

## Chapter Overview

When the American colonies broke their ties with Great Britain, they faced the task of forming independent governments at both the state and national levels. The leaders of the new nation worked together to define the powers of government.

In 1788 the Constitution became the official plan of American government. It corrected the weaknesses that had been created under the Articles of Confederation. It was designed to meet the needs of a changing nation and has been the fundamental law of the United States for more than 200 years.

### CHAPTER BENCHMARKS



**SS.8.A.1.2** Analyze charts, graphs, maps, photographs and timelines; analyze political cartoons; determine cause and effect.

**SS.8.A.1.3** Analyze current events relevant to American History topics through a variety of electronic and print media resources.

**SS.8.A.1.5** Identify, within both primary and secondary sources, the author, audience, format, and purpose of significant historical documents.

**SS.8.A.1.7** View historic events through the eyes of those who were there as shown in their art, writings, music, and artifacts.

**SS.8.A.3.3** Recognize the contributions of the Founding Fathers (John Adams, Sam Adams, Benjamin Franklin, John Hancock, Alexander Hamilton, Thomas Jefferson, James Madison, George Mason, George Washington) during American Revolutionary efforts.

**SS.8.A.3.9** Evaluate the structure, strengths, and weaknesses of the Articles of Confederation and its aspects that led to the Constitutional Convention.

### WHAT I NEED TO KNOW

#### TERMS

- bicameral
- republic
- ordinance
- depreciate
- depression
- manumission
- proportional
- compromise
- federalism
- legislative branch

- executive branch
- Electoral College
- judicial branch
- checks and balances
- amendment

#### PEOPLE, PLACES, EVENTS

- Articles of Confederation
- Northwest Ordinance
- Daniel Shays
- George Washington

- Benjamin Franklin
- James Madison
- John Locke
- Baron de Montesquieu
- Virginia Plan
- New Jersey Plan
- Great Compromise
- Three-Fifths Compromise
- Federalists
- Anti-Federalists

## CHAPTER 7

# A More Perfect Union

### CHAPTER BENCHMARKS, *continued*

**SS.8.A.3.10** Examine the course and consequences of the Constitutional Convention (New Jersey Plan, Virginia Plan, Great Compromise, Three-Fifths Compromise, compromises regarding taxation and slave trade, Electoral College, state vs. federal power, empowering a president).

**SS.8.A.3.11** Analyze support and opposition (Federalists, Federalist Papers, Anti-Federalists, Bill of Rights) to ratification of the U.S. Constitution.

**SS.8.A.3.15** Examine this time period (1763–1815) from the perspective of historically under-represented groups (children, indentured servants, Native Americans, slaves, women, working class).

**SS.8.E.2.2** Explain the economic impact of government policies.

**SS.8.E.2.3** Assess the role of Africans and other minority groups in the economic development of the United States.

**SS.8.C.1.4** Identify the evolving forms of civic and political participation from the colonial period through Reconstruction.

**SS.8.C.2.1** Evaluate and compare the essential ideals and principles of American constitutional government expressed in primary sources from the colonial period to Reconstruction.

**LAFS.8.SL.1.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

**LAFS.8.SL.2.4** Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

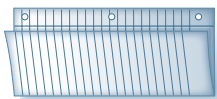


## A More Perfect Union

Make this Foldable and label the three tabs—*Articles of Confederation, November 1777*; *A New Constitution, May–September, 1787*; and *Ratifying the Constitution, 1787–1790*. As you read, record key events that took place during each time period under the tabs. Explain how and why each event was important at the time it took place.

### Step 1

Fold a sheet of paper in half, leaving a ½ -inch tab along one edge.



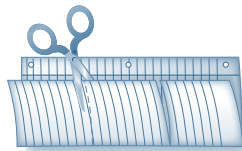
### Step 2

Then fold the paper into three equal sections.



### Step 3

Cut along the folds on the top sheet of paper to create three tabs.



### Step 4

Label the Foldable as shown.



## LESSON 1 SUMMARY

# The Articles of Confederation

SS.8.A.1.2, SS.8.A.3.9, SS.8.E.2.2, SS.8.C.1.4

## The Making of a Republic

After America broke away from British rule, it faced a new challenge. Now it had to determine how the nation would be governed.

The Continental Congress had tried to set up a government even before the United States declared independence. In early 1776 the Congress had asked each state to create its own constitution, or plan of government.

## Limits on Power

The states did not want to form a government that placed too much power in the hands of one person or body. They wanted to break free from what they had experienced under British rule.

Some states thought their governors had too much power. They created constitutions in which the governor shared power with a law-making body, or legislature. Most states set up two-house, or **bicameral**, legislatures to divide the work of government even further.

The goal of most states' constitutions was to keep power in the hands of the people. The voters elected their legislators and most of the power rested with the legislature instead of the governor.

## A New Republic

In addition to state governments, the new country also needed a national government. People agreed that it should be a **republic**, a government in which people elect representatives to make decisions for them. However, most people could not agree on what powers the new republic should have.

In the beginning, most Americans wanted a central government that was weaker than the state governments. They thought that each state should be free to act independently. States would rely on a national government only when it was necessary to wage war or make agreements with other countries.

### 1. CITING TEXT

**EVIDENCE** In forming their new government under the Articles of Confederation, most Americans did not want to place too much power in the hands of one person or one group. On this page and the next, underline the actions that people took to prevent this from happening.

**LESSON 1 SUMMARY, *continued***

**2. PREDICTING**

**CONSEQUENCES** The Articles of Confederation listed the powers of the state and national governments. Review those powers and predict a problem that could arise as a result of the limits placed on the national government.

