying Convention

PRIMARY SOURCE
“This proposal of altering our federal government is of a most alarming nature: make the best of this new government—say it is composed by anything but inspiration—you ought to be extremely cautious, watchful, jealous of your liberty; for instead of securing your rights, you may lose them forever . . . My political curiosity . . . leads me to ask, who authorized [the Framers] to speak the language of We, the People, instead of We, the States? States are the characteristics, and the soul of a confederation. If the states be not the agents of this compact, it must be one great consolidated national government, of the people of all the states.”

—from The Debates in the Several State Conventions on the Adoption of the Federal Constitution

1. Summarizing According to Madison, how is power to be divided under the Constitution?
2. Explaining According to Henry, why should people be cautious about the new national government?
3. Identifying Points of View How do Madison and Henry disagree over the role of the states in the federal republic?

DBQ Document-Based Questions

Answers:
1. It is divided between the national government, the state governments, and the people.
2. Because the new Constitution takes power away from the states, Henry feels that it jeopardizes people’s freedoms.
3. Henry feels that more power should be retained by the states than Madison does.

Designing a Film Treatment

Step 3: Complete the Film Treatment
Students will put the finishing touches on their film treatment.

Directions Have each group member display and describe his or her contribution. At this point, all members of the group should see sketches, the storyboard, and outline, and provide their summaries of details such as music, sound effects, and location. Have them agree upon a title for their film.

Putting It Together Ask students to describe which parts of the film treatment they think are strongest and which need to be expanded, revised, or cut. More research might be necessary to flesh out certain scenes.

(Chapter Project continued on Visual Summary page)
By the end of June 1788, Maryland, South Carolina, and New Hampshire had ratified the Constitution. The Federalists had reached the minimum number of states required to put the new Constitution into effect, but Virginia and New York still had not ratified. Without the support of these two large states, many feared the new government would not succeed.

Patrick Henry, Richard Henry Lee, George Mason, and other Anti-Federalists argued strongly against ratification. George Mason raised an argument similar to the one Sam Adams had made in Massachusetts:

"... the State Legislatures have no Security for the Powers now presumed to remain to them; or the People for their Rights. There is no Declaration of any kind, for preserving the Liberty of the Press, or the [trial] by Jury in civil [causes]; nor against the Danger of standing [armies] in time of Peace."

—George Mason, from "Objections to This Constitution of Government," 1787

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—George Mason, from "Objections to This Constitution of Government," 1787

George Washington and James Madison presented the arguments for ratification to the Virginia convention. In the end, Madison's promise to add a bill of rights won the day for the Federalists. Upon hearing the proposal for a bill of rights, Virginia Governor Edmund Randolph agreed to support the new Constitution. Randolph had attended the Constitutional Convention but had refused to sign the final document, worried that it lacked sufficient protections of the people's rights. His decision to change sides convinced others to change their votes as well. The Virginia convention voted narrowly for the new Constitution, 89 in favor and 79 against.

On July 26, 1788, New Yorkers celebrated the ratification of the Constitution.

Analyzing VISUALS

Answers:
1. Hamilton was a New Yorker and a major promoter of the Constitution.
2. New York is being added, North Carolina and Rhode Island are about to be added.

Creating a Newspaper Editorial Divide the class into groups. Have each group review the arguments of the Federalists and Anti-Federalists about the Constitution. Have each group write a newspaper editorial that might have been published during that time, either supporting or opposing the Constitution. Groups can write their editorials from the viewpoint of one of the colonists, such as a western farmer, a merchant in a coastal city, or a large landowner.
New York Votes to Ratify

In New York, two-thirds of the members elected to the state convention, including New York Governor George Clinton, were Anti-Federalists. During the debate over ratification, the Federalists, led by Alexander Hamilton and John Jay, repeatedly tried to assure the Anti-Federalists that the new federal government would pose no threat to liberty. Hamilton stressed that the new constitution had been specifically designed to limit the growth of tyranny:

**Primary Source**

“On whatever side we view this subject, we discover various and powerful checks to the encroachments of Congress. The true and permanent interests of the members are opposed to corruption. Their number is vastly too large for easy combination. The rivalry between the houses will forever prove an insuperable obstacle. The people have an obvious and powerful protection in their state governments. Should any thing dangerous be attempted, these bodies of perpetual observation will be capable of forming and conducting plans of regular opposition.”

—from “Speech Urging Ratification of the Constitution by New York State, 1788”

The Federalists managed to delay the final vote until news arrived that New Hampshire and Virginia had both ratified the Constitution and that the new federal government was now in effect. If New York refused to ratify, it would be in a very awkward position. It would have to operate independently of all of the surrounding states. Soon after, delegates from New York City warned that the city would secede from the state of New York and join the United States independently if the new Constitution was not ratified. These arguments convinced enough Anti-Federalists to change sides. The vote was very close, 30 to 27, but the Federalists won.

