

# US History 8

## Unit 1



# Foundations of a New Nation

Lessons, readings, and activities from Michigan Citizenship Collaborative Curriculum  
Adapted by St. Johns Middle School

Name \_\_\_\_\_

**13 BRITISH COLONIES**

**TYPES OF COMMON CHARACTERISTICS**

GEOGRAPHIC  
ECONOMIC  
SOCIO-CULTURAL  
POLITICAL

**NEW  
ENGLAND  
COLONIES**

**SOUTHERN  
COLONIES**

**MIDDLE  
COLONIES**

**1607 – 1775  
NORTH AMERICA**

# Colonial Regions and their Characteristics

New England	Middle	Southern

Name \_\_\_\_\_

Date \_\_\_\_\_



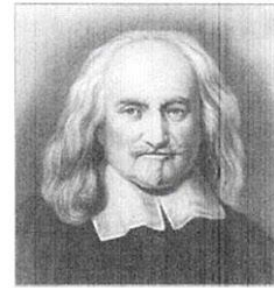
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# Why Government?

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

## Nope, Not the Cartoon Tiger (the *other* Hobbes)

Thomas Hobbes was an English scholar and philosopher. He was born in 1588 and later became a tutor to a very wealthy family. As a tutor, Hobbes had access to many books, traveled often, and met many important thinkers. Hobbes lived in Paris through the English Civil Wars and was interested in the nature of government. He wrote about many topics, including politics, geometry, physics, religion, and history. Hobbes was one of many scholars who tried to answer the question, "Why do we have government?"



Thomas Hobbes

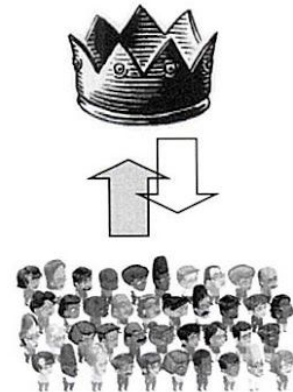
In such condition...  
the life of man,  
solitary, poor, nasty  
brutish and short.  
- T. Hobbes

## Poor, Nasty, Brutish, and Short

Hobbes saw humans as naturally selfish and quick to fight. He believed that before there were governments, people lived in a **state of nature**. In a state of nature, everyone had a right to everything. In order to get what they wanted, people would always be at war with everyone else. Nobody would produce anything like inventions, art, or even crops or tools because they would be afraid other people would take them away. Hobbes didn't paint a very pretty picture of life without government.

## Social Contract

Hobbes lived at a time when many philosophers were thinking about the nature of government. He was one of the first of his era to discuss the idea of a **social contract** between people and their government. A *contract* is an agreement in which both sides agree to something in order to reach a shared goal. In Hobbes' view, people agreed to give up some rights and power in exchange for protection. But for Hobbes, the social contract was no two-way street. He believed that once the people agreed to hand over power in exchange for protection, they lost the right to overthrow, replace, or even question the government.



Cover art from *Leviathan*.

## Leviathan

Hobbes wrote a book called *Leviathan* (luh-VI-uh-then) to explain how he thought governments should work. Hobbes wrote *Leviathan* during the English Civil War. He wrote about the social contract, and he spent much of the book trying to show that a strong central authority was the only way to avoid the evils of war. Hobbes believed a single **sovereign**, or ruler, should have total authority over the people. He believed in a monarchy led by a king. That's because he thought that government would work best if all the power rested in one place. No three branches for Hobbes!

## Monarchy? Not Democracy?

Many political thinkers—including America's Founding Fathers—built on Hobbes' ideas, especially the idea of a social contract. Hobbes was more concerned with protection and order than rights. But people like John Locke and Jean-Jacques Rousseau changed the focus from monarchy to democracy—power with the people instead of a sovereign. They began to see that people have rights that must be protected even from government.



# Why Government?

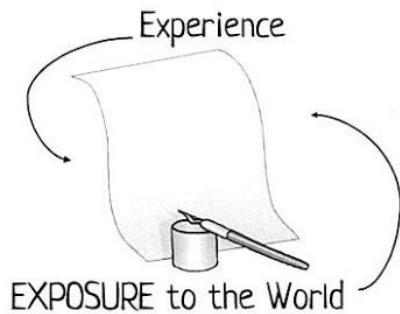
Name: \_\_\_\_\_

## A Man with Many Hats

John Locke was born in England in 1632, at about the same time that Hobbes was about to begin his life's work as a philosopher. Locke considered becoming a minister, started his career as a doctor, but ended up as a philosopher and political scientist. He had many interests and produced a number of writings that influenced future leaders. One of those leaders was Thomas Jefferson, who helped America gain independence from Britain nearly 150 years after Locke was born. Jefferson studied Locke's writings, and Locke's ideas show up in our own Constitution.



John Locke

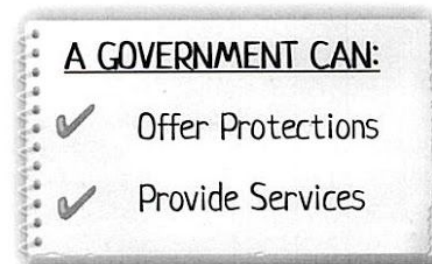


## The Blank Slate

One of Locke's books, called *An Essay Concerning Human Understanding*, took over 18 years to write! In it, he says that people are born with a mind like a **tabula rasa**, which means a blank slate or page. During life, that blank slate gets filled up with the things a person experiences with the five senses. He said people learn and develop differently because they are exposed to different things. The one thing people have in common is that they are human and share a human nature that is the same for all people everywhere.

## Natural Rights

Locke imagined a set of **natural rights** that human beings share. These are the right to life, liberty, and property. **Life** refers to the fact that people want to live and will fight to survive. **Liberty** means that people want to be as free as possible to make their own decisions. **Property** represents the fact that people want to own things that help them survive, such as land, food, and tools. Locke believed these rights aren't given to people—people are born with them.

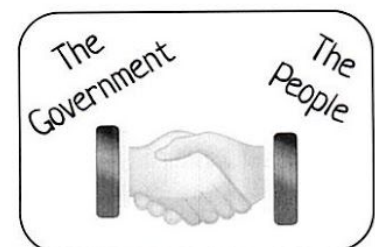


## Why do we need a government?

Locke also wondered what life would be like if people didn't have a government. Like Hobbes, he believed this would lead to a **state of nature** with no rules, no one in charge, and no way for people to protect their natural rights. He believed the purpose of government is to end the state of nature and give people certain protections. But Locke also believed that governments should protect people's natural rights.

## Social Contract

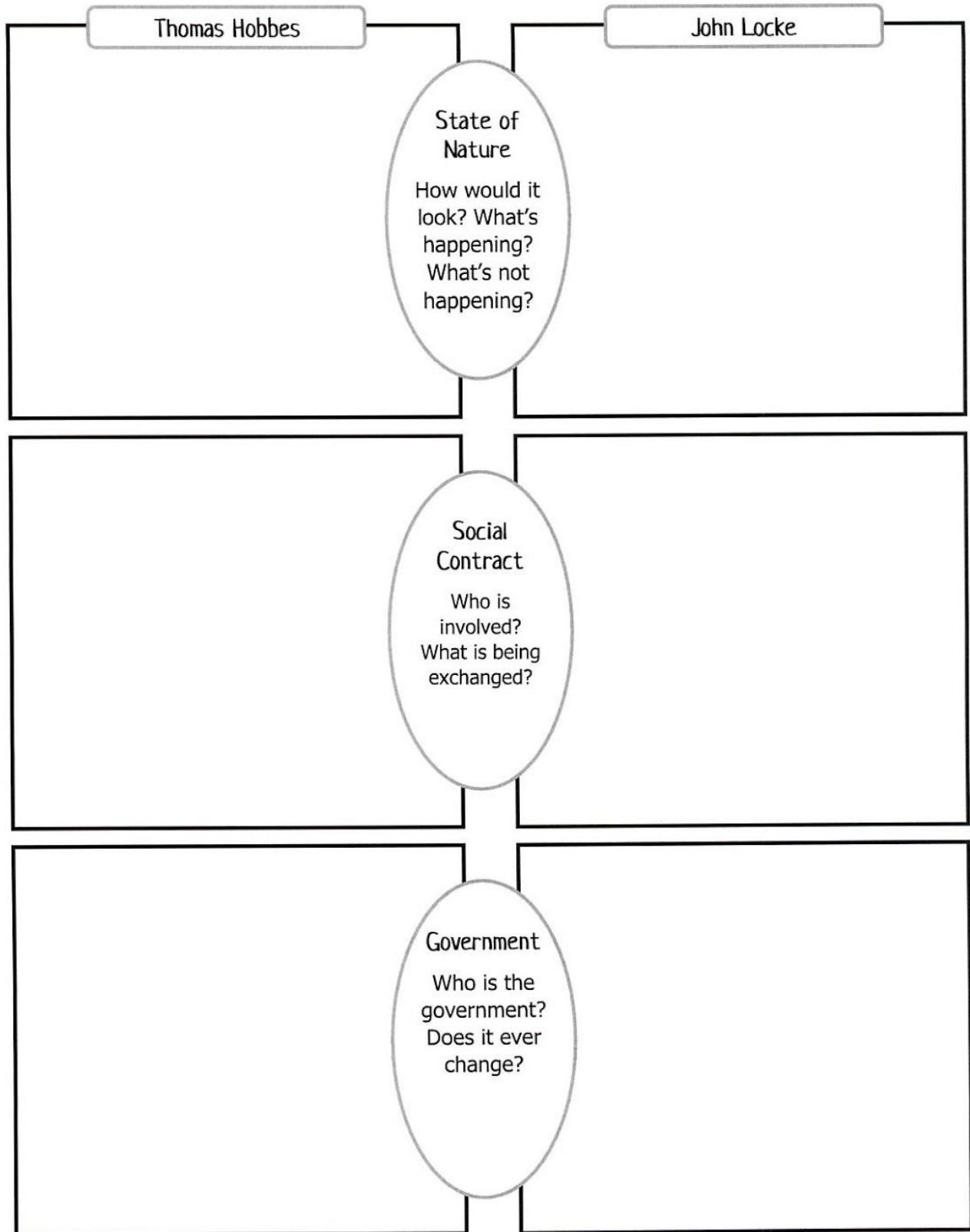
Locke believed a government can only be legitimate, or valid, if it is based on a social contract with citizens. For Locke, the social contract between a government and its people worked both ways: The people agree to give up some freedoms, but only if the government agrees to protect everyone's rights. If the government fails to deliver, the people have the right to revolt like the colonists did during the American Revolution. This two-way exchange between citizens and government was very different from Hobbes' view.



# Why Government?

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

A. **Sketch it out.** Use words and images to create cartoons showing the 'big ideas' of Hobbes and Locke.

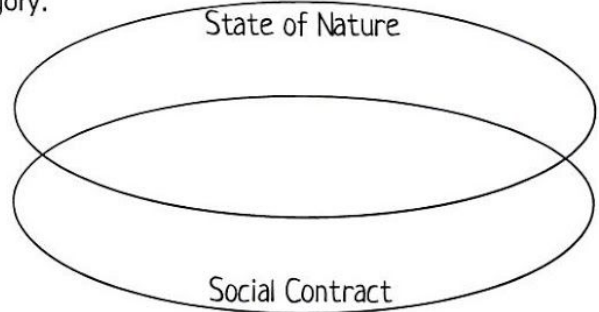


# Why Government?

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

**B. Venn.** Put the number of the word in the right category.

- |                   |                           |
|-------------------|---------------------------|
| 1. Natural Rights | 6. No laws                |
| 2. Life           | 7. Laws                   |
| 3. Liberty        | 8. Compromises are made   |
| 4. Property       | 9. You are on your own!   |
| 5. Government     | 10. Rights are protected. |



**C. What's the connection?** Describe how the words listed are connected to one another.

1. Life / Liberty / Property

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2. State of Nature / War

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3. Government / Social Contract

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\_\_\_\_\_

**D. Agree or Disagree?** Read each statement and determine if Hobbes and Locke would agree.

There are no laws in a state of nature, and people are always at war.

Agree or Disagree

Government is needed to create laws, protect people and provide services.

Agree or Disagree

The ruler should be someone that has complete power and cannot be overthrown if the people are unhappy.

