

# TOPIC 4

# A CONSTITUTION FOR THE UNITED STATES (1776-Present)

Pages 192-255



Independence Hall, Philadelphia, PA

# LESSON 1- A WEAK CONFEDERATION

Pages 197-203

· Privatize

## WORDS TO KNOW

- Constitution
- Bill of Rights
- Articles of Confederation
- Cede
- Currency
- Northwest ordinance
- Shay's rebellion





# HOW WERE STATE CONSTITUTIONS SIMILAR ?

## 1. What did a state constitution spell out?

- the state government's basic laws
- principles
- organization
- **processes (of a government) such as trial by jury and freedom of religion**
- **rights of all citizens**
- **limit the power of the government**



## 2. DESCRIBE THE PERSON WHO WAS ALLOWED TO VOTE IN MOST STATES.



- white
- male
- over 21
- who owned a certain amount of property or paid a certain amount of taxes

# The Articles of Confederation

## 3. WHAT WERE SOME OF THE STRENGTHS AND WEAKNESSES OF THE ARTICLES OF CONFEDERATION?

### The Articles of Confederation

\*\*1st American constitution, passed in 1777, that created a loose alliance of 13 independent colonies\*\*

#### Strengths

- Let states make their own decisions
- Kept federal government from being too powerful.

#### Weaknesses

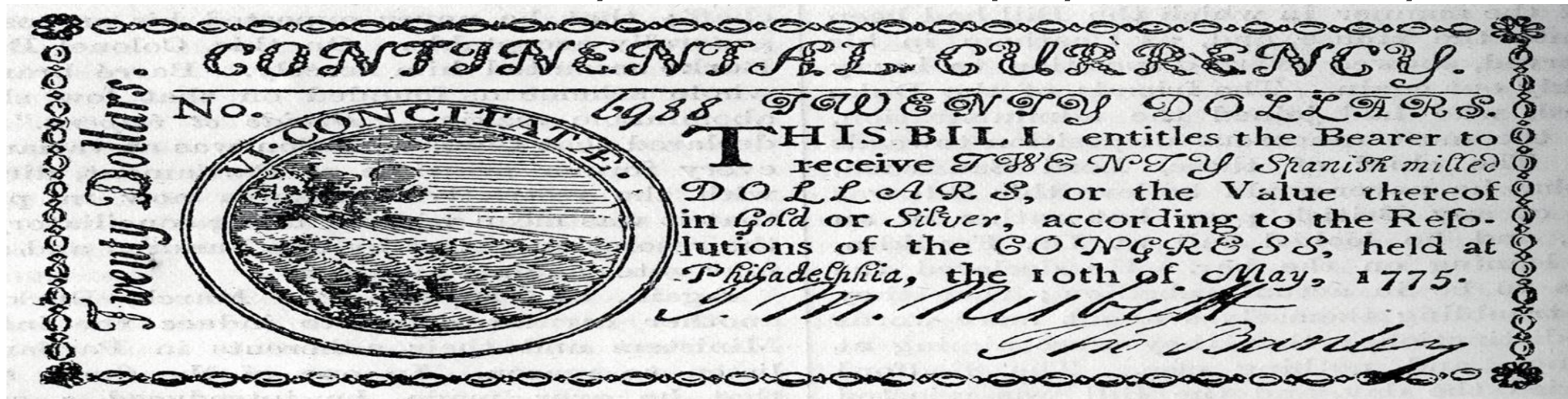
- Congress could not regulate trade
- Congress could not tax
- Weak judicial system
- **Limited the central government economically and led to economic downturn**



## WEAKNESSES OF THE CONFEDERATION

4. Why was it hard for the United States to pay off the debts it owed after the Revolution?

- The federal government could not raise money because it could not tax people. Without this money, it could not pay the country's debts.



5. What was the problem with Continentals, the paper currency that the Continental Congress printed?

- Continentals were not backed by gold or silver.

## An Orderly Expansion

### 6. How did Congress settle the disagreements about the western lands?

- By creating the Northwest Ordinance, Congress said new territories could be admitted as new states and it set up a process for that to occur.