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**The Articles of Confederation**

In 1777 the Continental Congress adopted the Articles of Confederation. This document was the nation’s first constitution. It created a weak central government, with most of the power belonging to the states.

Under the Articles, Congress could	Under the Articles, Congress could <i>not</i>
conduct foreign affairs	regulate trade
maintain an army	force people to join the army
borrow money	impose taxes
issue currency, or money	

If Congress needed to raise money or pay for an army, it had to ask the states to lend money or send troops. There were no laws to keep the states from refusing those requests, however.

The new national government had no leader, or chief executive. It was up to the states to approve the Articles and any changes made to them. Each state had only one vote.

Disagreements arose when states with larger populations thought they should have more votes than smaller states. States also disagreed about who should own the land west of the Appalachians. Maryland refused to approve the Articles unless other states gave up their claims to lands in the West.

After settling their differences, all 13 states finally approved the Articles. On March 1, 1781, the Articles of Confederation became the government of the United States of America.

**The Confederation Government**

It did not take long for people to realize that the new national government was too weak. Because the power of Congress was limited, it could not pay the country’s debts. It could print money, but it did not have the power to raise taxes to get enough money for its needs. In addition, Congress could not pass a law unless nine states approved it. All 13 states had to approve any changes to the Articles themselves.

Despite these problems, the Confederation government was able to accomplish some things. It negotiated a peace treaty with Britain and expanded the country’s trade with other countries. It also helped to organize and govern the country’s western lands.

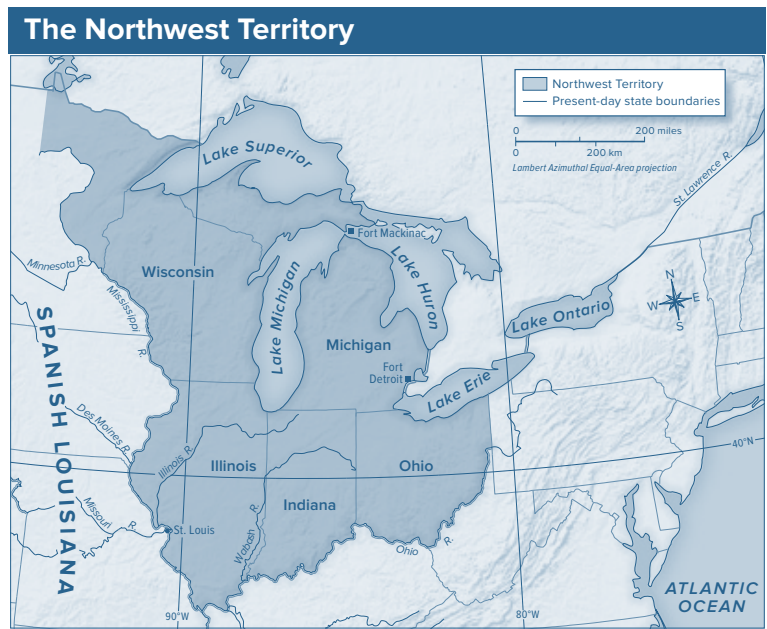
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LESSON 1 SUMMARY, *continued*

## Policies for Western Lands

In the Treaty of Paris, the British gave up control of the land north of the Ohio River and west of the Appalachian Mountains. Many Americans wanted to move to this area. However, there were no laws or guidelines for how people could settle these areas or how these areas could become states.

In the 1780s, many states had given up their claims to lands west of the Appalachians. The central government took control of these lands. In 1785 the Confederation Congress passed an **ordinance**, or law, to survey and sell the land. Under the Ordinance of 1785, the land was divided into large areas known as townships. The townships were then divided into 36 sections of 640 acres each. The sections were sold at public auctions, or sales.



## The Northwest Ordinance

In 1787 the Northwest Ordinance was passed to create a single Northwest Territory from the lands north of the Ohio River and east of the Mississippi River. The law said that this land could be divided into three to five smaller territories. When the number of people in a territory reached 60,000, people could then apply for statehood. New states would have the same powers as the original 13 states.

**3. EXPLAINING** What actions did the national government take to organize and govern the country's western lands?

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**4. IDENTIFYING** How could Americans settling in the Northwest Territory gain statehood?

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**LESSON 1 SUMMARY, *continued***

**5. MAKING INFERENCES** Why do you think the Northwest Ordinance included a bill of rights?

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The Northwest Ordinance included a bill of rights. Settlers were guaranteed freedom of religion and the right to a trial by jury. In addition, slavery was banned in the Northwest Territory.

Both the Ordinance of 1785 and the Northwest Ordinance made it easier for people to settle in the Northwest Territory. However, some people still needed help to buy the land. In 1800 Congress passed the Land Act. This law let settlers pay for their land a little at a time.

## Problems at Home and Abroad

The new government also faced other challenges. Because the Confederation government did not have the power to raise money, the United States could not pay its bills. The money that the Congress had printed during the war, called Continentals, was almost worthless. It had **depreciated**, or fallen in value, when people realized that they could not exchange it for gold or silver. Prices of food and goods rose drastically. In some cities, food riots erupted.

During the American Revolution, Congress had borrowed money from citizens and other nations. It also owed soldiers for their military service. Because it did not have the power to impose a tax, it had to ask the states for money to repay these debts. No laws required states to give the government money, so many states did not.

## Plan for Import Tax

Without enough money, the new nation’s economy would collapse. In 1781 Congress created a department of finance led by Robert Morris. Morris suggested creating a 5 percent tax on imported goods to help pay the national debt.