Agree or Disagree

On the statement where they disagree, explain how Locke saw things differently.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



**Natural  
Rights**



**State of  
Nature**



**Social  
Contract**

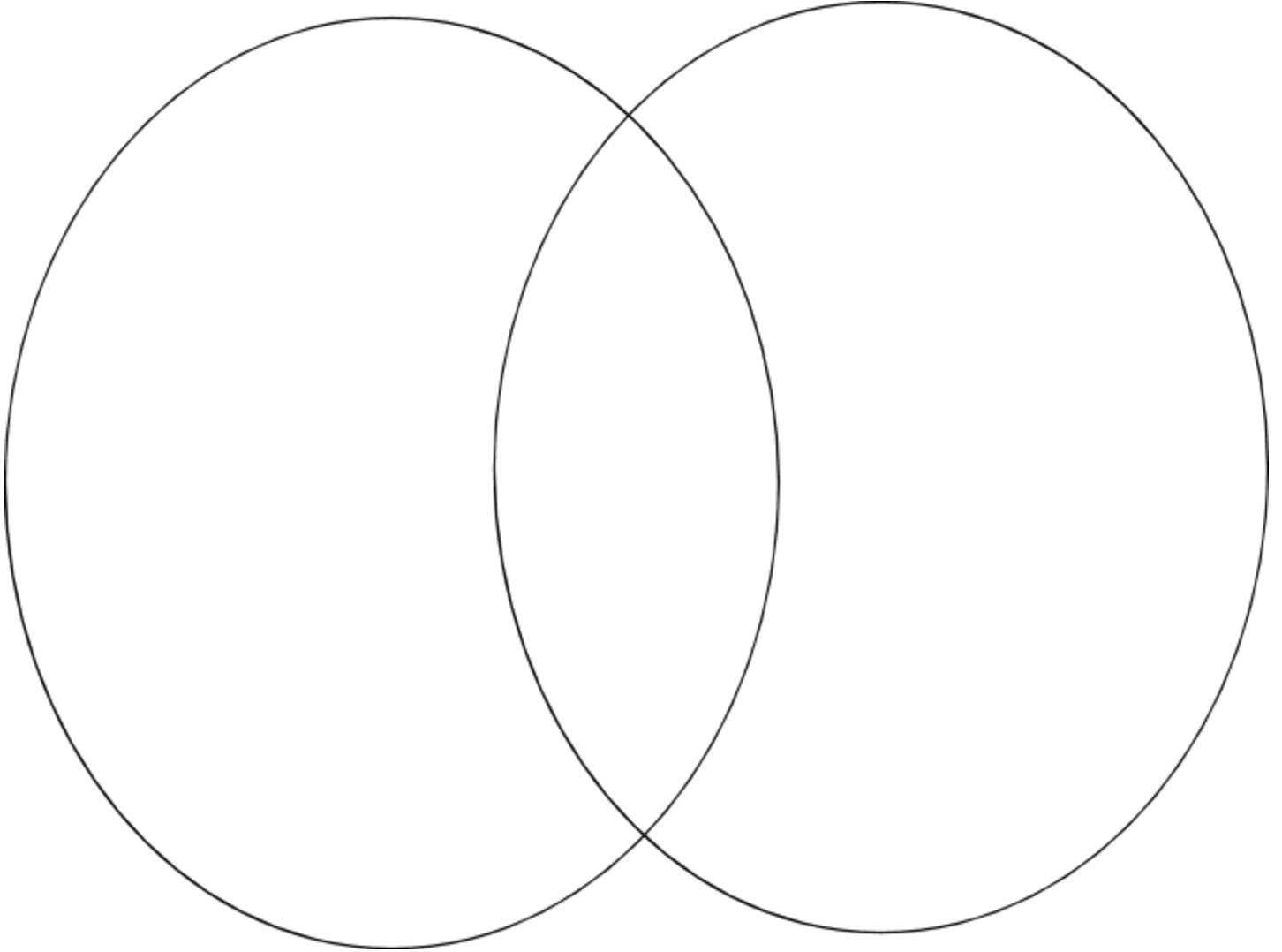
AGREEMENT



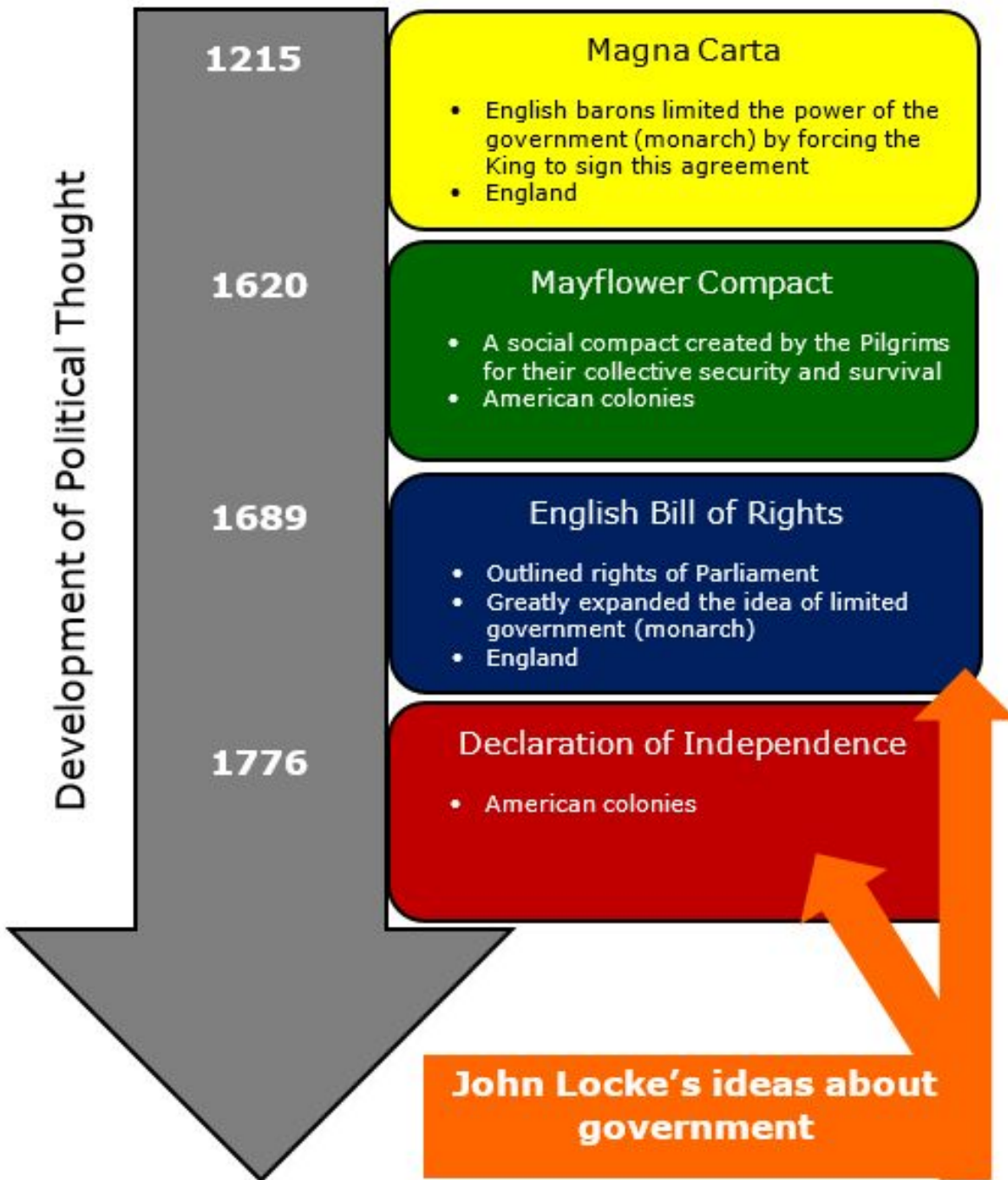
# Competing Ideas: Locke and Hobbes

Locke

Hobbes



## Lesson Graphic Organizer



## Examining Political Thought Over Time

Ideas/ Documents	Magna Carta	Mayflower Compact	English Bill of Rights
<p><b>Sourcing:</b> When, where, and who wrote it</p>			
<p><b>Contextualizing:</b> What was happening in the world or in this place then?</p>			
<p>What does it say about <b>LIFE and LIBERTY</b>?</p>		<p><b>N/A</b></p>	



Ideas /Documents	Magna Carta	Mayflower Compact	English Bill of Rights
<p>What does it say about <b>PROPERTY</b>?</p>		<p>N/A</p>	
<p>What does it say about <b>ORDER</b>?</p>			
<p>How does this document connect to the idea of the <b>SOCIAL COMPACT</b>?</p>			

What does it say about <b>LAWS</b> ?			
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# Magna Carta

**Headnote:** After several years of unsuccessful foreign policies and heavy taxation demands, by 1215 England's King John was faced with a possible rebellion by the country's powerful barons. Giving in to pressure, he agreed to a charter of liberties known as the Magna Carta (or Great Charter). That document sought to place him and all of England's future sovereigns within a **rule of law**. Though it was not initially successful, the document was amended and reissued, eventually serving as the foundation for the English system of law. Later generations of Englishmen would celebrate the Magna Carta as a symbol of freedom from oppression, as would the Founding Fathers of the United States of America, who in 1776 used the Magna Carta as a basis for asserting their liberty from the English crown.

## Excerpt from the full-text translation of the 1215 edition, emphasis added:

JOHN, by the grace of God King of England, Lord of Ireland, Duke of Normandy and Aquitaine, and Count of Anjou, to his archbishops, bishops, abbots, earls, barons, justices, foresters, sheriffs, stewards, servants, and to all his officials and loyal subjects, Greeting.

(1) FIRST, THAT WE HAVE GRANTED TO GOD, and by this present charter have confirmed for us and our heirs in perpetuity, that the English Church shall be free, and shall have its rights undiminished, and its liberties unimpaired. That we wish this so to be observed, appears from the fact that of our own free will, before the outbreak of the present dispute between us and our barons, we granted and confirmed by charter the freedom of the Church's elections - a right reckoned to be of the greatest necessity and importance to it - and caused this to be confirmed by Pope Innocent III. This freedom we shall observe ourselves, and desire to be observed in good faith by our heirs in perpetuity.

TO ALL FREE MEN OF OUR KINGDOM we have also **granted, for us and our heirs for ever, all the liberties written out below**, to have and to keep for them and their heirs, of us and our heirs:

...(17) Ordinary lawsuits shall not follow the royal court around, but shall be held in a fixed place...

...(30) No sheriff, royal official, or other person shall take horses or carts for transport from any free man, **without his consent**..

...(31) Neither we nor any royal official will take wood for our castle, or for any other purpose, **without the consent of the owner**...

...(38) **In future no official shall place a man on trial upon his own unsupported statement, without producing credible witnesses to the truth of it**..

...(39) **No free man shall be seized or imprisoned, or stripped of his rights or possessions, or outlawed or exiled, or deprived of his standing in any way, nor will we proceed with force against him, or send others to do so, except by the lawful judgment of his equals or by the law of the land**..

...(61) SINCE WE HAVE GRANTED ALL THESE THINGS for God, **for the better ordering of our kingdom, and to allay the discord that has arisen between us and our barons**, and since we desire that they shall be enjoyed in their entirety, with lasting strength, for ever, we give and grant to the barons the following security:

...Both we and the barons have sworn that all this shall be observed in good faith and without deceit. Witness the above mentioned people and many others.

Given by our hand in the meadow that is called Runnymede, between Windsor and Staines, on the fifteenth day of June in the seventeenth year of our reign (i.e. 1215: the new regnal year began on 28 May).

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1. What are the most important points in this document? Record your ideas below.

2. How does this document reflect concerns about natural rights and the social compact?

## Mayflower Compact

In the name of God, Amen. We whose names are underwritten, the loyal subjects of our dread Sovereign Lord King James, by the Grace of God of Great Britain, France, and Ireland King, Defender of the Faith, etc.

Having undertaken for the Glory of God and advancement of the Christian Faith and Honour of our King and Country, a Voyage to plant the First Colony in the Northern Parts of Virginia, do by these presents solemnly and mutually in the presence of God and one of another, Covenant and Combine ourselves together in a Civil Body Politic, for our better ordering and preservation and furtherance of the ends aforesaid; and by virtue hereof to enact, constitute and frame such just and equal Laws, Ordinances, Acts, Constitutions and Offices from time to time, as shall be thought most meet and convenient for the general good of the Colony, unto which we promise all due submission and obedience. In witness whereof we have hereunder subscribed our names at Cape Cod, the 11<sup>th</sup> of November, in the year of the reign of our



Sovereign Lord King James, of England, France and Ireland the eighteenth, and of Scotland the fifty-fourth. Anno Domini 1620.

Christopher Martin	George Soule	John Goodman	Richard Gardiner
Digery Priest	Gilbert Winslow	John Howland	Samuel Fuller
Edmund Margeson	Isaac Allerton	John Tilly	Thomas English
Edward Doten	James Chilton	John Turner	Thomas Rogers
Edward Fuller	John Carver	Miles Standish	Thomas Tinker
Edward Leister	John Rigdale	Mosses Fletcher	Thomas Williams
Edward Tilly	John Alden	Peter Brown	William Bradford
Edward Winslow	John Allen	Richard Bitteridge	William Brewster
Francis Cooke	John Billington	Richard Warren	William Mullins
Francis Eaton	John Craxton	Richard Clark	William White

<p><b>a. Sourcing:</b> When, where, and who wrote it?</p>	
<p><b>b. Contextualizing:</b> What was happening in the world or in this place then?</p>	
<p><b>c.</b> What does it say about <b>ORDER</b>?</p>	
<p><b>d.</b> How does this document connect to the idea of the <b>SOCIAL COMPACT</b>?</p>	
<p><b>e.</b> What does it say about <b>LAWS</b>?</p>	

### English Bill of Rights

**Headnote:** The Glorious Revolution, also called the Revolution of 1688, was the overthrow of King James II of England (James VII of Scotland) by members of Parliament, with the assistance of the Dutch rulers William and Mary. This peaceable and largely bloodless Revolution was in response to perceived abuses of power by James II. The Revolution brought an end to the old theory of the divine right of kings (the doctrine that kings derive their authority from God, not from their subjects) and clearly established the supremacy of Parliament. The English Bill of Rights was an act of Parliament passed on December 16, 1689. The Bill of Rights 1689 is not a bill of rights like the Bill of Rights in the United States. Rather than identify individual rights of the people, it addressed only the rights of members of Parliament by creating separation of powers, limiting the powers of the king and queen, enhancing the democratic election and bolstering freedom of speech.

## Excerpt from the English Bill of Rights (1689)

### An Act Declaring the Rights and Liberties of the Subject and Settling the Succession of the Crown

Whereas the Lords Spiritual and Temporal and Commons assembled at Westminster, lawfully, fully and freely representing all the estates of the people of this realm, did upon the thirteenth day of February in the year of our Lord one thousand six hundred eighty-eight [old style date] present unto their Majesties, then called and known by the names and style of William and Mary, prince and princess of Orange, . . . . , a certain declaration in writing made by the said Lords and Commons in the words following, viz.:

Whereas the late King James the Second, by the assistance of divers[e] evil counsellors, judges and ministers employed by him, did [try] to subvert and [eliminate] the Protestant religion and the laws and liberties of this kingdom;...