## NORTHWEST ORDINANCE AND SETTLING THE UPPER MIDWEST

### THE LAND SURVEY

CREATES A GRID

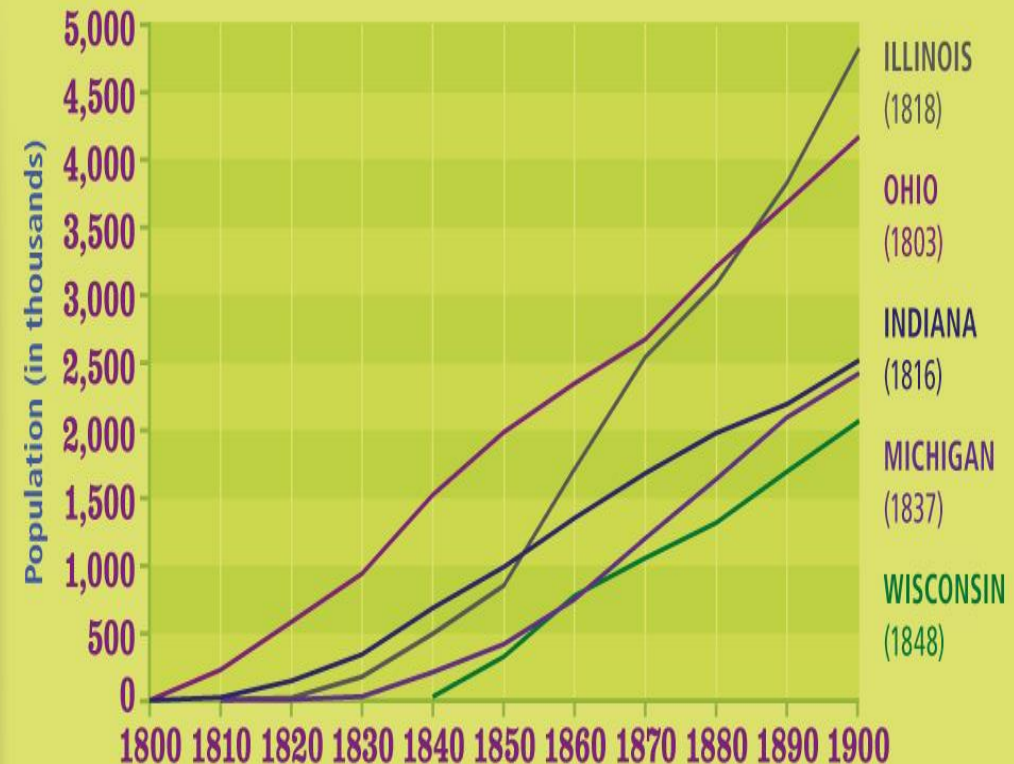


**Township** 36 square miles

**Section** 1 square mile

**Acre** 1/640th of a square mile;  
average size of farm was 40 acres

Source: U.S. Bureau of Land Management



With **5,000** free white male residents, territories could elect a state assembly and send non-voting representatives to Congress.

With **60,000**, residents could write a state constitution and apply for statehood.