To impose this tax, the Articles of Confederation had to be changed. Twelve states approved the plan, but Rhode Island did not. A single “no” vote was enough to block its passage. Congress tried again in 1783, but it was again voted down. The financial crisis was growing steadily worse.

**LESSON 1 SUMMARY, *continued***

**Relations With Britain**

The new government was also having trouble with foreign relations. The British were trying to keep the United States from trading with the West Indies and other British markets. In addition, the British had promised in the Treaty of Paris to remove their troops from the lands east of the Mississippi River. However, British soldiers remained in several forts near the Great Lakes.

**Relations With Spain**

The United States was also having problems with Spain. Spain controlled Florida and lands west of the Mississippi River. It wanted to keep Americans from settling in this area. In 1784 it closed the lower Mississippi River to American shipping. Western settlers could no longer use the river for trade.

Because the Confederation government was weak, it could not deal with the growing financial and foreign relation problems. Many people, including George Washington, began to call for a stronger central government.

**6. DETERMINING CAUSE AND EFFECT** Why would a weak national government make it more difficult to solve the problems that arose with Britain and Spain? Answer the question on a separate piece of paper.



**REVIEW LESSON 1**

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1. Complete the chart below or create your own chart on a separate sheet of paper to show the financial challenges faced by the new Confederation government.

Financial Challenges of the Confederation Government

2. **✎ DETERMINING CAUSE AND EFFECT** George Washington and other American leaders were slowly realizing that a strong central government would be necessary to solve some of the growing problems of the new nation. Using the information in your chart, explain how a stronger central government could help the new nation with its financial problems.



## LESSON 2 SUMMARY

# Forging a New Constitution

SS.8.A.1.2, SS.8.A.3.3, SS.8.A.3.9, SS.8.A.3.10, SS.8.A.3.11, SS.8.A.3.15, SS.8.C.1.4, SS.8.E.2.2, SS.8.E.2.3

### 1. IDENTIFYING

#### EVIDENCE

How did Shays's Rebellion lead to the recognition that a stronger national government might be needed?

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## The Need for Change

The government created by the Articles of Confederation was too weak to solve many of the new nation's problems. Many of these problems were economic.

After the American Revolution, the United States fell into a depression. A **depression** is a period of time when economic activity slows and many people lose their jobs.

In Southern states, many of the rice plantations had been damaged by war. This reduced the amount of rice that could be exported. The British had also blocked American trade to the West Indies. The United States was short on money and the little it had went to pay debts.

## Shays's Rebellion

Many farmers were hit hard by the depression. They could not sell their products, which meant they could not pay their bills. As a result, many had their land taken away or were put in jail.

Farmers became angry and blamed the government for their problems. In 1787 a former Continental Army captain, Daniel Shays, led a rebellion. With a group of farmers, he decided to take over the federal arsenal where weapons and ammunition were stored.

The state militia tried to stop them and four of the farmers were killed. Shays fled. The rebellion ended, but it frightened many Americans. They were worried that the new government was not strong enough to handle unrest and prevent violence.

## Slavery in the New Republic

In 1774 Quakers in Pennsylvania founded the first American antislavery society. Between 1776 and 1786, 11 states passed laws to either prevent or tax the importation of enslaved people. Slavery was still legal in every state, but Northern states did not use as much slave labor as Southern states. As a result, people in the North began to push to abolish the practice of slavery.



### LESSON 2 SUMMARY, *continued*

However, free African Americans still faced discrimination. They were prevented from going to many public places and few states gave them the right to vote. In most states, African American children could not go to the same schools as white children. Many African Americans set up their own churches, schools, and aid groups.

After the war, a growing number of slaveholders freed enslaved people. In Virginia, a **manumission** law encouraged people to free African Americans. However, because of the plantation system, slavery continued to grow in Southern states. Disagreements over the practice of slavery would drive a wedge between Northern and Southern states. This would make it difficult for them to agree on changes to the new government.

**2. CONTRASTING** How did the Northern and Southern states differ on their views of slavery and why?

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## The Constitutional Convention

The American Revolution had led to a union of the 13 states. However, not all of the states agreed on how the new nation should be governed. Some favored a weak central government and strong state governments. Others thought the new nation should have a strong central government.

Two leaders who wanted to strengthen the central government were James Madison, a Virginia farmer, and Alexander Hamilton, a New York lawyer. They called for changes in the Articles of Confederation.



Independence Hall in Philadelphia was the site of the signing of the Declaration of Independence and of the Constitutional Convention.

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LESSON 2 SUMMARY, *continued*

### The Convention Begins

Hamilton called for a **convention**, or meeting, in Philadelphia. The purpose of the convention was to discuss trade issues. Hamilton also wanted to use the convention to talk about changes to the Articles of Confederation.

The convention began in May of 1787. Of the fifty-five delegates who attended, most were well educated. The delegates included George Washington and Benjamin Franklin. Their presence was important because many people trusted their leadership. That would be important because the convention would do more than just make changes to the Articles of Confederation. It would create an entirely new constitution.

James Wilson and Gouverneur Morris, both from Philadelphia, also attended the convention. Wilson did important work on the details of the Constitution, and Morris would write the final draft. James Madison, a supporter of a strong central government, kept a record of the convention’s work. He would later be called the “Father of the Constitution” because he wrote the basic plan of government.

The delegates chose George Washington to lead the meetings. They decided that each state would have one vote on each issue. A majority vote was needed to make a decision.

**3. COMPARING AND CONTRASTING** What did the Virginia and New Jersey Plans have in common?

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What were the differences between the two plans?