That the pretended power of suspending the laws or the execution of laws by regal authority without consent of Parliament is illegal;

That the commission for erecting [special courts for suppressing the Protestant religion], and all other commissions and courts of like nature, are illegal and pernicious;

That levying money for or to the use of the Crown . . . without grant of Parliament. . . is or shall be granted, is illegal;

That it is the right of the subjects to petition the king, and all commitments and prosecutions for such petitioning are illegal;

That the raising or keeping a standing army within the kingdom in time of peace, unless it be with consent of Parliament, is against law;

That the subjects which are Protestants may have arms for their defence [sic] suitable to their conditions and as allowed by law;

That election of members of Parliament ought to be free;

That the freedom of speech and debates or proceedings in Parliament ought not to be impeached or questioned in any court or place out of Parliament;

That excessive bail ought not to be required, nor excessive fines imposed, nor cruel and unusual punishments inflicted;

That all grants and promises of fines and forfeitures of particular persons before conviction are illegal and void;

And that for redress of all grievances, and for the amending, strengthening and preserving of the laws, Parliaments ought to be held frequently...

...And that the oaths hereafter mentioned be taken by all persons of whom the oaths have allegiance and supremacy might be required by law, instead of them; and that the said oaths of allegiance and supremacy be abrogated.

I, A.B., do sincerely promise and swear that I will be faithful and bear true allegiance to their Majesties King William and Queen Mary. So help me God.

**1. What are the most important points in this document? Record your ideas below.**

**2. Which document (Magna Carta or Mayflower Compact) addresses similar issues as the English Bill of Rights? What evidence supports your answer?**

## Comparing ideas from the Magna Carta and the English Bill of Rights

In the box below, consider the excerpt of the document listed	Tell what the quote means in your own words	Circle the right(s) people were attempting to protect in this quote	How does this quote reflect the concept of limited government (any limit on power)
<p>Magna Carta (1215)</p> <p>“(38) In future no official shall place a man on trial upon his own unsupported statement, without producing credible witnesses to the truth of it...”</p>		<p>Right to life</p> <p>Right to liberty</p> <p>Right to property</p> <p>Right to a fair trial</p> <p>Right to a jury trial</p> <p>Right to religious freedom</p>	
<p>Magna Carta (1215)</p> <p>+”...(39) No free man shall be seized or imprisoned, or stripped of his rights or possessions, or outlawed or exiled, or deprived of his standing in any way, nor will we proceed with force against him, or send others to do so, except by the lawful judgment of his equals or by the law of the land...”</p>		<p>Right to life</p> <p>Right to liberty</p> <p>Right to property</p> <p>Right to a fair trial</p> <p>Right to a jury trial</p> <p>Right to religious freedom</p>	
<p>Pick your own quote from the Magna Carta (1215)</p>		<p>Right to life</p> <p>Right to liberty</p> <p>Right to property</p> <p>Right to a fair trial</p> <p>Right to a jury trial</p> <p>Right to religious freedom</p>	



<p>English Bill of Rights (1689):</p> <p>“That the freedom of speech and debates or proceedings in Parliament ought not to be impeached or questioned in any court or place out of Parliament;”</p>		<p>Right to vote</p> <p>Freedom from cruel and unusual punishment</p> <p>Right to property</p> <p>Right to a fair trial</p> <p>Right to a jury trial</p> <p>Freedom of speech</p>	
<p>English Bill of Rights (1689)</p> <p>“That excessive bail ought not to be required, nor excessive fines imposed, nor cruel and unusual punishments inflicted;”</p>		<p>Right to vote</p> <p>Freedom from cruel and unusual punishment</p> <p>Right to property</p> <p>Right to a fair trial</p> <p>Right to a jury trial</p> <p>Freedom of speech</p>	
<p>Pick your own quote from the English Bill of Rights (1689)</p>		<p>Right to vote</p> <p>Freedom from cruel and unusual punishment</p> <p>Right to property</p> <p>Right to a fair trial</p> <p>Right to a jury trial</p> <p>Freedom of speech</p>	

# Declaration of Independence

## Ideas

**Equality**

**Natural Rights**

**Social Compact/  
Consent of the Governed**

**Right of Revolution**

## Text

... all Men are created equal,

... they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty, and the Pursuit of Happiness

to secure these Rights, Governments are instituted among Men, deriving their just Powers from the Consent of the Governed,

whenever any Form of Government becomes destructive of these Ends, it is the Right of the People to alter or to abolish it

## Connect – Extend – Challenge

<p><b>Connect:</b> How are the ideas and information presented <b>CONNECTED</b> to what you learned in the previous lesson?</p>	
<p><b>Extend:</b> What new ideas did you get that <b>EXTENDED</b> or pushed your thinking in new directions?</p>	
<p><b>Challenge:</b> What is still <b>CHALLENGING</b> or confusing for you to get your mind around? What questions, wonderings or puzzles do you now have?</p>	

## Excerpt from the *Declaration of Independence*

**“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.”**

Declaration of Independence, 1776



## Analyzing an Excerpt from the Declaration of Independence

Ideas/Documents	Declaration of Independence
<b>What does it say about EQUALITY?</b>	
<b>What does it say about LIFE and LIBERTY?</b>	
<b>What does it say about PROPERTY?</b>	
<b>What does it say about ORDER and the RIGHT OF REVOLUTION?</b>	
<b>How does this document connect to the idea of the SOCIAL COMPACT?</b>	
<b>What does it say about LAWS?</b>	

## Pre-writing - Claims, Evidence, and Reasoning

**Prompt:** The writers of the Declaration of Independence came up with ideas about government on their own.

**Create a Claim:** Your claim must address the prompt above and take a position on whether you Agree/Disagree with the statement.

<b>Evidence</b> the words or phrases from the documents that support the claim	<b>Reasoning</b> explain how the words or phrases support the claim

Your argument should include at least four of the following concepts: *life, liberty, property, order, right of revolution, laws, natural rights philosophy, social contract/compact theory.*

Your essay will be graded according to the rubric provided by your instructor.

# Growing Colonial Dissatisfaction with British Rule

Period of Salutary Neglect (begins in the mid-1600s)

Navigation Acts (unenforced)

French and Indian War (1753 – 63)

Proclamation of 1763

Sugar Act

Quartering Act

Stamp Act

Townshend Acts

Boston Massacre (1770)

Committees of Correspondence

Tea Act

Boston Tea Party (1773)

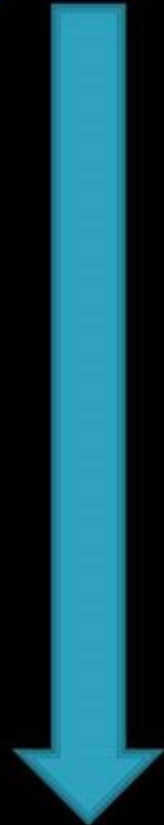
Intolerable Acts

First Continental Congress

Lexington and Concord (1775)

Second Continental Congress

Declaration of Independence Issued (1776)



For most of American colonial history, the colonists were left unsupervised by the English government. (1607 – 1763)

How long did it take from the Proclamation until the colonists were frustrated enough to declare independence?

## Alice and Her Business

Alice graduated college and wanted to start her own business. She needed both money and advice, so she turned to her parents who were successful business people. Alice's parents helped her find a location for business after they researched the best place based on the location of likely consumers. Since the rents in the location Alice wanted to start her business were higher than she could afford, Alice's parents offered to help her out. Alice agreed to pay back her parents once her business was turning a profit and she could afford the rent herself.

During Alice's first year, she encountered several problems, some of which threatened to destroy her business. For example, she did not anticipate having to pay insurance and had underestimated the costs of utilities (heat and water). There were also business rivals that set up shop nearby. In order to compete, Alice had to reduce her prices. Through all of this, Alice's parents gave her both financial and moral support.

Eventually, Alice was able to establish her business on a firm footing. She began to make a profit. Since she did not need her parents' help as much, she did not contact them that often except to tell them that she could afford the rent herself. Occasionally, Alice would send a check to her parents to repay the loan. After a while, she stopped making payments believing she had repaid her debt. Her parents never said anything about the payments.

As Alice's business was taking off, Alice's parents own business began to suffer. There were disagreements with the company's investors about the management style. Turning their attention to this immediate crisis, Alice's parents did not contact Alice when she stopped sending payments. Consumed with their own business concerns, Alice's parents were unable to closely supervise and communicate with Alice about her business venture.

Eventually, Alice's parents were able to resolve the crisis, but it had taken a toll on them financially. They reached out to Alice and learned how successful Alice's business was. They reminded Alice that she still owed them money, but Alice felt that she had repaid the debt. However, her parents viewed their contributions as an investment in Alice's business and expected that they would be earning money from the profits too. They also wanted a say in how Alice ran her business. When Alice refused, her parents moved to be closer to the business. They demanded to have a voice in business decisions and expected Alice to pay some of their rent. As her parents became more involved, they began to set down rules for Alice, which interfered with her freedom to run the business as she chose. Eventually, Alice and her parents began to argue about everything. Resolving their differences became impossible.

## Road to the Revolution: Understanding Historical Events and their Importance


Event/Issue	Date	Description	Why was this significant?
Great Britain establishes colonies in North America			
Passage of the Navigation Acts			

The Period of Salutary Neglect			
French and Indian War			
Proclamation of 1763			



## Events on the Road to Revolution

Insert or draw an image that represents your event.



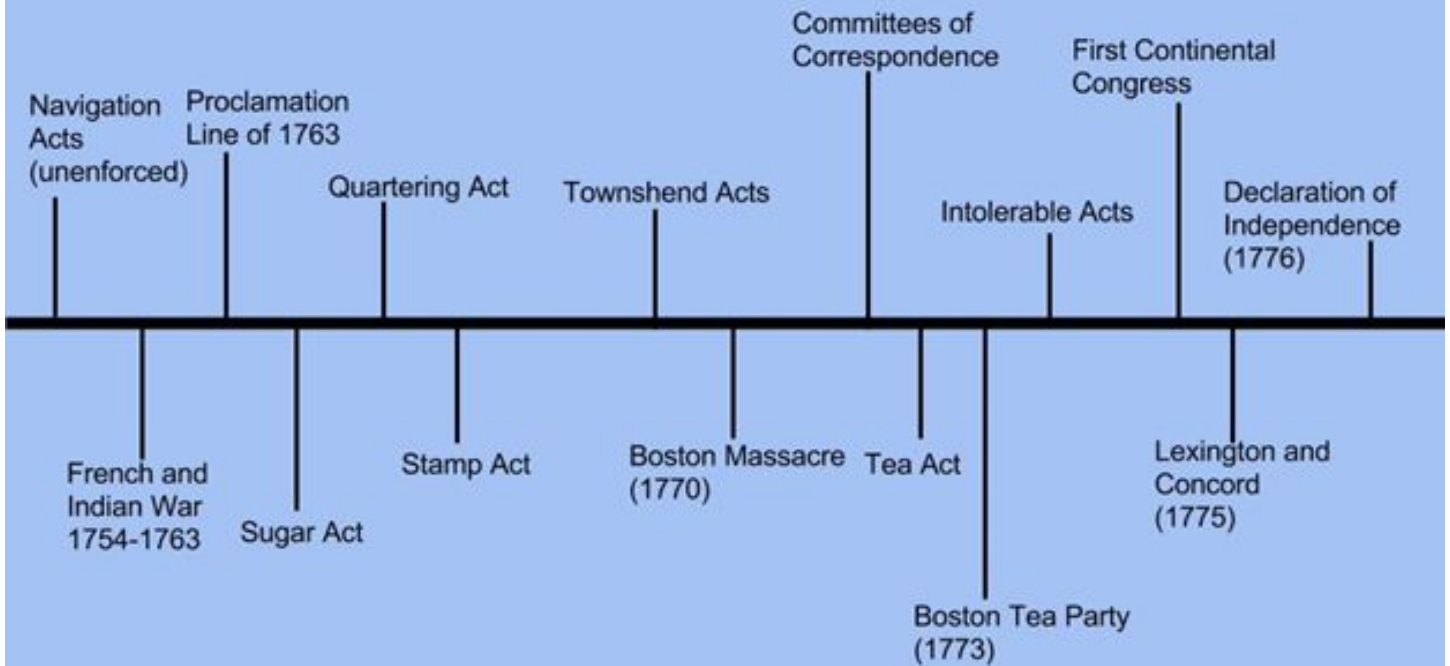
**The Event:** \_\_\_\_\_

**Date:** \_\_\_\_\_

Brief description of the event:

Sources Used: Go to <http://www.citationmachine.net/> to help you cite your sources in the proper format (use MLA style)

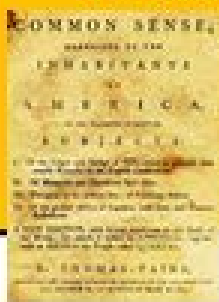
## Period of Salutary Neglect Timeline



**After the French and Indian War,  
the relationship between Great Britain and  
her colonies began to change**



**Colonists use a variety of mediums to  
circulate their concerns about British rule**



**Result: A propaganda campaign that builds  
public support for rebellion against British  
rule**

# US History 8

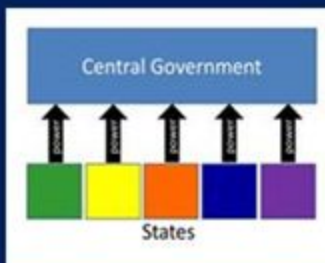
## Unit 2



# Creating a New Government

For their collective security and to conduct the course of Revolutionary War, the STATES adopted

## THE ARTICLES OF CONFEDERATION 1781-1789



States had more power than the federal government



Successfully addressed issue of western lands

- Land Ordinance of 1785
- Northwest Ordinance of 1787

## Student Handout #1: Initial Plans upon Declaring Independence

Group Members: \_\_\_\_\_

\_\_\_\_\_

Our state is: \_\_\_\_\_

Question	Initial Thoughts	Final Answer
1. What do you think Great Britain will do?		
2. What does your state need to do to protect its citizens' natural rights?		
3. What resources might you need to protect your citizens' natural rights?		
4. Where might you obtain help during the course of your struggle?		
5. What ideas did you learn about why people form governments from Unit 1?  <b>Use these ideas to help push your thinking about the questions above. Record your group's answers in the right-hand column entitled "Final Answer."</b>		

## Student Handout #2: Background on the Articles of Confederation

Soon after the delegates to the Continental Congress issued the Declaration of Independence, the British captured Philadelphia. This created a greater sense of urgency, as the states realized that their individual survival was dependent on their collective unity. To protect their citizens' liberty and collective security, the delegates from the various states drafted the Articles of Confederation.