By July 1788, all the states except Rhode Island and North Carolina had ratified the Constitution. Because ratification by nine states was all that the Constitution required, the new government could be launched without them. In mid-September 1788, the Congress established a timetable for the election of the new government. It chose March 4, 1789, as the date for the first meeting of the new Congress.

The two states that had held out finally ratified the Constitution after the new government was in place. North Carolina waited until a bill of rights had actually been proposed, then voted to ratify the Constitution in November 1789. Rhode Island, still nervous about losing its independence, did not ratify the Constitution until May 1790, and even then the vote was very close—34 to 32.

The United States now had a new government, but no one knew if the new Constitution would work any better than the Articles had. With both anticipation and nervousness, the American people waited for their new government to begin. Many expressed great confidence, because George Washington was the first president under the new Constitution.

**Examining** Why was it important for Virginia and New York to ratify the Constitution, even after the required nine states had done so?
The Articles of Confederation

Weaknesses
- No power to regulate commerce
- No power to compel states to obey international treaties signed by the Congress
- No power to tax
- No power to print or coin money

Effects
- States impose trade restrictions and tariffs on each other’s goods
- States restrict Britain’s ability to collect debts from Americans; Congress cannot reach a financial settlement with Britain; Britain refuses to evacuate forts on American soil
- Spain denies Americans permission to deposit goods at mouth of Mississippi; Congress has no leverage to force Spain to negotiate
- States issue money, inflation makes the currency worthless; debt problems lead to rebellion in Massachusetts and riots in Rhode Island

Predicting Consequences
Ask: How would life in the United States today be different if it were governed under the Articles of Confederation or a similar document instead of the Constitution? (Possible answer: Without a strong national government, it would be difficult to create and regulate services such as transportation, health care, and so on. None of these services could be paid for without taxation. Without a strong executive branch, it might be difficult to enforce international treaties. Without a judicial branch, justice would vary from state to state, and there would be little or no protection for individuals.)

The Federal Constitution

Decisions at the Constitutional Convention
- New Jersey Plan to amend the Articles of Confederation is rejected
- Virginia Plan to create a federal Constitution is approved
- Connecticut Compromise (Great Compromise) gets both small and large states to support the constitution: Congress will have House of Representatives elected by the people and a Senate, whose members are chosen by the states, and each state has equal representation
- Three-Fifths Compromise gets Southern and Northern states to support the constitution: enslaved people will count as three-fifths of a free person for determining representation in Congress and taxes owed

Checks and Balances of the Federal Constitution
- Federal government has three branches: executive (headed by a president), legislative (Congress), and judicial
- President can veto laws but Congress can override a veto
- President commands the military; Congress votes all funds and taxes
- President selects his cabinet and nominates judges, but the Senate must approve the nominations
- Congress can impeach the president and judges and remove them from office
- To get the Constitution ratified, supporters also promised to add a bill of rights (Amendments 1–10) to further limit federal power

Designing a Film Treatment

Step 4: Make a Pitch to a Producer
Students will synthesize what they have learned in Steps 1, 2, and 3 by pitching their film treatment to a producer.

Directions: Write the Essential Question on the board and have students evaluate how well they have answered this question in their film treatment. Ask volunteers from each group to discuss the most interesting and most challenging elements of the project and describe the choices the group made to address these elements.

Putting It Together: Have one group member assume the role of a film producer. He or she should ask questions, make suggestions, interview each contributor, and evaluate the pitch.
Reviewing Vocabulary

Directions: Choose the word or words that best complete the sentence.

1. Under the Articles of Confederation, each state could set a _______ on goods it imported.
   A. recession
   B. duty
   C. stamp
   D. bounty

2. The U.S. Constitution was based on the concept of dividing governmental powers between the national and state governments, which was called
   A. nationalism.
   B. mutualism.
   C. popular sovereignty.
   D. federalism.

3. The presidential power of the _______ checks and balances the power of Congress.
   A. vote
   B. deletion
   C. veto
   D. correction

4. The _______ process may begin when either a two-thirds majority of both houses of Congress agrees or if two-thirds of the states call for a convention to propose Constitutional changes.
   A. veto
   B. federalist
   C. recession
   D. amendment

5. Many Anti-Federalist fears were laid to rest when the Federalists agreed to add a _______ to the Constitution.
   A. preamble
   B. supreme court
   C. bill of rights
   D. compromise

6. The Northwest Ordinance outlined the process for
   A. ratifying the Constitution.
   B. achieving statehood.
   C. negotiating international treaties.
   D. extending slavery north of the Ohio River.

7. Shays’s Rebellion was viewed by many powerful people as
   A. evidence that the Articles were working.
   B. a righteous fight of the oppressed.
   C. a sign that the national government was too weak.
   D. a major blow to democracy.

8. Under the Articles of Confederation, governmental power
   A. was shared equally by the central government and the states.
   B. was balanced among the three branches of government.
   C. belonged to a strong chief executive leading a unified central government.
   D. rested much more with the states than with the central government.