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### The Virginia Plan

Edmund Randolph of Virginia opened the convention. He proposed the Virginia Plan, which had largely been created by James Madison. This plan called for a stronger national government. It created a government with three branches: a two-house legislature, a chief executive chosen by the legislature, and a court system. The legislature would be given the power to tax, regulate trade, and veto state laws. Voters would elect members of the lower house of the legislature. The members of the lower house would then choose the members of the upper house.

Madison said the number of members in both houses should be **proportional**, or based on the number of people in each state. This would give states with larger populations more delegates than states with smaller populations. Delegates from small states did not like this plan. They wanted equal representation. Instead they supported a plan by William Paterson of New Jersey.

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**LESSON 2 SUMMARY, *continued***

**The New Jersey Plan**

Paterson’s New Jersey Plan would amend the Articles of Confederation. This was all the Convention really had the power to do. He proposed that Congress be allowed to impose taxes and manage trade. Congress did not have this power under the Articles of Confederation. He also proposed that Congress be allowed to elect a weak executive branch made up of more than one person. The plan kept the one-house legislature with one vote for each state.

This New Jersey Plan called for a more powerful central government than under the Articles. However, the government would be less powerful than the government proposed in the Virginia Plan.

The Virginia and New Jersey Plans	
Virginia Plan	New Jersey Plan
Edmund Randolph proposed the Virginia Plan.	William Paterson proposed the New Jersey Plan.
<b>Legislative Branch</b>	<b>Legislative Branch</b>
<ul style="list-style-type: none"> <li>• Powerful legislature</li> <li>• Two houses, with membership proportional to state’s population</li> <li>• Lower house elected by the people</li> <li>• Upper house elected by lower house</li> </ul>	<ul style="list-style-type: none"> <li>• One house with equal representation from all states</li> <li>• Legislature could collect taxes from states</li> </ul>
<b>Executive Branch</b>	<b>Executive Branch</b>
<ul style="list-style-type: none"> <li>• Chosen by legislature</li> <li>• Limited power</li> <li>• Could veto legislation, subject to override</li> </ul>	<ul style="list-style-type: none"> <li>• Chosen by Congress</li> <li>• Would serve a single term</li> <li>• Subject to recall on request of state governors</li> </ul>
<b>Judicial Branch</b>	<b>Judicial Branch</b>
<ul style="list-style-type: none"> <li>• Would serve for life</li> <li>• Could veto legislation, subject to override</li> </ul>	<ul style="list-style-type: none"> <li>• Appointed by executive branch</li> <li>• Would serve for life</li> </ul>
Both Plans	
Were federal systems with three branches—legislative, executive, and judicial	
Gave the federal government more powers than it had under the Articles of Confederation	

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LESSON 2 SUMMARY, *continued*

## Agreeing to Compromise

On June 19, 1787, the states made an important decision. Instead of changing the Articles of Confederation, they would work to create a new constitution. It would be based on the Virginia Plan. This meant that they would have to resolve the issue of representation that divided the large and small states.

### The Great Compromise

Roger Sherman of Connecticut suggested a compromise. A **compromise** is a settlement of a dispute by each party giving up some demands. His suggestion would later be called the Great Compromise.

Sherman suggested changing the representation in the two-house legislature. In the upper house, or Senate, each state would have two members. In the lower house, or House of Representatives, the number of seats for each state would be based on the state’s population. Larger states would have more members.

**4. DETERMINING CENTRAL IDEAS** Why do you think some states thought it was important to include a bill of rights in the Constitution?

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### The Three-Fifths Compromise

The delegates from Northern and Southern states also had to reach a compromise on how the number of enslaved people in Southern states would be counted. Southern delegates wanted to count all enslaved people as part of their population. This would give them a larger number of representatives in the legislature. Northern states objected. Delegates agreed to the Three-Fifths Compromise. Every five enslaved persons would count as three people in the state’s population count.

Once again, the Northern states spoke out against the practice of slavery. The Southern states disagreed, claiming it was central to their economy. Both sides agreed that Congress would not interfere with the slave trade until 1808.

### Debating a Bill of Rights

Another debate at the convention concerned a declaration of rights, or bill of rights. Some states included a list of rights and freedoms in their constitutions. Delegates from these states thought they should be included in the new constitution so that the government could not abuse its power.

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**LESSON 2 SUMMARY, *continued***

George Mason of Virginia proposed a bill of rights, but it was defeated. Most delegates thought the new Constitution already protected individual rights.

**Approving the Constitution**

On September 17, 1787, the delegates gathered to sign the new Constitution. Two delegates refused to sign because it did not include a bill of rights. One refused because it did not follow the Virginia Plan.

The other delegates did sign and the Constitution was sent to the states for approval. The delegates decided that the new document would go into effect with the approval of 9 of the 13 states.

**5. RECALLING DETAILS** The Convention required approval from 9 of the 13 states. How did this approval process differ from the Continental Congress?

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**REVIEW LESSON 2**

1. Use a chart like the one below to describe four compromises made at the Constitutional Convention.

COMPROMISE	RESULT

2. **✎ POSING QUESTIONS** Select one of the compromises that you listed in your chart. Then, suppose that you are a delegate at the Constitutional Convention. What information would you need to have before you could accept this compromise? Write five questions that you would want to ask the person who presented the compromise.

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## LESSON 3 SUMMARY

# A New Plan of Government

SS.8.A.3.3, SS.8.A.3.9, SS.8.A.3.10, SS.8.A.3.11, SS.8.C.1.4, SS.8.E.2.2

### 1. CITING TEXT

**EVIDENCE** Underline the examples of British government that served as a model for the Framers of the Constitution.

## The Constitution's Sources

To write the Constitution, the delegates looked at many documents that had been created in the past. They borrowed many of their ideas from European governments, writers, and philosophers.