*What is the most important point in the paragraph above? Why?*

The government created under the Articles of Confederation gave each state one vote. The delegates agreed to base each state's tax responsibility to the central government on the land value of each state. For example, Virginia would pay more in taxes than Rhode Island because it was a larger state. However, the central government created under the Articles of Confederation did not have the power to enforce the collection of taxes. Under the Articles, states voluntarily paid their taxes, but most did not.

*What is the most important point in the paragraph above? Why?*

The Articles created a central government that limited the rights of the states to conduct their own diplomacy and foreign policy. In practice, however, this was difficult to enforce. For example, the state of Georgia pursued its own independent policy regarding Spanish Florida. Georgia attempted to occupy disputed territories and threatened war with Spain. The central government also had no power to enforce the 1783 Treaty of Paris, which required the states to repay pre-Revolutionary war debts to British merchants. Consequently, British forces continued to occupy forts in the Great Lakes region. The central government also struggled to prevent Great Britain from sending criminals to its former colonies.

**Make a claim based on the paragraph above. Provide two pieces of evidence that support the claim.**

## **Group A: Excerpts from the Articles of Confederation**

Agreed to by Congress November 15, 1777; ratified and in force, March 1, 1781.

### **Preamble**

To all to whom these Presents shall come, we the undersigned Delegates of the States affixed to our Names send greeting.

Whereas the Delegates of the United States of America in Congress assembled did on the fifteenth day of November in the Year of our Lord One Thousand Seven Hundred and Seventy seven, and in the Second Year of the Independence of America, agree to certain articles of Confederation and perpetual Union between the States of New Hampshire, Massachusetts-bay, Rhode Island and Providence Plantations, Connecticut, New York, New Jersey, Pennsylvania, Delaware, Maryland, Virginia, North Carolina, South Carolina and Georgia, in the words following, viz:

Articles of Confederation and perpetual Union between the States of New Hampshire, Massachusetts-bay, Rhode Island and Providence Plantations, Connecticut, New York, New Jersey, Pennsylvania, Delaware, Maryland, Virginia, North Carolina, South Carolina and Georgia.

**Article I.** The Stile of this Confederacy shall be "The United States of America."

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## **Group B: Excerpts from the Articles of Confederation**

Agreed to by Congress November 15, 1777; ratified and in force, March 1, 1781. . . .

**Article II.** Each state retains its sovereignty, freedom, and independence, and every Power, Jurisdiction, and right, which is not by this confederation expressly delegated to the United States, in Congress assembled.

**Article III.** The said States hereby severally enter into a firm league of friendship with each other, for their common defense, the security of their liberties, and their mutual and general welfare, binding themselves to assist each other, against all force offered to, or attacks made upon them, or any of them, on account of religion, sovereignty, trade, or any other pretense whatever.

**Article V.** . . . In determining questions in the united States, in Congress assembled, each State shall have one vote. . . .



## Group C: Excerpts from the Articles of Confederation

Agreed to by Congress November 15, 1777; ratified and in force, March 1, 1781. . . .

**Article VI.** No State, without the consent of the united States in Congress assembled, shall send any embassy to, or receive any embassy from, or enter into any conference, agreement, alliance or treaty with any King, Prince or State; nor shall any person holding any office of profit or trust under the united States, or any of them, accept any present, emolument, office or title of any kind whatever from any King, Prince or foreign State; nor shall the United States in congress assembled, or any of them, grant any title of nobility.

No two or more States shall enter into any treaty, confederation or alliance whatever between them, without the consent of the united States in congress assembled, specifying accurately the purposes for which the same is to be entered into, and how long it shall continue.

No State shall lay any imposts or duties, which may interfere with any stipulations in treaties, entered into by the united States in congress assembled, with any King, Prince or State, in pursuance of any treaties already proposed by congress, to the courts of France and Spain.

No vessel of war shall be kept up in time of peace by any State. . .

No State shall engage in any war without the consent of the united States in congress assembled, . . .

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## Group D: Excerpts from the Articles of Confederation

Agreed to by Congress November 15, 1777; ratified and in force, March 1, 1781. . . .

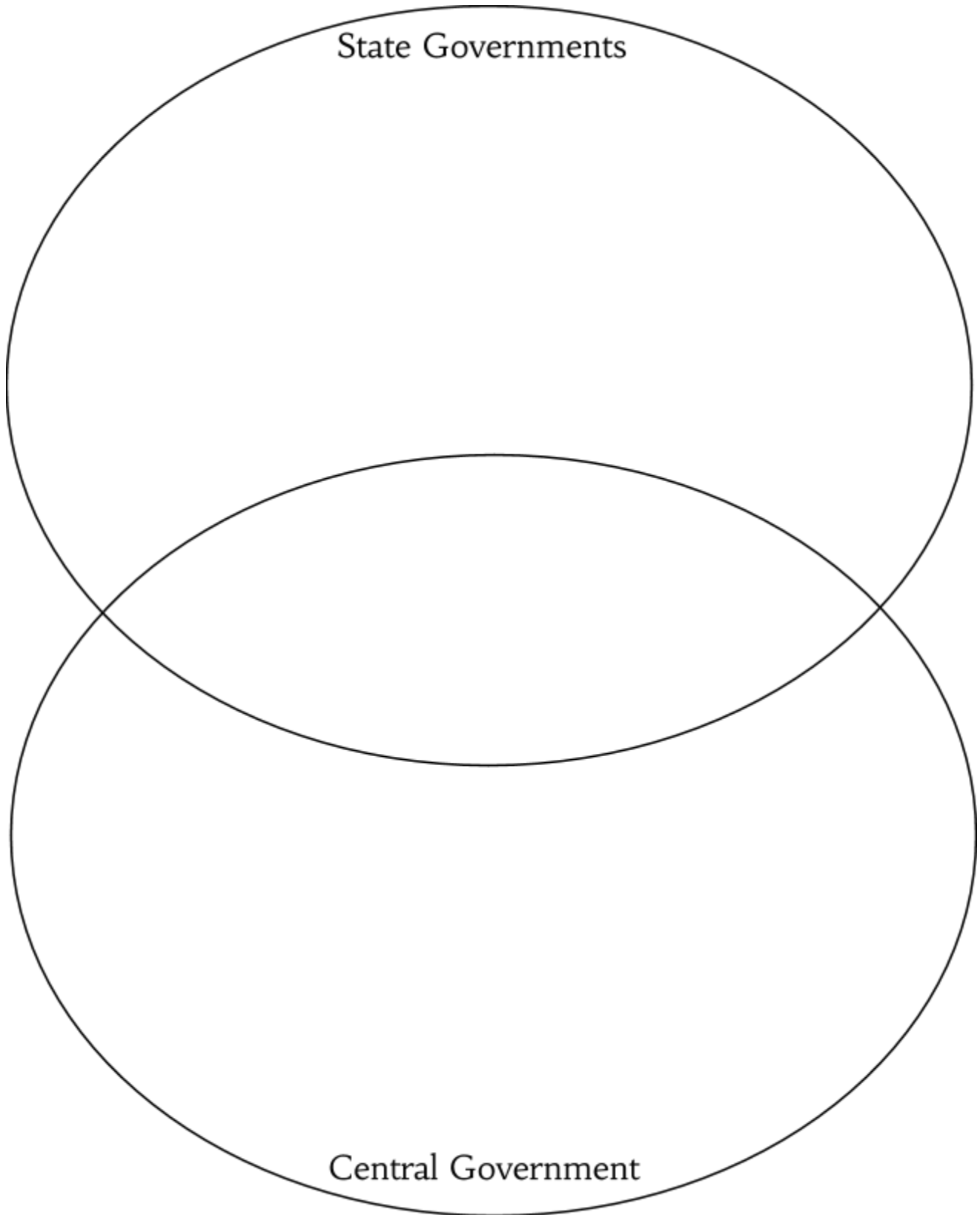
**Article VIII.** All charges of war, and all other expenses that shall be incurred for the common defense or general welfare, and allowed by the united States in congress assembled, shall be defrayed out of a common treasury, which shall be supplied by the several States in proportion to the value of all land within each State, . . .

The taxes for paying that proportion shall be laid and levied by the authority and direction of the legislatures of the several States within the time agreed upon by the united States in congress assembled.

**Article IX.** The united States in congress assembled, shall have the sole and exclusive right and power of determining on peace and war, except in the cases mentioned in the sixth article — of sending and receiving ambassadors — entering into treaties and alliances, . . .

. . . The united States in congress assembled shall never engage in a war, nor grant letters of marque or reprisal in time of peace, nor enter into any treaties or alliances, nor coin money, nor regulate the value thereof, nor ascertain the sums and expenses necessary for the defense and welfare of the United States, or any of them, nor emit bills, nor borrow money on the credit of the united States, nor appropriate money, nor agree upon the number of vessels of war, to be built or purchased, or the number of land or sea forces to be raised, nor appoint a commander in chief of the army or navy, unless nine States assent to the same: nor shall a question on any other point, except for adjourning from day to day be determined, unless by the votes of the majority of the united States in congress assembled. . . .

## Exploring Powers under the Articles of Confederation



## Land Ordinances under the Articles

### **Land Ordinance of 1785:**

- Set up a system for organizing the disputed western lands in the U.S.
- Territories were divided into townships.
- Townships were divided into 36 sections 1 square mile each.
- Congress would sell sections in order to raise revenue (money) to pay debt.
- One section in every township was to be used for public education or public schools.

### **Northwest Ordinance of 1787:**

- Established that the federal government, not the states, controlled the Northwest Territory.
- Guaranteed natural rights to settlers.
- Outlawed slavery there.
- Set up way for the territories to be divided later.
- Provided a way for states to be admitted to the nation:
  1. Territories had to have 60,000 settlers to be admitted
  - AND
  2. Territories needed approval from the federal government for admission as new states.

### **Turn and Talk Discussion Questions**

1. Why might these ordinances be significant?
2. How might they be connected to the Civil War?
3. In your opinion, what part of the Northwest Ordinance was most significant? Why?
4. How might these ordinances affect the development of the United States as a country?

### **Quick Write #1**

Why do people see the Northwest Ordinance as a success under the Articles of Confederation?

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# Problems with the Articles of Confederation

- One vote per state regardless of population
- No executive functions (executive has no power)
- No judicial functions
- Amendments require unanimous consent
- No power to regulate trade

- No Power to Tax

Individual States Responsible for the Cost of the War

States raised taxes

## Poor farmers in Massachusetts

- Faced jail time
- Lost property
- Lost voting rights

Shays' Rebellion

Desire to change the Articles of Confederation

## Letter from Abigail Adams

**Headnote:** Abigail Adams was the wife of John Adams, an American patriot who would go on to become the first vice president and then second president of the United States. In this letter, she is writing from London to Thomas Jefferson, author of the Declaration of Independence. The date of her letter is January 25, 1787. She is not aware of Shays' Rebellion. Her letter discusses the chaos at the courthouse caused by the actions of Shays and his men in their attempts to stop court proceedings against debtors who faced jail.

In your own words, summarize the main point	Complaint: Underline evidence that Adams uses to make her point	What are your thoughts about Adams' words? Do they make sense? Why or why not?
	<p>My Dear Sir:</p> <p>With regard to the Riots in my home state, which you asked me about: I wish I could say that people have exaggerated them. It is true, Sir, that they have gone on to such a degree that the Courts have been shut down in several counties. The men are ignorant, restless criminals, without conscience or morals. They have led men under false ideas that could only have been imagined. Instead of that honest spirit which makes a people watchful over their liberties and alert in defense of them, this mob of rebels wants to weaken the foundation of our country, and destroy the whole fabric of our nation.</p>	
	<p>These people are few in number when compared to the more sensible and thoughtful majority. I cannot help hoping that they will end up helping the state, by leading to an investigation of the causes of these riots.</p> <p>Luxury and wasteful spending both in furniture and dress had spread to all of our countrymen and women. This led people to build up debts they were unable to pay off. Vanity was becoming a more powerful principal than patriotism. The lower classes were unable to pay taxes, even though they owned property.</p>	
<p><b>Do you think this is valid and reliable evidence of what happened with Shays' Rebellion? Why or why not?</b></p>		

Source: Excerpt adapted from a letter written by Abigail Adams to Thomas Jefferson. January 29, 1787.

## Daniel Gray's Speech

**Headnote:** During the American Revolution, the Continental Congress requested money from each of the states to pay for the war effort. In responses, some states started to tax their citizens. It is estimated that Massachusetts owed \$41,500,000. To pay this debt, Massachusetts raised its taxes. From 1774 to 1786, the increase in taxes in Massachusetts was over 1000 percent. Poor farmers were taxed at the same rate as wealthy citizens. If citizens could not pay the tax, they either lost their land or ended up in jail (or both). Poor Massachusetts farmers were unhappy with the state's solution to solving the debt problem. In protest, they began to attack courthouses in an attempt to interfere with the jailing of debtors. In a speech in 1786, Daniel Gray lists the complaints of the farmers.