Source: New Jersey Department of Labor



## HOW DID ECONOMIC PROBLEMS LEAD TO CHANGE?

7. Circle the group of people who demanded fair treatment as part of Shays' Rebellion.

African Americans

settlers

farmers

educators

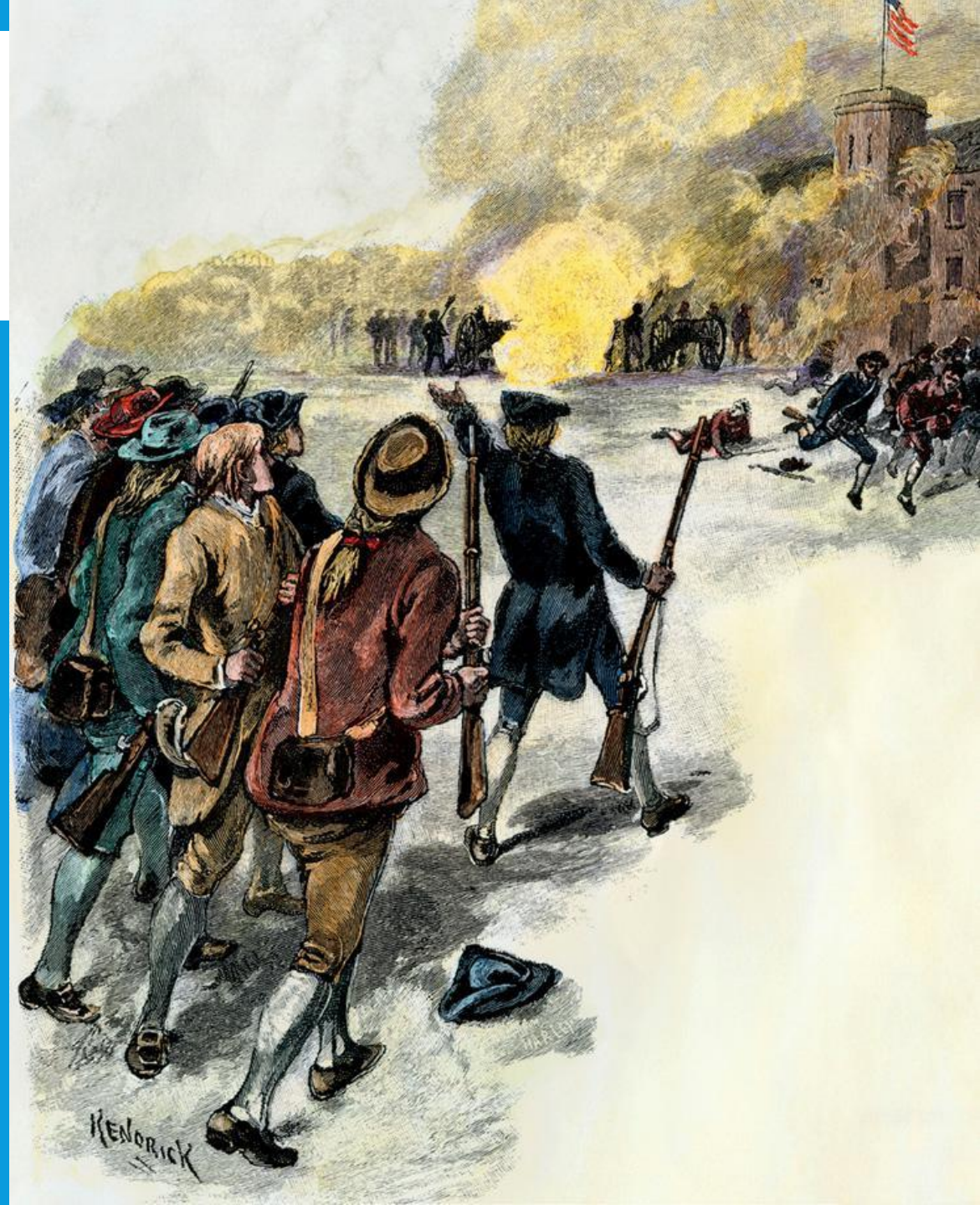




## 8. WHAT DID LEADERS DO AFTER SHAYS' REBELLION?

(Many Americans saw Shays' Rebellion as a sign that the Articles of Confederation were not working.)

- Leaders from several states called for a meeting to revise the Articles.





# LESSON 2 DRAFTING A CONSTITUTION (PAGES 204-209)

## Words to Know

- Constitutional Convention
- Virginia Plan
- New Jersey Plan
- Compromise
- Great Compromise
- Three-Fifths Compromise





## WHO LED THE CONVENTION?

**1. GIVE A SHORT DESCRIPTION OF THE CONTRIBUTIONS OF THE FOLLOWING KEY DELEGATES TO THE CONSTITUTIONAL CONVENTION.**

**Leaders of the Constitutional Convention** — its purpose was to revise the Articles of Confederation.

Benjamin Franklin	oldest member; wise in ways of government and human nature
George Washington	well respected; elected president of the convention; had long called for a stronger central government
Alexander Hamilton	vocal opposed the Articles of Confederation; proposed a system modeled on the British government – senators and a national governor served for life.
Gouverneur Morris	favored a strong central government and helped polish the final draft of the Constitution
James Wilson	political knowledge; helped clarify issues facing the Convention
<b>James Madison “Father of the Constitution”</b>	knowledge about government; said the legislative branch should be made up of elected representatives; government should have checks & balances; <b>Ideas about democratic government influenced the writing of the constitution</b>

## 2. WHY DID THE DELEGATES TO THE CONVENTION DECIDE TO KEEP THEIR DISCUSSIONS PRIVATE?



- To prevent being influenced by outside sources



## DISAGREEMENTS OVER A NEW GOVERNMENT

3. AT THE CONSTITUTIONAL CONVENTION, STATES DIVIDED INTO TWO GROUPS ON THE QUESTION OF HOW REPRESENTATION SHOULD BE ORGANIZED IN THE NEW GOVERNMENT.

CHOOSE THE SENTENCE THAT BEST DESCRIBES THE DIFFERENCES BETWEEN THOSE GROUPS.