Although Americans had fought to free themselves from British rule, they still believed that some of the British practices were useful. They valued the individual rights that were guaranteed by the British judicial system. They had also used the British parliamentary system in their own colonial assemblies.

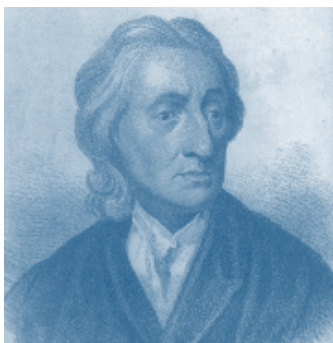
## European Influences

One of the documents that inspired the framers of the Constitution was the English Magna Carta. It was created in 1215 and limited the powers of monarchs. A king or queen had to depend on a lawmaking body to pay for wars and government actions. Americans had used this same practice in their colonial assemblies.

The English Bill of Rights of 1689 was another model for the framers. Like the English, many Americans believed that people's individual rights needed to be protected. As a result, they wanted a bill of rights added to the Constitution.

Ideas about the rights of individuals and the role of a government were also borrowed from European writers of the Enlightenment. The Enlightenment was a movement in the 1700s that was based on knowledge, reason, and science to improve society. John Locke and Baron de Montesquieu were two philosophers of the Enlightenment.

Locke believed that all people have certain natural rights. They include the rights to life, liberty, and property. He believed that government should be based on a contract between the people and the ruler. The Constitution's framers also saw the Constitution as a contract between the people and their government. They thought the role of the government was to protect people's natural rights by limiting the power of the government.



English philosopher John Locke believed that all people have natural rights.

### LESSON 3 SUMMARY, *continued*

The French writer Montesquieu said that the powers of government should be divided and balanced. He said that this would prevent any one person or group from gaining too much power. The Framers used this idea to divide the power of government into branches.

## Federalism

The Articles of Confederation gave state governments more power than the national government. In the new Constitution, the states gave up some of their powers to the federal, or national, government. **Federalism** is the sharing of power between federal and state governments.

In the Constitution the federal government was given the power to tax, regulate trade, control currency, raise an army, and declare war. It could also pass laws. States kept the power to control trade within their borders, set up local governments and schools, and create marriage and divorce laws. The federal and state governments would share the power to tax and to create and enforce criminal laws.

Although the states kept some of their powers, the Constitution and the laws of Congress would be “the supreme law of the land.” This meant that no state could make laws or allow actions that went against the Constitution.

## Government Structure

Based on Montesquieu’s model, the framers wanted to divide government powers into three branches. This would help to balance its power. The legislative, executive, and judicial branches were described in the first three articles, or sections, of the Constitution.

## Government Branches

Article I of the Constitution created Congress as the **legislative branch**, or lawmaking branch, of government. It was divided into two houses—the Senate and the House of Representatives. As a result of the Great Compromise, representation in the House is based on each state’s population. Representation in the Senate is equal, with each state having two seats. As the government’s lawmaking body, Congress was given the power to collect taxes, coin money, control trade, and declare war.

**2. EXPLAINING** What did the French philosopher Montesquieu recommend to keep a person or government from gaining too much power?

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**3. SUMMARIZING** List three ways that the new Constitution strengthened the national government.

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**LESSON 3 SUMMARY, *continued***

**4. VISUALIZING** On a separate piece of paper, draw a diagram to show the structure of Article I of the Constitution, and how each state is to be represented in Congress.

Article II of the Constitution created the **executive branch**. This branch is responsible for carrying out the nation's laws and policies. It is led by the president and vice president. A special group, called the **Electoral College**, was created to elect the president and vice president. It is made up of electors chosen by the voters of each state.

Article III established the **judicial branch**, or court system, of the government. The nation's judicial power is centered in the Supreme Court and other federal courts that hear cases dealing with the Constitution, federal laws, and disagreements between states.

In addition to dividing the government into three branches, the Constitution includes a system of **checks and balances**. This system allows each branch to check, or limit, the power of the other branches. The Framers wanted to make sure that one branch did not gain more power than the other branches.

## Debate and Adoption

Nine states had to ratify, or approve, the Constitution before it could go into effect. Those who supported the Constitution were called Federalists. James Madison, Alexander Hamilton, and John Jay were Federalists. They wrote a series of essays, called the *Federalist Papers*, to explain and support the approval of the Constitution.



James Madison was a Federalist who helped to write a series of essays explaining and defending the Constitution.

People who opposed the Constitution were called Anti-Federalists. They wrote the *Anti-Federalist Papers*, arguing against a strong national government and wanted the state and local governments to have more power. They worried that a strong national government would take away their freedoms and favor the wealthy.

Many people still believed that the Constitution needed to have a bill of rights added to protect individual rights. Some states said they would not ratify the Constitution without it.

## Ratifying the Constitution

On December 7, 1787, Delaware was the first state to approve the Constitution. The ninth state, New Hampshire, ratified it on June 21, 1788. Although only nine states were needed for its approval, there were two large states that refused to ratify—New York and Virginia.

**LESSON 3 SUMMARY, *continued***

In July 1788, New York ratified the Constitution, followed by North Carolina and Rhode Island. Virginia finally ratified the Constitution after it was promised that a bill of rights amendment would be added. An **amendment** is an addition or change to a document. The Bill of Rights was added in 1791.