In your own words, attempt to summarize the main point	Complaint: Underline evidence that Gray uses to make his point	What are your thoughts about Gray's words? Do they make sense? Why or why not?
	Gentlemen: We have thought it best to tell to you some of the main causes of the recent risings of the people, and also of their actions. There is little money right now. The harsh rules for collecting debts will fill our jails with people who owe money. As a result, many people will not be useful to themselves or the community.	
	Money from taxes and fees should be set aside to pay off the foreign debt. Instead, it is being used to pay off investments that are held by wealthy Americans. Instead of improving our credit, our money is being used to help the rich get richer.	
	The people who have stepped up to demand rights for themselves and others are likely to be put in jail. They are often put in jails far from home: Now the government will not allow people to petition the court to make sure their imprisonment is lawful. All of this is unlawful punishment.	
	The Riot Act gives unlimited power to Justices of the Peace, Sheriffs, Deputy-Sheriffs, and Police Officers and makes it impossible to bring them to court. Yet [these officials'] actions may be motivated by revenge, hatred, and envy.	
	Be assured that this unit of soldiers will get rid of our foreign and domestic debt with the most proper and speedy measures.	
<p><b>Judge the quality of the evidence used:</b></p>		

Source: Excerpt adapted from a speech by Daniel Gray, a member of a unit of armed soldiers, to the people of Hampshire, Massachusetts. December 7, 1786.

## Weaknesses of the Articles of Confederation

LED TO

## Constitutional Convention



**Evaluating the Articles of Confederation**

<b>Strengths</b>	<b>Weaknesses</b>



## Original 1790 Census

\*NOTE: Maine was not yet a state; it was part of Massachusetts. Its population should be added to that of Massachusetts. Vermont and Kentucky were not yet states and should be disregarded for this exercise.

<b>Population by State, Original 1790 Census</b>				
	<b>State Name</b>	<b>Free Population</b>	<b>Slave Population</b>	<b>Total Population</b>
<b>North</b>	Vermont	85,523	16	85,539
	New Hampshire	141,727	158	141,885
	Maine	96,540	0	96,540
	Massachusetts	378,787	0	378,787
	Rhode Island	67,877	948	68,825
	Connecticut	235,182	2,764	237,946
	New York	318,796	21,324	340,120
	New Jersey	172,716	11,423	184,139
	Pennsylvania	430,636	3,737	434,373
		<b>Total</b>	<b>1,927,784</b>	<b>40,370</b>
<b>South</b>	Delaware	50,209	8,887	59,096
	Maryland	216,692	103,036	319,728
	Virginia	454,983	292,627	747,610
	Kentucky	61,247	12,430	73,677
	North Carolina	293,179	100,572	393,751
	South Carolina	141,979	107,094	249,073
	Georgia	53,284	29,264	82,548
	<b>Total</b>	<b>1,271,573</b>	<b>653,910</b>	<b>1,925,483</b>
	<b>National Totals</b>	<b>3,199,357</b>	<b>694,280</b>	<b>3,893,637</b>

1790 United States Census. Wikipedia. 20 July 2017

<[https://en.wikipedia.org/wiki/1790\\_United\\_States\\_Census#Data](https://en.wikipedia.org/wiki/1790_United_States_Census#Data)> (from original source: <http://www.census.gov/schools/index/teach/history-activities/American-Revolution/1790-census-and-apportionment---analyzing-the-three-fifths-compr.html>>.)

## Questions/Issues at the Constitutional Convention

Name \_\_\_\_\_

State that I represent at the Constitutional Convention

\_\_\_\_\_

**Directions:** For this simulation, you are assuming the role of a delegate (representative) of the people of your state in the summer of 1787 in Philadelphia. After consulting with the other delegates from your state in small group, answer the following questions in your role as this delegate. This is NOT how you as a student today would answer.

### Questions/Issues

1. How should representation in Congress be decided? How many representatives should each state get?
2. Should the federal government be allowed to regulate (make rules for) the importation of enslaved persons into the states from outside the country?
3. If representation in Congress *is* based on a state's population (i.e. the higher the state's population, the more representatives that state would have in Congress), should the number of enslaved persons count in the state's total population for purposes of representation? Or, should only the number of free persons count in the state's population for representation?
4. How should the executive power of government (implementing and enforcing the laws, interacting with foreign nations, protecting the health and safety of the people) be handled? Should there be one person to serve as the executive or a small group? How should the executive (or executives) be selected?

Issue or Concern	The Dispute	The Resolution
<p><b>Power</b></p>	<p><b>Distribution between states and central government</b></p>	<p>The delegates developed a system of government called federalism.</p> <div data-bbox="1084 363 1458 688" style="text-align: center;"> <p><b>Federalism</b></p> <p>The overlapping spheres of power bind the American people together.</p> </div> <p>In a federal system of government, the state or regional governments share power with a central/national government. The federal (national/ central) government has delegated powers. The state governments and the people have reserved powers. Concurrent powers are those shared between state and federal governments.</p>
	<p><b>Representation in the legislature</b></p>	<p>This combined the Virginia and New Jersey Plans in what became “The Great Compromise of 1787” or the “Connecticut Compromise.” It consisted of an upper house (Senate) with equal representation and a lower house (House of Representatives) with representation based on population.</p>
<p><b>Form of the Executive</b></p>	<p><b>Small Group or Individual</b></p>	<p>There would be an individual instead of a group in charge of the executive branch. The head of the executive branch is called the president.</p>
<p><b>Slavery</b></p>	<p><b>How to count enslaved persons for representation and taxation</b></p>	<p>Enslaved persons were counted as 3/5 vote. For every five slaves, the state would count them as 3 people for the purposes of representation and taxation.</p>
	<p><b>Slave Trade</b></p>	<p>The importation of enslaved persons would end in 20 years (1808).</p>

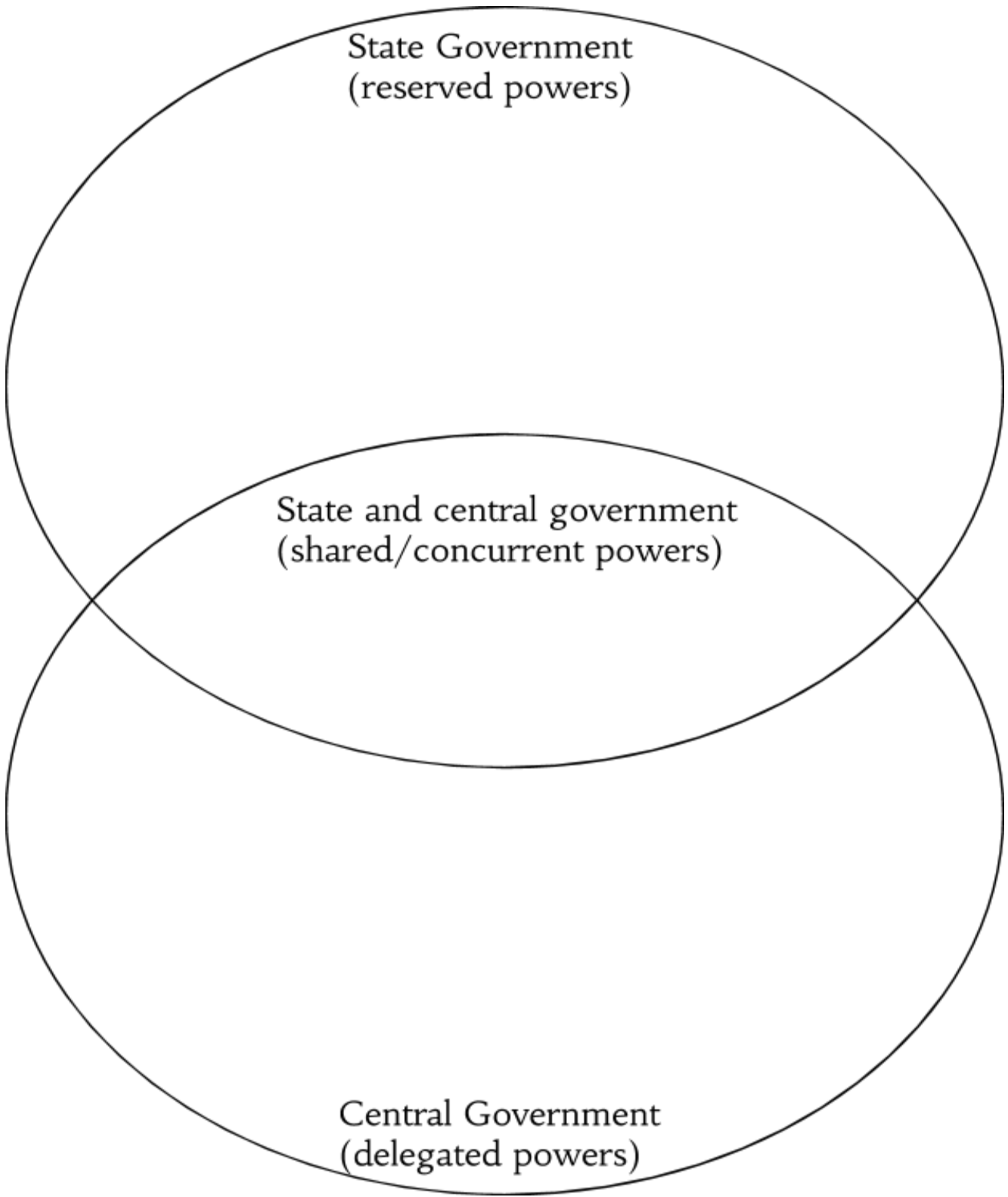
## Constitutional Compromises

Issue or Concern	The Dispute	The Resolution
<b>Power</b>		
<b>Form of the Executive</b>		
<b>Slavery</b>		

## **Distribution of Power between States and the Central Government under the United States Constitution**

To help your group think about where to place each of the powers, think about the following:

- What caused some of the problems under the Articles of Confederation?
- What makes sense for the central government to control? What decisions will affect the whole country, not just a state?
- What makes sense for the states to control because of the different cultures, climates, and economic strengths?



State Government  
(reserved powers)

State and central government  
(shared/concurrent powers)

Central Government  
(delegated powers)

## Powers of Government

- Establish a postal system
- Set up local governments
- Collect taxes
- Coin and print money
- Grant patents and copyrights
- Establish and maintain public schools
- Establish federal courts
- Pass marriage and divorce laws
- Set standards of weights and measures
- Regulate immigration
- Regulate trade within the state
- Write business/corporation laws
- Conduct elections
- Make and enforce laws
- Regulate interstate and foreign trade
- Establish and maintain courts
- Provide for public welfare
- Declare war and make peace
- Borrow money
- Ratify constitutional amendments
- Govern territories and admit new states
- Raise and support armed forces
- Charter banks

## Representation in the Legislative Branch – The Plans Proposed at the Constitutional Convention

The Virginia Plan	The New Jersey Plan
Strong federal government Weak state governments Three branches of government <ul style="list-style-type: none"> <li>• Legislative</li> <li>• Judicial</li> <li>• Executive</li> </ul> Bicameral Legislature Representation in legislature based on population	Federal government gains power (tax and regulate trade) Strong state governments Three branches of government <ul style="list-style-type: none"> <li>• Legislative</li> <li>• Judicial</li> <li>• Executive</li> </ul> Single body of Congress One state / One vote

### Representation under the Virginia Plan

State	Population	Upper House of Bicameral Congress	Lower House of Bicameral Congress
Georgia	70,835	2	20
New Jersey	179,570	5	50
New York	331,589	10	100

### Representation under the New Jersey Plan

State	Population	Unicameral Congress
Georgia	70,835	2
New Jersey	179,570	2
New York	331,589	2

### Using Data to Answer Questions

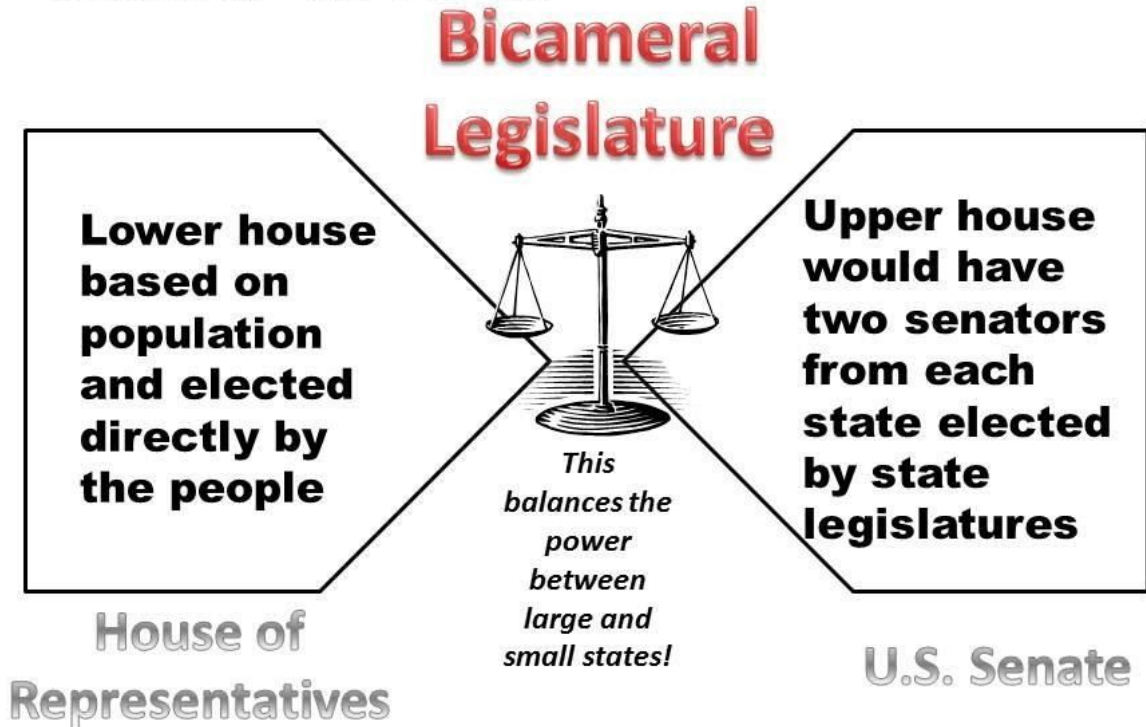
1. What states would favor the Virginia Plan? Why?
  