9. At the Constitutional Convention of 1787, the Great Compromise resolved the issue of
   A. representation.
   B. taxation.
   C. slavery.
   D. control of trade.

Reviewing Main Ideas

Directions: Choose the best answer for each of the following questions.

Section 1 (pp. 98–103)

6. The Northwest Ordinance outlined the process for
   A. ratifying the Constitution.
   B. achieving statehood.
   C. negotiating international treaties.
   D. extending slavery north of the Ohio River.

7. Shays’s Rebellion was viewed by many powerful people as
   A. evidence that the Articles were working.
   B. a righteous fight of the oppressed.
   C. a sign that the national government was too weak.
   D. a major blow to democracy.

Section 2 (pp. 104–109)

9. At the Constitutional Convention of 1787, the Great Compromise resolved the issue of
   A. representation.
   B. taxation.
   C. slavery.
   D. control of trade.

TEST-TAKING TIP

Pace yourself when taking a test so that you will have time to go back and check your answers or try to answer any questions you may have skipped.

Answers and Analyses

1. B Although Congress could not regulate trade, each state could impose a duty on imported goods. The British took their products into the states with the lowest duties and then moved them into other states. To counter this and to raise revenue, each state could set up customs posts and impose a duty on products coming across its borders.

2. D Popular sovereignty and nationalism are concepts that relate to the work of the Framers of the Constitution, but federalism is the concept behind the division of power between the national and state governments.

3. C If the president disagrees with a bill that Congress passes, he or she may veto the bill, which then requires that, in order for the bill to become law, both houses of the Congress must vote in favor of it by a two-thirds majority. This is one of the ways that the balance of power between Congress and the president is maintained.

4. D Veto refers to a presidential power to block legislation. Federalists were supporters of the Constitution. While both terms relate to the Constitution, amendment is the only term that correctly completes the sentence.

5. C The first, second, and fourth answer choices relate to the creation of the Constitution, but only the addition of a bill of rights answered some of the objections of the Anti-Federalists.

6. B Students should recall that the Northwest Ordinance had nothing to do with ratifying the Constitution, negotiating international treaties, or extending slavery. Its purposes were to provide an effective temporary government for the area, an orderly process to establish statehood, and protection of basic rights for residents.

7. C Many powerful people saw the rebellion as a sign that the national government was too weak. They wanted a stronger national government that would protect property rights.

8. D Students should recall that those creating the Articles of Confederation wanted a weak central government with most of the power resting with the states. Governmental power was not shared equally. The separation of powers did not exist until the Constitution was ratified.

9. A The convention did consider issues of taxation, slavery, and trade, but only the Great (Connecticut) Compromise addressed the issue of representation.
10. A The Virginia Plan proposed that the legislature be made up of two houses, with voters electing members of the first house, and members of the second house nominated by the state governments but elected by the first house. There was no Missouri Plan. The New Jersey Plan proposed a Congress with a single house. The Three-Fifths Compromise was about slavery.

11. D The delegates knew that the Constitution might have to be changed in later years, so they devised a way of amending it. So that changes did not occur too quickly or easily, they made this process complicated and difficult.

12. A Students may find this question a bit confusing because, although the last three answers do in fact refer to elements in the Constitution, only the first answer, by mentioning the three separate branches of the federal government, relates to the idea of a balance of power between these three branches.

13. C The Anti-Federalists objected to the Constitution because they thought it gave too much power to the national government and did not protect civil liberties.

14. B These 85 essays by James Madison, Alexander Hamilton, and John Jay, published mostly in New York newspapers, were written to gain support for ratification of the Constitution.

15. C The strongest supporters of a strong federal government were landowners and merchants. They were motivated by fears that a weak government would not be able to protect their interests.

16. D By studying the map, students will see that Virginia had claimed all of the area that became the Northwest Territory.
17. Which of the following is an opinion about the Constitution?
A By 1790, all states had ratified the Constitution.
B A major concern in writing the Constitution was how many representatives each state would have.
C Under the Constitution, the federal government could raise money to operate.
D Because of the Constitution, the United States has the best government in the world.

18. To what does the cartoonist compare the states that have ratified the Constitution?
A pillars supporting the nation
B storm clouds of controversy
C stepping stones to ratification
D a woven basket of unity

19. Which two states were the last to ratify the Constitution?
A Massachusetts and Virginia
B New York and Delaware
C Rhode Island and North Carolina
D Virginia and Rhode Island

20. What defects in the Articles does Morse mention?

21. Why does Morse think that the Articles were effective during the American Revolution but not afterwards?

22. The Constitutional Convention met in 1787 to address weaknesses in the government under the Articles of Confederation. Soon the delegates agreed that the Articles had failed and that the Confederation should be replaced with a new form of government. In an essay, explain the three most important changes that the delegates made from the Articles to the Constitution. Explain the change in detail and why it was an improvement. Your essay should include an introduction, at least three paragraphs, and a conclusion.