**REVIEW LESSON 3**

1. The Constitution created a federal form of government in which powers were split between the federal government and the state governments. Fill in the chart below to describe that division of power.

FEDERALISM		
Powers Held by the Federal Government	Powers Held by State Governments	Powers Shared by the Federal and State Governments

2. **IDENTIFYING POINTS OF VIEW** Federalists and Anti-Federalists had different opinions about the Constitution and the government it created. Using your chart, write a short essay describing how the Federalists and Anti-Federalists might have viewed the division of powers set forth in the Constitution.



# Benchmark Skill Activities

**DIRECTIONS:** Write your answers on a separate piece of paper.

LAFS.68.WHST.1.1, LAFS.68.WHST.2.4, SS.8.A.3.9, SS.8.A.3.10, SS.8.C.1.4, SS.8.E.2.2

## 1. MAKING CONNECTIONS

Use your **FOLDABLES** to write an essay.

In a brief essay, describe the effect that the events on your Foldable continue to have on the lives of Americans today. Give a specific example of a right, freedom, principle, or other activity you experience today that was granted to citizens over 200 years ago.

LAFS.8.SL.1.1, LAFS.8.SL.2.4

## 2. SPECULATING

Work together in a small group to speculate what might have happened to the United States without the new Constitution. If the Articles of Confederation had not been replaced by the Constitution, would the United States have survived as a nation? Would it have been able to defend itself and win wars? How would the economy have been affected? If it survived, what would it be like today? Share your groups' thoughts with the class.

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## BENCHMARK SKILLS ACTIVITIES, *continued*

LAFS.68.RH.1.1, LAFS.68.RH.1.2, SS.8.A.3.9, SS.8.A.3.11

### 3. ANALYZING PRIMARY SOURCES

In his *Federalist Papers*, Alexander Hamilton argued that the Articles of Confederation needed to be replaced so that a strong national government could be created. Read this excerpt and answer the questions that follow.

*Government implies the power of making laws. It is essential to the idea of a law, that it be attended with a sanction; or, in other words, a penalty or punishment for disobedience. If there be no penalty annexed to disobedience, the resolutions or commands which pretend to be laws will, in fact, amount to nothing more than advice or recommendation. This penalty, whatever it may be, can only be inflicted in two ways: by the agency of the courts and ministers of justice, or by military force. . . . It is evident that there is no process of a court by which the observance of the laws can, in the last resort, be enforced. Sentences may be denounced against them for violations of their duty; but these sentences can only be carried into execution by the sword. . . . Such a state of things can certainly not deserve the name of government, nor would any prudent man choose to commit his happiness to it.*

- a. Summarize the concern that Hamilton expresses in this argument for a stronger national government.
- b. What do you think Hamilton means when he says “these sentences can only be carried into execution by the sword”?
- c. Do you agree or disagree with Hamilton’s argument? Explain.



# Benchmark Note Cards

**DIRECTIONS:** Use these note cards to help you prepare for the test.

**SS.8.A.3.9** Evaluate the structure, strengths, and weaknesses of the Articles of Confederation and its aspects that led to the Constitutional Convention.

## ARTICLES OF CONFEDERATION

Strengths	Weaknesses
Congress could conduct foreign affairs	Congress had no authority to raise money by imposing taxes
Congress could maintain an army	Congress could not force people to join the army
Congress could borrow money	Congress could not control foreign trade
Congress could issue currency	Congress could not force states to carry out its laws
	Amendments required agreement of all 13 states

## NEW LAND POLICIES

After the Revolution, settlers living west of the Appalachian Mountains wanted to organize their lands and join the union. The Articles of Confederation had no provision for adding new states. In 1784 the central government took control of these lands and divided them into self-governing districts.

Ordinance of 1785	Established procedure for surveying and selling western lands north of the Ohio River; land was divided into townships; townships were divided into 36 sections of 640 acres each and sold at public auctions
Northwest Ordinance	Passed in 1787; created the Northwest Territory from lands north of the Ohio River and east of the Mississippi River; people could apply for statehood when the population reached 60,000; included bill of rights
Land Act of 1800	Made it easier for people to buy land in the Northwest Territory by paying for it a little at a time

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## BENCHMARK NOTE CARDS, *continued*

**SS.8.A.3.9** Evaluate the structure, strengths, and weaknesses of the Articles of Confederation and its aspects that led to the Constitutional Convention.

### FOREIGN RELATIONS

#### Problems With Britain

- Britain blocked U.S. from trading in its markets
- British troops remained in the U.S. despite agreeing to remove them in Treaty of Paris

#### Problems With Spain

- Spain tried to keep Americans from settling in Florida and their lands west of the Mississippi River
- Spain closed lower Mississippi River to American shipping

### SHAYS'S REBELLION

#### Causes

- The United States fell into a depression after the American Revolution.
- Many farmers went into debt and had their land taken away or were sent to jail.
- Farmers blamed government for their problems.

#### Effects

- Daniel Shays led a farmers' revolt to stop judges from taking farmers' lands.
- Americans grew concerned that the government was not strong enough to control unrest.

## BENCHMARK NOTE CARDS, *continued*

**SS.8.A.3.10** Examine the course and consequences of the Constitutional Convention (New Jersey Plan, Virginia Plan, Great Compromise, Three-Fifths Compromise, compromises regarding taxation and slave trade, Electoral College, state vs. federal power, empowering a president).