2. What states would favor the New Jersey Plan? Why?
  
3. How would you resolve this problem? Explain the reasons for your decision.



## The Great Compromise or Connecticut Compromise

# The “Great Compromise”

- Sometimes called the Connecticut Compromise because it was proposed by Roger Sherman



## Representation under the Great Compromise

State	Population	Upper House of Congress-The Senate	Lower House of Congress- The House of Representatives
Georgia	70,835	2	2
New Jersey	179,570	2	5
New York	331,589	2	10

## The Great Compromise or Connecticut Compromise

### **The New Jersey Plan**

- One house legislature (unicameral)
- Equal representation in Congress
- Supported by small states

### **The Virginia Plan**

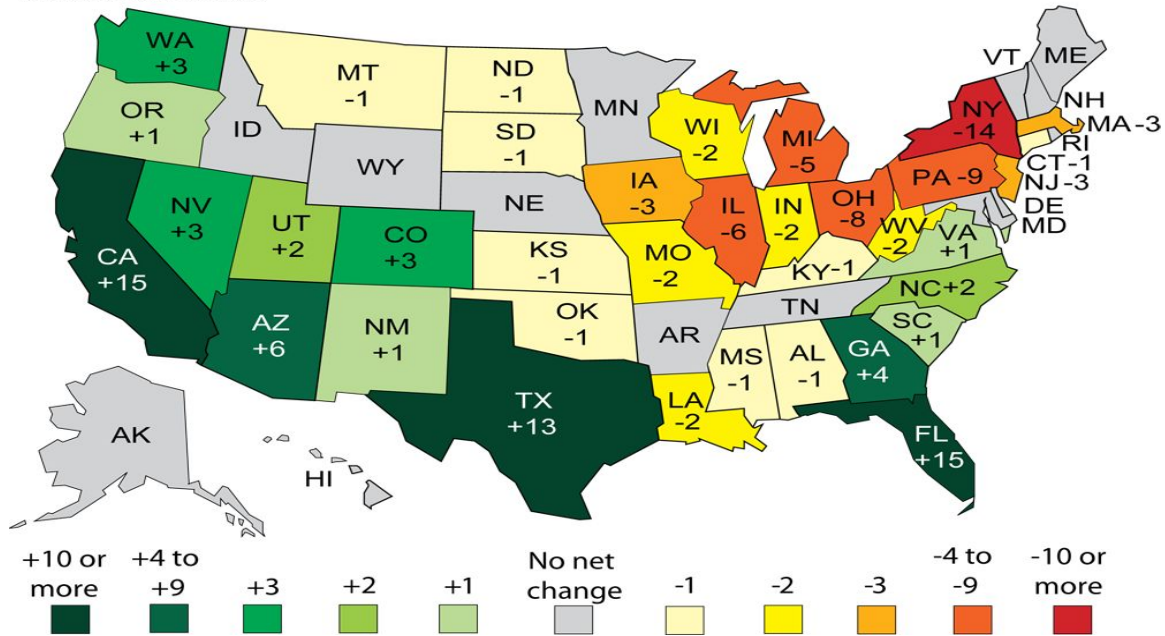
- Two house legislature (bicameral)
- Representation in Congress based on population
- Supported by large states

### **The Great Compromise (Connecticut Compromise)**

- Bicameral Legislature (two houses)
- Equal representation in the upper house (Senate)
- Representation based on state's population in the lower house (House of Representatives)

# Congressional Reapportionment Changes, 1960-2010

©2014 U.Va. Center for Politics



## Journal Write #1 - Congressional Representation

1. What impact might this have on individual state power in the House of Representatives over time?
2. Which regions have gained more power over time? Which ones have lost power?
3. How does the Great Compromise give people who live in small states greater power than people living in larger populous states?

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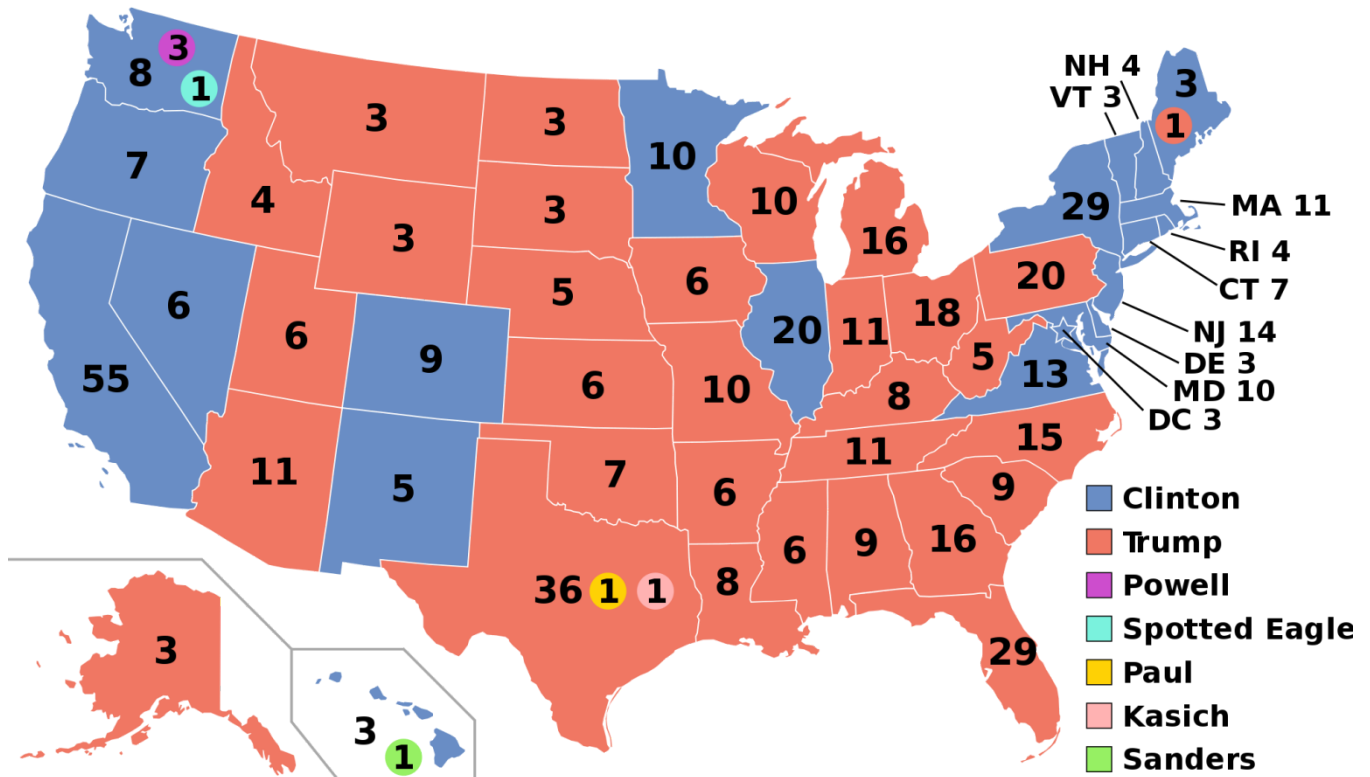


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# What Form Should the Executive Take?

What does this map have to do with the issue concerning the form of the executive?



[https://en.wikipedia.org/wiki/Electoral\\_College\\_\(United\\_States\)](https://en.wikipedia.org/wiki/Electoral_College_(United_States))

## Compromise:

- The president would be elected at the state level through a special group.
- The number of electors per state would reflect the state's representation in Congress.

## Issues Concerning Slavery

**Quote 1:** This raised an obvious question: on what rationale were slaves to be counted? If they were being counted as people, how could they be excluded from a government of the people, and dedicated to the proposition that all men were created equal? And if they were being counted as property, why were no other forms of property to be included?"

Rael, Patrick (2016). *A Compact for the Good of America? Slavery and the Three-Fifths Compromise*. African American Intellectual History Society. June 21, 2017 <<http://www.aaihs.org/a-compact-for-the-good-of-america-slavery-and-the-three-fifths-compromise/>>.

**Quote 2:** "One-eighth of the whole population were colored slaves, not distributed generally over the Union, but localized in the southern part of it. These slaves constituted a peculiar and powerful interest. All knew that this interest was somehow the cause of the war."

*Second Inaugural Address of Abraham Lincoln*. March 4, 1865. The Avalon Project- Lillian Goldman Law Library, Yale Law School. June 21, 2017 <[http://avalon.law.yale.edu/19th\\_century/lincoln2.asp](http://avalon.law.yale.edu/19th_century/lincoln2.asp)>.

Historical Reading/Thinking Skill	Quote 1	Quote 2
Sourcing		
Contextualizing		
Close Reading		
Corroborating		

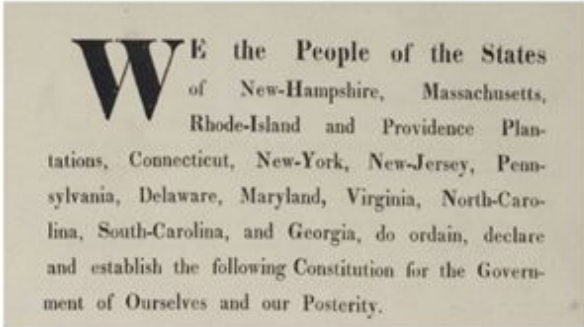
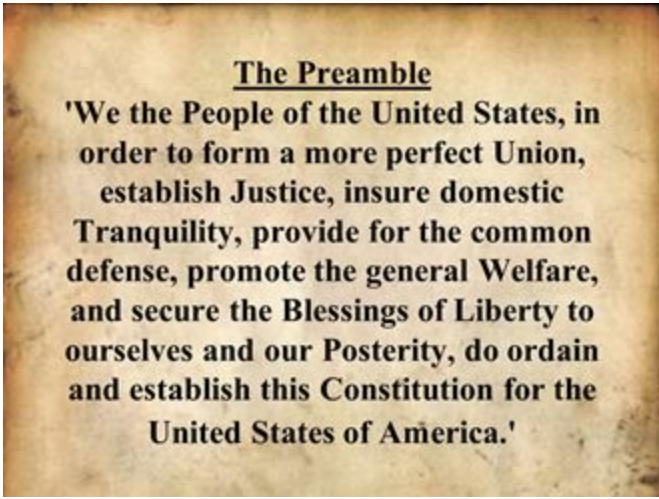
# Historical Reading and Thinking Skills

Adapted from the Stanford History Education Group

Historical Reading Skills	Questions	Students Should Be Able To:	Student Prompts
<b>Sourcing</b>	<ul style="list-style-type: none"> <li>• What kind of artifact is it?</li> <li>• Who created/published this?</li> <li>• When was it created/published?</li> <li>• Where was it created/published?</li> <li>• What is the author's perspective?</li> <li>• Why was it created/published?</li> <li>• Is it reliable? Why? Why not?</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the author's position on the historical event</li> <li>• Identify and evaluate the author's purpose in producing the artifact</li> <li>• Hypothesize what the author will say before reading the document</li> <li>• Evaluate the source's trustworthiness by considering genre, audience, and purpose</li> </ul>	<ul style="list-style-type: none"> <li>• The author probably believes . . .</li> <li>• I think the audience is . . .</li> <li>• Based on the source information, I think the author might . . .</li> <li>• I do/don't trust this document because . . .</li> </ul>
<b>Contextualizing</b>	<ul style="list-style-type: none"> <li>• When was the artifact/document created?</li> <li>• Where was the artifact/document created/published?</li> <li>• What was different then?</li> <li>• What was the same?</li> <li>• How might the circumstances in which the artifact/document was created/published affect its content?</li> </ul>	<ul style="list-style-type: none"> <li>• Understand how the context/background information influences the content of the document</li> <li>• Recognize that documents are products of the environment in which they were created</li> </ul>	<ul style="list-style-type: none"> <li>• Based on the background information, I understand this document differently because....</li> <li>• The author might have been influenced by _____(historical context)</li> <li>• The document might not give me the whole picture because....</li> </ul>
<b>Close Reading</b>	<ul style="list-style-type: none"> <li>• What claims does the author make?</li> <li>• What evidence does the author use?</li> <li>• What language (words, phrases, images, symbols) does the author use to persuade the document's audience?</li> <li>• How does the document's language indicate the author's perspective?</li> <li>• For pictures/photographs – consider what is observable in the image and what message it is sending.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the author's claims about an event</li> <li>• Evaluate the evidence and reasoning the author uses to support claims</li> <li>• Evaluate the author's word choice; understand that language is used deliberately</li> </ul>	<ul style="list-style-type: none"> <li>• I think the author chose these words in order to ...</li> <li>• The author is trying to convince me....</li> <li>• The author claims....</li> <li>• The evidence used to support the author's claims is ....</li> </ul>
<b>Corroborating</b>	<ul style="list-style-type: none"> <li>• Is the document consistent with itself? To what extent does the source contradict itself (internal consistency)</li> <li>• What do other documents/sources say?</li> <li>• Do the other sources agree? If not, why? (external consistency)</li> <li>• What are other possible sources?</li> </ul>	<ul style="list-style-type: none"> <li>• Establish what is probable by comparing sources to each other</li> <li>• Recognize disparities between accounts/sources</li> </ul>	<ul style="list-style-type: none"> <li>• The author contradicts himself/herself when...</li> <li>• The author agrees/disagrees with ...</li> <li>• These sources all agree/all disagree about...</li> <li>• Another document or source to consider might be....</li> </ul>

	<ul style="list-style-type: none"> <li>• What sources are most reliable?</li> </ul>		
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### Student Handout 1: Comparing Preambles

The Document	What does the document emphasize?
<p><small>First Draft: Distributed to Constitutional Convention delegates in August 1787</small></p>  <p><b>W</b>E the People of the States of New-Hampshire, Massachusetts, Rhode-Island and Providence Plantations, Connecticut, New-York, New-Jersey, Pennsylvania, Delaware, Maryland, Virginia, North-Carolina, South-Carolina, and Georgia, do ordain, declare and establish the following Constitution for the Government of Ourselves and our Posterity.</p>	
<p>Preamble to the U.S. Constitution, as adopted in 1787</p>  <p style="text-align: center;"><b><u>The Preamble</u></b></p> <p><b>'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 of America.'</b></p>	



<p><b>What are the major differences between the two versions?</b></p>	<p><b>In what ways are these differences important?</b></p>
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**Analyzing the Preamble**

*"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 of America."*

<p><b>Language of the Preamble</b></p>	<p><b>Reflections from Class Discussion</b></p>
<p><b>We the People</b></p>	<p><b>1. Historical Context:</b></p> <p><b>2. How does this compare to what you think of today?</b></p>

<p><b>to form a more perfect Union</b></p>	<p><b>1. Historical Context</b></p> <p><b>2. Role of Perspective:</b></p> <p><b>a. Would the problems experienced under the Articles have convinced you to change our system of government? Why or why not?</b></p> <p><b>b. Why does perspective matter?</b></p>
<p><b>establish Justice</b></p>	<p><b>1. Historical Context:</b></p> <p><b>2. Why might people agree about justice in the abstract, but disagree when applied to a particular situation?</b></p>

<p><b>insure domestic Tranquility</b></p>	<p><b>1. Domestic tranquility defined:</b></p>  <p><b>2. Historical examples of problems that disrupted domestic tranquility:</b></p>          <p><b>3. Contemporary examples of a lack of domestic tranquility:</b></p>
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<p><b>provide for the common defense</b></p>	<p><b>1. Historical Context</b></p> <p><b>2. Reflection:</b></p> <p><b>a. Why is military service so important to the nation?</b></p> <p><b>b. If it is so important, why is it voluntary and not mandatory?</b></p> <p><b>c. Should some service to the country be required? Why or why not?</b></p>
<p><b>promote the general Welfare</b></p>	<p><b>1. Historical Context:</b></p> <p><b>2. Examples of General Welfare:</b></p>

<p><b>secure the Blessings of Liberty to ourselves and our Posterity</b></p>	<p><b>1. For whom were the Framers trying to secure the blessings of liberty?</b></p>    <p><b>2. Why do you think the Framers included their “posterity” in the Preamble?</b></p>
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**Current Issues and the Preamble**

**Directions:** For each public issue listed below, describe the purposes of government as stated in the Preamble that are in conflict.