### THE CONSTITUTIONAL CONVENTION

- Began in May 1787
- Original purpose was to discuss trade issues; eventually resulted in creation of new U.S. Constitution
- Attended by 55 delegates, including Alexander Hamilton, George Washington, Benjamin Franklin, and James Madison
- Led by George Washington

### THE VIRGINIA AND NEW JERSEY PLANS

	Differences	Similarities
Virginia Plan	Called for two-house legislature; in both houses the number of members would be proportional to population of each state	Both were federal systems Both proposed three branches of government—legislative, executive, and judicial
New Jersey Plan	Kept the Confederation's one-house legislature and called for equal representation for all states	

### COMPROMISES AT THE CONSTITUTIONAL CONVENTION

The Great Compromise	Proposed change to representation in the two-house legislature; Senate would have two members from each state; House membership would be based on each state's population
The Three-Fifths Compromise	Decided how enslaved people would be counted as part of a state's population; every five enslaved people would count as three people in a state's population count



## BENCHMARK NOTE CARDS, *continued*

**SS.8.A.3.10** Examine the course and consequences of the Constitutional Convention (New Jersey Plan, Virginia Plan, Great Compromise, Three-Fifths Compromise, compromises regarding taxation and slave trade, Electoral College, state vs. federal power, empowering a president).

### THE GOVERNMENT AS OUTLINED IN THE CONSTITUTION

#### Article I:

- Created legislative branch divided into the Senate and House of Representatives
- House representation based on each state's population
- In Senate, each state has two seats
- Powers include collecting taxes, coining money, controlling trade, and declaring war

#### Article II:

- Created executive branch
- Led by president and vice president
- President and vice president are elected by Electoral College
- Responsible for carrying out nation's laws and policies

#### Article III:

- Established judicial branch, or court system
- Power is centered in the Supreme Court and other federal courts
- Hear cases dealing with the Constitution, federal laws, and disagreements between states

**SS.8.A.3.11** Analyze support and opposition (Federalists, AntiFederalists, Bill of Rights) to ratification of the U.S. Constitution.

### SUPPORT FOR AND OPPOSITION TO THE CONSTITUTION

#### Federalists

- Supported the Constitution
- Included George Washington and Benjamin Franklin
- James Madison, Alexander Hamilton, and John Jay wrote the *Federalist Papers*, essays explaining and supporting the Constitution

#### Anti-Federalists

- Opposed to the Constitution
- Wrote the *Anti-Federalist Papers*
- Argued that the Constitution would ignore the will of the states
- Favored local governments
- Strongest criticism of Constitution was a lack of a bill of rights

## BENCHMARK NOTE CARDS, *continued*

**SS.8.C.2.1** Evaluate and compare the essential ideals and principles of American constitutional government expressed in primary sources from the colonial period to Reconstruction.



### ROOTS OF THE CONSTITUTION

English Magna Carta	<ul style="list-style-type: none"><li>• Limited the powers of monarchs</li><li>• Created a lawmaking body to balance power</li></ul>
English Bill of Rights of 1689	<ul style="list-style-type: none"><li>• Protected individual rights</li></ul>
John Locke	<ul style="list-style-type: none"><li>• Believed that people have certain natural rights, including the right to life, liberty, and property</li></ul>
Baron de Montesquieu	<ul style="list-style-type: none"><li>• Believed that powers of government should be divided and balanced</li></ul>

## Chapter 7

# VISUAL SUMMARY

**DIRECTIONS:** Fill in the missing information about key events and documents of this time period.

Event/Document	Description or Purpose
	<p>Plan for a new central government that gave most powers to the state governments</p>
<p>Northwest Ordinance</p>	
<p>Land Act of 1800</p>	
	<p>Proposed a government with three branches: a two-house legislature, a chief executive, and a court system; the number of members in both houses would be based on the number of people in each state</p>
	<p>Proposed that the legislature have only one house with each state having one vote; Congress would be given the power to set taxes, regulate trade, and elect an executive branch</p>
<p>Great Compromise</p>	
	<p>Proposed that every five enslaved people would be counted as three persons to establish representation in Congress</p>
	<p>Replaced Articles of Confederation and set up structure for new government</p>

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## USING PRIMARY SOURCES

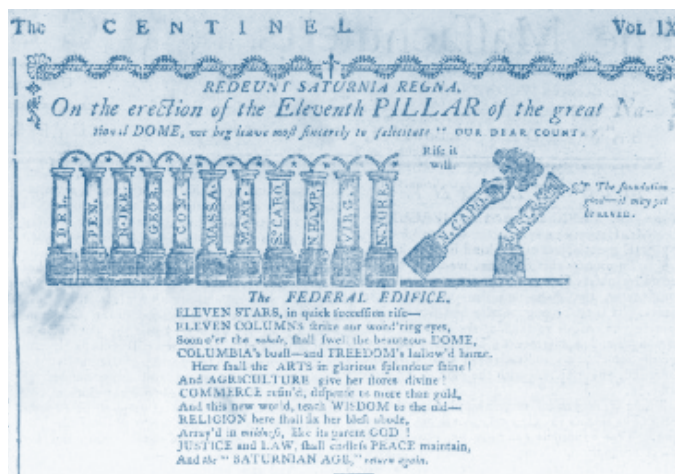
**DIRECTIONS:** On September 17, 1787, George Washington sent the new Constitution to the President of Congress. With it, he included a letter. Following are excerpts from his letter.

*In all our deliberations on this subject we kept steadily in our view, that which appears to us the greatest interest of every true American, the consolidation of our Union, in which is involved our prosperity, felicity, safety, perhaps our national existence. This important consideration, seriously and deeply impressed on our minds, led each state in the Convention to be less rigid on points of inferior magnitude, than might have been otherwise expected; and thus the Constitution, which we now present, is the result of a spirit of amity, and of that mutual deference and concession which the peculiarity of our political situation rendered indispensable.*

*That it will meet the full and entire approbation of every state is not perhaps to be expected; but each will doubtless consider, that had her interest been alone consulted, the consequences might have been particularly disagreeable or injurious to others; that it is liable to as few exceptions as could reasonably have been expected, we hope and believe; that it may promote the lasting welfare of that country so dear to us all, and secure her freedom and happiness, is our most ardent wish.*

1. What do you think Washington's purpose was for writing this letter?
2. What did Washington think was "the greatest interest of every true American"?
3. Underline the phrases Washington used to explain that compromise was important in creating the Constitution.
4. Based on his letter, do you think Washington was satisfied with how the Constitution turned out? Explain.

## USING PRIMARY SOURCES, *continued*



This political cartoon was created in 1788 to denote the ratification of the Constitution. Look at the cartoon and answer the following questions.

5. How is each state represented in the cartoon?
6. Why do you think the cartoonist used this symbol to represent the states?
7. Based on the cartoon, can you tell which two states were the last to ratify the Constitution?
8. Why do you think Rhode Island is shown as crumbling?



# Chapter Practice Test

**DIRECTIONS:** Circle the best answer for each question.

---

**1** SS.8.A.1.5, SS.8.A.1.7, SS.8.A.3.3, SS.8.A.3.11, SS.8.C.2.1 (High)

The excerpt below is from Alexander Hamilton’s *Federalist Papers*. Read the excerpt and answer the questions that follow.

*The fabric of American empire ought to rest on the solid basis of THE CONSENT OF THE PEOPLE. The streams of national power ought to flow immediately from that pure, original fountain of all legitimate authority.*

Based on this statement, what type of government does Hamilton favor?

- A** strong state governments
  - B** a strong executive branch
  - C** a republic
  - D** federalism
- 

**2** SS.8.A.1.5, SS.8.A.1.7, SS.8.A.3.3, SS.8.A.3.11, SS.8.C.2.1 (High)

In the excerpt, what is Hamilton referring to when he describes a “pure, original fountain”?

- A** the people being governed
- B** the Articles of Confederation
- C** the national government
- D** the United States



3

**SS.8.A.3.9 (High)**

Under the Articles of Confederation, states were asked to create their own constitutions. Why did most states limit the power of their governors and divide the legislature into two bodies?

- A** British rule made them wary of giving one group too much power.
  - B** They wanted representation to be based on population.
  - C** Leaders wanted to keep one branch from dominating the other.
  - D** States wanted to pattern their governments after the national government.
- 

4

**SS.8.A.3.9 (Moderate)**

What was one weakness of the Articles of Confederation?

- A** state governments could issue currency
- B** the national government could not impose taxes
- C** states had to supply troops to the national army
- D** the national government could not conduct foreign affairs





## Chapter Practice Test, *continued*

5

SS.8.A.1.5, SS.8.A.1.7, SS.8.A.3.10, SS.8.A.3.11, SS.8.A.3.15, SS.8.C.2.1, LA.8.1.6.2, LA.8.1.6.3 (High)

Mercy Otis Warren wrote the following statement about the Constitution.

*Our situation is truly delicate & critical. On the one hand we are in need of a strong federal government founded on principles that will support the prosperity & union of the colonies. On the other we have struggled for liberty & made lofty sacrifices at her shrine: and there are still many among us who revere her name too much to relinquish (beyond a certain medium) the rights of man for the Dignity of Government.*

—Mercy Otis Warren

Based on the statement, what label could be applied to Mercy Otis Warren?

- A Republican
- B Democrat
- C Federalist
- D Anti-Federalist

6

SS.8.A.1.5, SS.8.A.1.7, SS.8.A.3.10, SS.8.A.3.11, SS.8.A.3.15, SS.8.C.2.1, LA.8.1.6.2, LA.8.1.6.3 (High)

In the statement, which phrase helped you determine the correct label for Warren?

- A *we are in need of a strong federal government*
- B *government founded on principles that will support the prosperity & union of the colonies*
- C *we have struggled for liberty & made lofty sacrifices at her shrine*
- D *too much to relinquish (beyond a certain medium) the rights of man for the Dignity of Government*



## Chapter Practice Test, *continued*

7

**SS.8.A.3.9 (Moderate)**

What was the purpose of the Northwest Ordinance?

- A** to organize settlement in the West and allow for the addition of new states
  - B** to raise money from the sale of land to pay back the British
  - C** to purchase land from Native Americans to use for settlement
  - D** to discourage settlement on Native American lands north of the Ohio River
- 

8

**SS.8.A.3.10 (Moderate)**

Why was a system of checks and balances built into the Constitution?

- A** to divide the legislature into two bodies
- B** to limit the power of the president and vice president
- C** to keep one branch from dominating any other
- D** to give the national government more power than the state governments



9

SS.8.A.3.10 (Moderate)

A state's population determined how many seats the state would have in Congress. How was the question of counting enslaved people in each state resolved?

- A with the Great Compromise
  - B in the Bill of Rights
  - C with the Three-Fifths Compromise
  - D by the Virginia Plan
- 

10

SS.8.A.3.10 (Moderate)

What was the main difference between the New Jersey and Virginia Plans?

- A One called for two branches of government and one for three.
- B The Virginia Plan called for proportional representation in both houses of Congress.
- C The New Jersey Plan gave the federal government more power than it had under the Articles of Confederation.
- D The Virginia Plan did not include a court system.