1. Increasing regulations on gun ownership

VS

2. Restricting immigration from certain countries.

VS

3. Allowing White Supremacists to march in our community.

VS

4. All citizens have a right to health care.

VS

5. A business denying service to a customer if the request conflicts with the owner’s religious beliefs.

VS

## Preamble Cluster

**Directions:** Describe the six main purposes or goals of the Constitution.

The diagram consists of a central circle containing the word "Preamble". Surrounding this central circle are six empty rounded rectangular boxes, arranged in two rows of three. These boxes are intended for students to describe the six main purposes or goals of the Constitution.

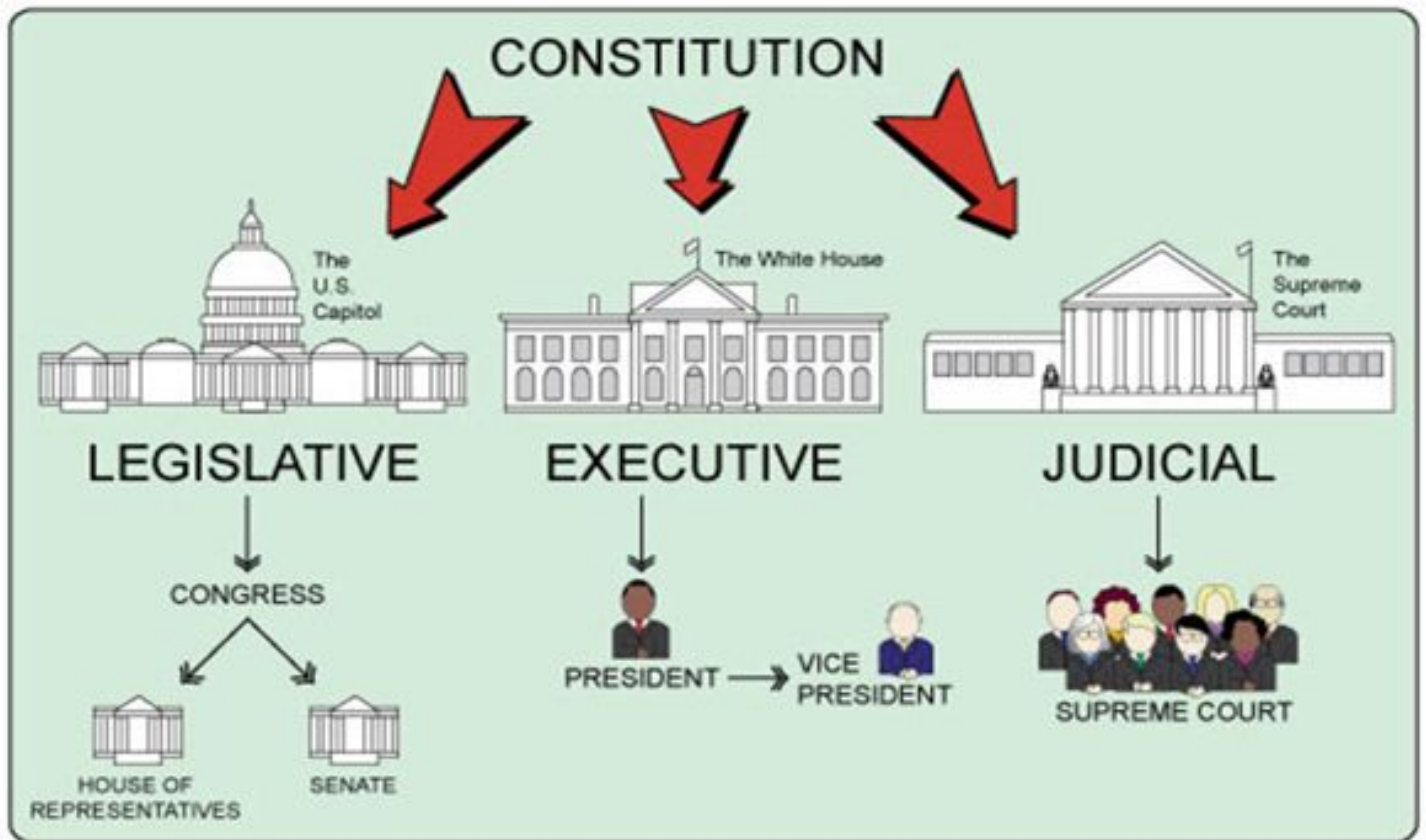
# Mechanisms that Protect “We the People” from Tyranny



# Digging Deeper into the Constitution

## Part I: The Structure of the Constitution

Directions: You have already learned about the first part of the Constitution – the Preamble. Below is a graphic illustration of the next three parts of the Constitution. Use a copy of the U.S. Constitution to help you answer the questions below.



1. Explain how the Constitution is organized.

a. Article I is about the \_\_\_\_\_ branch.

b. Article II is about the \_\_\_\_\_ branch.

c. Article III is about the \_\_\_\_\_ branch.

d. How many Articles are there in the Constitution? \_\_\_\_\_

e. What comes after the Articles? \_\_\_\_\_



2. Reflecting on the structure of the Constitution:

a. Why do you think the Framers chose this branch for Article I?

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b. Which branch of government is the most powerful? Why do think so?

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**Quick Write #2**

What benefit do you think there might be to having 3 branches of the government? How does this contrast with the views the Hobbes had on government?

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## **Part II: Small Team Investigation**

Directions: You have been assigned the \_\_\_\_\_ branch of government to investigate. Use the questions below to guide your team's exploration of your assigned branch of government.

1. What are the three most important powers your branch has?

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- 
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2. How does your branch limit the power of other branches?

3. What position/office has the most power in your branch?

4. What are the requirements to become a member of your branch?

5. Is there a limit on how long someone can serve in your branch?

**Part III: Understanding the Constitution**

<b>Question</b>	<b>Legislative</b>	<b>Executive</b>	<b>Judicial</b>
What are the most important powers that this branch has?			
How does this branch limit the power of other branches?			
What position(s) or office(s) has the most power in this branch?			

Question	Legislative	Executive	Judicial
<p>What are the requirements to become a member of this branch?</p> <p>Why might this be?</p>			
<p>Is there a limit on how long someone can serve in this branch? Why might this be?</p>			

### Quick Write #3

Which branch of government has the most important job? Why?

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## Legislative Branch

*Established by Article I of the Constitution, the Legislative Branch consists of the House of Representatives and the Senate, which together form the United States Congress. The Constitution grants Congress the sole authority to enact legislation and declare war, the right to confirm or reject many Presidential appointments, and substantial investigative powers.*

**Directions:** Use the chart below to summarize important parts of Article I.

Article I	Constitutional Text	Summary
Section 1	All legislative Powers herein granted shall be vested in a Congress of the United States, which shall consist of a Senate and House of Representatives.	A.
Section 2		
Clause 1	The House of Representatives shall be composed of Members chosen every second Year by the People of the several States, . . . .	A.
Clause 2	No Person shall be a Representative who shall not have attained to the Age of twenty five Years, and been seven years a Citizen of the United States, and who shall not, when elected, be an Inhabitant of that State in which he shall be chosen. (Hint – there is a double negative in the sentence above).	B.
Clause 5	The House of Representatives shall chuse (choose) their Speaker and other Officers; and shall have the sole Power of Impeachment.	B.
Section 3		
Clause 1	The Senate of the United States shall be composed of two Senators from each State, . . . for six Years; and each Senator shall have one Vote.	C.  The 17 <sup>th</sup> Amendment provided for the direct election of senators by the people of each state.

Clause 3	No Person shall be a Senator who shall not have attained to the Age of thirty Years, and been nine Years a Citizen of the United States, and who shall not, when elected, be an Inhabitant of that State for which he shall be chosen.	C.
Clause 4	The Vice President of the United States shall be President of the Senate, but shall have no Vote, unless they be equally divided.	D.
Clause 6	The Senate shall have the sole Power to try all Impeachments. When sitting for that Purpose, they shall be on Oath or Affirmation. When the President of the United States is tried, the Chief Justice shall preside: And no Person shall be convicted without the Concurrence of two thirds of the Members present.	D.
<b>Section 7</b>		
Clause 1	All Bills for raising Revenue shall originate in the House of Representatives; but the Senate may propose or concur with Amendments as on other Bills.	E.
Clause 2	<p>Every Bill which shall have passed the House of Representatives and the Senate, shall, before it become a Law, be presented to the President of the United States; If he approve he shall sign it, but if not he shall return it, with his Objections</p> <p>If after such Reconsideration two thirds of that House shall agree to pass the Bill, it shall be sent, together with the Objections, to the other House, by which it shall likewise be reconsidered, and if approved by two thirds of that House, it shall become a Law.</p>	E.

<p><b>Section 8</b></p> <p>Chunk 1</p>	<p>The Congress shall have Power To lay and collect Taxes, Duties, Imposts and Excises, to pay the Debts and provide for the common Defence and general Welfare of the United States; but all Duties, Imposts and Excises shall be uniform throughout the United States;</p>	<p>A.</p>
<p><b>Section 8</b></p> <p>Chunk 2</p>	<p>To borrow Money on the credit of the United States;</p> <p>To regulate Commerce with foreign Nations, and among the several States, and with the Indian Tribes;</p> <p>To establish an uniform Rule of Naturalization. . . ;</p> <p>To coin Money, regulate the Value thereof, . . . , and fix the Standard of Weights and Measures;</p> <p>To provide for the Punishment of counterfeiting the Securities and current Coin of the United States;</p>	<p>B.</p>
<p><b>Section 8</b></p> <p>Chunk 3</p>	<p>To establish Post Offices . . . .</p> <p>To promote the Progress of Science and useful Arts, by securing for limited Times to Authors and Inventors the exclusive Right to their respective Writings and Discoveries;</p> <p>To constitute Tribunals inferior to the supreme Court;</p>	<p>C.</p>

<p><b>Section 8</b></p> <p>Chunk 4</p>	<p>To declare War, . . . , and make Rules concerning Captures on Land and Water;</p> <p>To raise and support Armies, but no Appropriation of Money to that Use shall be for a longer Term than two Years;</p> <p>To provide and maintain a Navy;</p> <p>To make Rules for the Government and Regulation of the land and naval Forces;</p> <p>To provide for calling forth the Militia to execute the Laws of the Union, suppress Insurrections and repel Invasions;</p>	<p>D.</p>
<p><b>Section 8</b></p> <p>Chunk 5</p>	<p>To make all Laws which shall be necessary and proper for carrying into Execution the foregoing Powers, and all other Powers vested by this Constitution in the Government of the United States....</p>	<p>E.</p>

### Executive Branch

*Article II of the Constitution establishes the Executive branch of the federal government. It defines the office of President and Vice President, and an Electoral College to elect them. Article II also sets the requirements needed to be President, establishes the President's powers, and provides for a President's removal of office for high crimes and misdemeanors, as well as the removal of any civil officer for similar reasons.*

Directions: Use the chart below to summarize important parts of Article II.

Article II	Constitutional Text	Summary
<p><b>Section 1</b></p>		
<p>Clause 1</p>	<p>The executive power shall be vested in a President of the United States of America. He shall hold his office during the term of four years, and, together with the Vice President, chosen for the same term. . . .</p>	<p>A.</p>



Clause 5	No person except a natural born citizen, or a citizen of the United States, at the time of the adoption of this Constitution, shall be eligible to the office of President; neither shall any person be eligible to that office who shall not have attained to the age of thirty five years, and been fourteen Years a resident within the United States.	A.
<b>Section 2</b>		
Clause 1	The President shall be commander in chief of the Army and Navy of the United States, and of the militia of the several states, when called into the actual service of the United States; . . . , and he shall have power to grant reprieves and pardons for offenses against the United States, except in cases of impeachment.	B.
Clause 2 Chunk 1	He shall have power, . . . with the . . . consent of the Senate, to make treaties, provided two thirds of the Senators present concur;	C.

Clause 2 Chunk 2	and he shall nominate, . . . with the consent of the Senate, shall appoint ambassadors, other public ministers and consuls, judges of the Supreme Court, and all other officers of the United States, whose appointments are not herein otherwise provided for, and which shall be established by law:	C.
Clause 2 Chunk 3	but the Congress may by law vest the appointment of such inferior officers, as they think proper, in the President alone, in the courts of law, or in the heads of departments.	D.
Section 4	The President, Vice President and all civil officers of the United States, shall be removed from office on impeachment for, and conviction of, treason, bribery, or other high crimes and misdemeanors.	E.

## Judicial Branch

*Article III of the Constitution identifies the third branch of our separated government, empowering the courts to decide cases and limiting them to the exercise of a certain kind of authority. It establishes the Supreme Court of the United States, and defines the crime of treason, the only crime listed in the Constitution.*

Directions: Use the chart below to summarize important parts of Article III.

Article III	Constitutional Text	Summary
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Section 1	The judicial power of the United States, shall be vested in one Supreme Court, and in such inferior courts as the Congress may from time to time ordain and establish.	A.
	The judges, both of the supreme and inferior courts, shall hold their offices during good behaviour, and shall, at stated times, receive for their services, a compensation, which shall not be diminished during their continuance in office	B.
Section 2 Clause 1	The judicial power shall extend to:	This section goes with C and D below.
Chunk 1	all cases, in law and equity, arising under this Constitution, the laws of the United States, and treaties made, or which shall be made, under their authority;-- to all cases affecting ambassadors, other public ministers and consuls;--to all cases of admiralty and maritime jurisdiction;-- to controversies to which the United States shall be a party;--	C.
Chunk 2	to controversies between two or more states;-- between a state and citizens of another state;-- between citizens of different states;-- between citizens of the same state claiming lands under grants of different states, and between a state, or the citizens thereof, and foreign states, citizens or subjects.	D.

<p><b>Section 2</b></p> <p>Clause 3</p>	<p>The trial of all crimes, except in cases of impeachment, shall be by jury; and such trial shall be held in the state where the said crimes shall have been committed; but when not committed within any state, the trial shall be at such place or places as the Congress may by law have directed.</p>	<p>E.</p>
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# Should the states ratify the new constitution?

## Federalists

- Yes!
- For ratification of Constitution
- Published Federalist Papers explaining the need for a stronger federal government
- Feared mob rule

## Antifederalists

- No!
- Against ratification of Constitution
- Constitution did not have protection for states or individual rights
- Feared excessive concentration of power

## Compromise

Promise to adopt a Bill of Rights

Three-Fourths of the States Ratify Constitution

## **Student Handout 2A: Federalists**

Those in support of the proposed Constitution called themselves “Federalists.” The name they adopted suggested they were committed to a loose, decentralized system of government; however, the term “federalism” is the opposite of the actual plan they proposed and supported. Perhaps, a more appropriate name for these supporters of a stronger central government would have been “Nationalists.”

The "nationalist" label, however, would have been political suicide in the 1780s, as people living in the Revolutionary Era worried that a strong centralized authority would likely lead to an abuse of power. However, The Federalists felt strongly that the problems of the country in the 1780s stemmed from the weaknesses of the central government created by the Articles of Confederation.

For Federalists, events like Shays’ Rebellion proved that the Constitution was required in order to protect the liberty and independence that colonists had fought for and attained during the American Revolution. They saw their most import role as defender of the social gains of the Revolution and desired to protect the new republic from the worrisome “mob rule.” According to Federalist leader James Madison, who is considered the “Father of the Constitution,” the Constitution was to be a "republican remedy for the diseases most incident to republican government."

The Federalists not only had an innovative political plan to pursue their agenda; they had talented leaders of the Revolutionary Era. Most of the men experienced in national-level work were Federalists and political “celebrities” like Benjamin Franklin and George Washington who supported the Constitution. In addition to having the backing of these impressive superstars, the Federalists were organized, well-funded, and – following in the successful footsteps of the pro-Revolutionary colonists – made excellent use of the printed word. Most newspapers published articles and pamphlets in support of the Federalists' political plan and explained why the people should approve the proposed Constitution.

Despite their advantages, the Federalists fought an uphill battle as the solution they proposed represented a major change to the political ideas many held during this time. Most significantly, the Federalists believed that the greatest threat to the future of the United States did not lie in the abuse of central power, but instead could be found in what they saw as the threat of “mob rule” that Shays’ Rebellion represented. They also viewed the independence and power that states cherished as economic and trade liabilities for the republic.

How could Federalists convince the American people that the republic could not survive without a stronger central government?

Adapted from “Federalists.” *Ratifying the Constitution*. U.S. History.org. Independence All Association in Philadelphia. 2008-2018. 23 April 2018 <<http://www.ushistory.org/us/16a.asp>>.

## **Student Handout 2B: Antifederalists**

Although they did not refer to themselves as such, the diverse group of people who opposed ratification of the Constitution are referred to as “Antifederalists.” They were less well organized than the Federalists; however, their ranks were composed of an impressive group of prominent state political leaders like James Winthrop in Massachusetts, Melancton Smith of New York, and Patrick Henry and George Mason of Virginia. These political elites were joined by many ordinary Americans, particularly farmers. Unlike the Federalists, whose membership appealed to eastern lawyers, bankers, and merchants, the Antifederalists’ strength lay in the newer settled western regions of the country.

Despite their diversity, Antifederalists shared a core view of American politics: the greatest threat to the future of the United States lay in the government's potential to become corrupt and seize more and more power until its tyrannical rule completely dominated the people. They experienced the Revolution as a successful rejection of the tyranny of British power and viewed such threats a very real part of political life.

To Antifederalists, the proposed Constitution threatened to lead the United States down an all-too-familiar road of political corruption. Antifederalists believed that the new sweeping powers that the proposed Constitution granted to each of three proposed branches and central government threatened the republic. Any rise of national power would come at the expense of state power and, in the words of George Mason, “annihilate totally the state governments.”

Most importantly, Antifederalists pointed to the lack of protection for individual liberties in the Constitution. While most of the state constitutions were modeled after Virginia’s and included an explicit protection of individual rights, the proposed Constitution did not. Antifederalists viewed the protection of individual rights as a major Revolutionary improvement over the unwritten protections of the British constitution. Wouldn’t the proposed Constitution be taking a step backward in terms of rights gained?

While the Antifederalists and Federalists disagreed on the direction the government should take, they did agree that this contest over the Constitution put the fate of the nation at stake.

Adapted from “Antifederalists.” *Ratifying the Constitution*. U.S.History.org Independence All Association in Philadelphia. 2008-2018. 23 April 2018 <<http://www.ushistory.org/us/16b.asp>>.

### Student Handout 3: Comparing Federalists and Antifederalists

Issue/Concern	Federalists	Anti-Federalists
Role of Government		
View of the Constitution		
Significant Members		
Group's Advantages		
Group's Disadvantages		



### **Source #1 - Brutus No. 1**

... that a free republic cannot succeed over a country of such immense extent, containing such a number of inhabitants, and these increasing in such rapid progression as that of the whole United States. . . .

History furnishes no example of a free republic, anything like the extent of the United States. The Grecian republics were of small extent; so also was that of the Romans. Both of these, it is true, in process of time, extended their conquests over large territories of country; and the consequence was, that their governments were changed from that of free governments to those of the most tyrannical that ever existed in the world.

### **Source #2 - Publius Hamilton, No. 9**

A FIRM Union will be of the utmost moment to the peace and liberty of the States, as a barrier against domestic faction and insurrection. It is impossible to read the history of the petty republics of Greece and Italy without feeling sensations of horror and disgust at the distractions with which they were continually agitated, and at the rapid succession of revolutions by which they were kept in a state of perpetual vibration between the extremes of tyranny and anarchy. . . . The efficacy of various principles is now well understood, which were either not known at all, or imperfectly known to the ancients. The regular distribution of power into distinct departments; the introduction of legislative balances and checks; the institution of courts composed of judges holding their offices during good behavior; the representation of the people in the legislature by deputies of their own election: these are wholly new discoveries, or have made their principal progress towards perfection in modern times. They are means, and powerful means, by which the excellences of republican government may be retained and its imperfections lessened or avoided.

### **Source #3 - Publius Madison, No. 51**

In a single republic, all the power surrendered by the people is submitted to the administration of a single government; and the 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 distinct and separate departments. Hence a double security arises to the rights of the people. The different governments will control each other, at the same time that each will be controlled by itself.

### **Source #4 - Publius Hamilton, No. 84**

IN THE course of the foregoing review of the Constitution, I have taken notice of, and endeavored to answer most of the objections which have appeared against it. . . .

The most considerable of the remaining objections is that the plan of the convention contains no bill of rights. . . . [T]he constitutions of several of the States are in a similar predicament. . . .

[T]he constitution of New York has no bill of rights prefixed to it, yet it contains, in the body of it, various provisions in favor of particular privileges and rights, which, in substance amount to the same thing; the other is, that the Constitution adopts, in their full extent, the common and statute law of Great Britain, by which many other rights, not expressed in it, are equally secured.

### **Source #5 - George Mason, Virginia delegate**

There is no declaration of rights; and, the laws of the general government being paramount to the laws and constitutions of the several states, the declarations of rights in the separate states are no security. Nor are the people secured even in the enjoyment of the benefit of the common law, which stands here upon no other foundation than its having been adopted by the respective acts forming the constitutions of the several states .

Under their own construction of the general clause at the end of the enumerated powers, the Congress may grant monopolies in trade and commerce, constitute new crimes, inflict unusual and severe punishments, and extend their power as far as they shall think proper; so that 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, the trial by jury in civil cases, nor against the danger of standing armies in time of peace . . .

### **Source #6 - Federal Farmer**

There are certain unalienable and fundamental rights, which in forming the social compact, ought to be explicitly ascertained and fixed a free and enlightened people, in forming this compact, will not resign all their rights to those who govern, and they will fix limits to their legislators and rulers, which will soon be plainly seen by those who are governed, as well as by those who govern: and the latter will know they cannot be passed unperceived by the former, and without giving a general alarm . . .

These rights should be made the basis of every constitution: and if a people be so situated, or have such different opinions that they cannot agree in ascertaining and fixing them, it is a very strong argument against their attempting to form one entire society, to live under one system of laws only. I confess, I never thought the people of these states differed essentially in these respects; they having derived all these rights from one common source, the British systems; and having in the formation of their state constitutions, discovered that their ideas relative to these rights are very similar.

**Notes on Primary Source Readings**

<b>Source</b>	<b>Main Claim</b>	<b>Evidence/Explanation</b>	<b>Federalist or Antifederalist</b>
1			
2			

3			

4			
5			

6			
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## *Bill of Rights*

- **First 10 Amendments to the U.S. Constitution**
- **Protects political, personal, and economic rights of individuals**
- **Limits the power of both state and federal governments**
- **Judicial branch determines the scope and limits of these rights**

## Student Handout 1: Exploring the First Amendment

*"Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the government for a redress of grievances."*

*- The First Amendment to the U.S. Constitution*

1. What rights does the First Amendment protect?
2. Why do you think both clauses are needed to protect religious freedom?
3. What constitutes speech?
4. Why is some speech protected (e.g. speaking out against political policy, political candidates, and/or political ideas) while other speech is not protected (e.g. threatening a candidate with violence)?
5. What do the three quotes on Slide 11 have in common? Explain.
6. What First Amendment rights in action do you see in the video?



## Student Handout 2: Chart of the Bill of Rights

Amendment	Summary of the Rights Protected	Amendment in Action
<p><b>1.</b> Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the government for a redress of grievances.</p>		
<p><b>2.</b> A well regulated militia, being necessary to the security of a free state, the right of the people to keep and bear arms, shall not be infringed.</p>		
<p><b>3.</b> No soldier shall, in time of peace be quartered in any house, without the consent of the owner, nor in time of war, but in a manner to be prescribed by law.</p>		

Amendment	Summary of the Rights Protected	Amendment in Action
<p><b>4.</b> The right of the people to be secure in their persons, houses, papers, and effects, against unreasonable searches and seizures, shall not be violated, and no warrants shall issue, but upon probable cause, supported by oath or affirmation, and particularly describing the place to be searched, and the persons or things to be seized.</p>		
<p><b>5.</b> No person shall be held to answer for a capital or otherwise infamous crime unless on a presentment or indictment of a grand jury, except in cases arising in the land or naval forces, or in the militia, when in actual service in time of war or public danger; nor shall any person be subject for the same offense to be twice put in jeopardy of life or limb; nor shall be compelled in any criminal case to be a witness against himself, nor be deprived of life, liberty, or property without due process of law; nor shall private property be taken for public use without just compensation.</p>		

Amendment	Summary of the Rights Protected	Amendment in Action
<p><b>6.</b> In all criminal prosecutions, the accused shall enjoy the right to a speedy and public trial, by an impartial jury of the state and district wherein the crime shall have been committed, which district shall have been previously ascertained by law, and to be informed of the nature and cause of the accusation; to be confronted with the witnesses against him; to have compulsory process for obtaining witnesses in his favor, and to have the assistance of counsel for his defense.</p>		
<p><b>7.</b> In suits at common law, where the value in controversy shall exceed twenty dollars, the right of trial by jury shall be preserved, and no fact tried by a jury, shall be otherwise reexamined in any court of the United States, than according to the rules of the common law.</p>		

<p><b>8.</b> Excessive bail shall not be required, nor excessive fines imposed, nor cruel and unusual punishments inflicted.</p>		
<b>Amendment</b>	<b>Summary of the Rights Protected</b>	<b>Amendment in Action</b>
<p><b>9.</b> The enumeration in the Constitution, of certain rights, shall not be construed to deny or disparage others retained by the people.</p>		
<p><b>10.</b> The powers not delegated to the United States by the Constitution, nor prohibited by it to the states, are reserved to the states respectively, or to the people.</p>		

## Quick Write #4

The Bill of Rights protects against whose actions? What role does the judicial branch play with respect to the Bill of Rights?

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