- States with lots of land vs. states with little land
- States with large populations vs. states with small populations
- States that had a lot of industry vs. states that did not
- States that wanted a strong central government vs. states that wanted a weak one

# 4. IN WHAT WAYS WERE THE VIRGINIA PLAN AND THE NEW JERSEY PLAN ALIKE?

- They both provided for three branches of government
- Said the legislative branch should be made up of elected representatives

## Virginia and New Jersey Plans

### VIRGINIA PLAN

- Population as basis for house representation
- Two houses with seats based on population
- One house is elected by the people, the other house by state legislators
- Chief executive is chosen by the legislature
- Judicial branch is chosen by the legislature

- Three branches of government to prevent abuse of power
- Legislative branch consists of elected representatives

### NEW JERSEY PLAN

- Drafted in response to Virginia Plan
- One house with one seat and one vote regardless of population as in the Articles of Confederation
- Executive branch consists of several executives
- Judicial branch is chosen by the executive branch



## THE GREAT COMPROMISE

### 5. EXPLAIN THE MAKE UP OF THE LEGISLATIVE BRANCH THAT ROGER SHERMAN SUGGESTED IN THE GREAT COMPROMISE.

- The legislature would have two houses to fairly represent all states
- The number of delegates a state had in the House of Representatives would be based on its population
- All states would have the same number of delegates (2) in the Senate



# THE THREE-FIFTHS COMPROMISE

## 6. What conflict divided the northern and the southern states? Why?

### THE THREE-FIFTHS COMPROMISE

#### ISSUE AND COMPROMISE

#### THE NORTHERN VIEW

We'll be outvoted if we let them count slaves, and slaves are unable to vote.

#### THE COMPROMISE

Each slave counts as  $\frac{3}{5}$  of a person.



#### THE SOUTHERN VIEW

Our slaves should be counted as part of our population and representation.

#### ESTIMATING THE EFFECT OF COMPROMISE

#### REPRESENTATION FOR VIRGINIA 1790

POPULATION **442,177** FREE WHITES  
**292,627** ENSLAVED

STEP 1  $\frac{3}{5}$  OF **292,627** ENSLAVED POPULATION  
= **175,576**

STEP 2 **175,576** ENSLAVED + **442,177** FREE  
= **617,753** TOTAL

STEP 3 Counting only the free population,  
Virginia would have 15 representatives.

Counting the free + enslaved populations,  
Virginia would have 25 representatives.

Counting free +  $\frac{3}{5}$  enslaved populations,  
Virginia would have 20 representatives.

Source: University of Delaware

#### EFFECT ON SOUTHERN REPRESENTATION

SOUTHERN REPRESENTATION IN THE HOUSE 1790



- Southern states wanted enslaved people included in their population counts and northern states did not.

- Counting enslaved people would have given southern states much larger populations.

How did southern states benefit from the Three Fifths Compromise? Southern states gained more representation, thus more power, in the House of Representatives



## 7. WHAT WAS THE THREE-FIFTHS COMPROMISE?



- Three-fifths of the enslaved people in any state would be counted when considering representation in the House of Representatives

**Why did the delegates decide to compromise on the issue of slavery? Southern states would not have backed a Constitution that banned slavery**



## THE CONVENTION COMES TO A CONCLUSION

8. WAS THE NEW CONSTITUTION APPROVED BY ALL THE CONVENTION DELEGATES? WHY OR WHY NOT?

- **No, because some (Edmund Randolph – pictured, George Mason, Elbridge Gerry) thought the Constitution gave too much power to the central government.**





# LESSON 3: IDEAS THAT INFLUENCED THE CONSTITUTION

PAGES 210-215

## Words to Know

- Republic
- Dictatorship
- Magna Carta
- English Bill of Rights
- Separation of powers
- Civic
- Free enterprise





## WHAT DID AMERICANS LEARN FROM THE ROMAN REPUBLIC?

### 1. WHAT IS *CIVIC REPUBLICANISM*?



the tradition of encouraging citizens to take part in government to promote the well-being of the community/the common good



2. WHAT DID JEFFERSON MEAN WHEN HE WROTE, "IF A NATION EXPECTS TO BE IGNORANT AND FREE, IN A STATE OF CIVILIZATION, IT EXPECTS WHAT NEVER WAS AND NEVER WILL BE"?

to be free, independent, and civilized, a country must have educated people



# HOW DID ENGLISH DOCUMENTS INFLUENCE THE FRAMERS?

## 3. WHAT WERE THREE IDEAS IN THE MAGNA CARTA THAT HELPED SHAPE AMERICAN GOVERNMENT?

### THE MAGNA CARTA AND AMERICAN GOVERNMENT

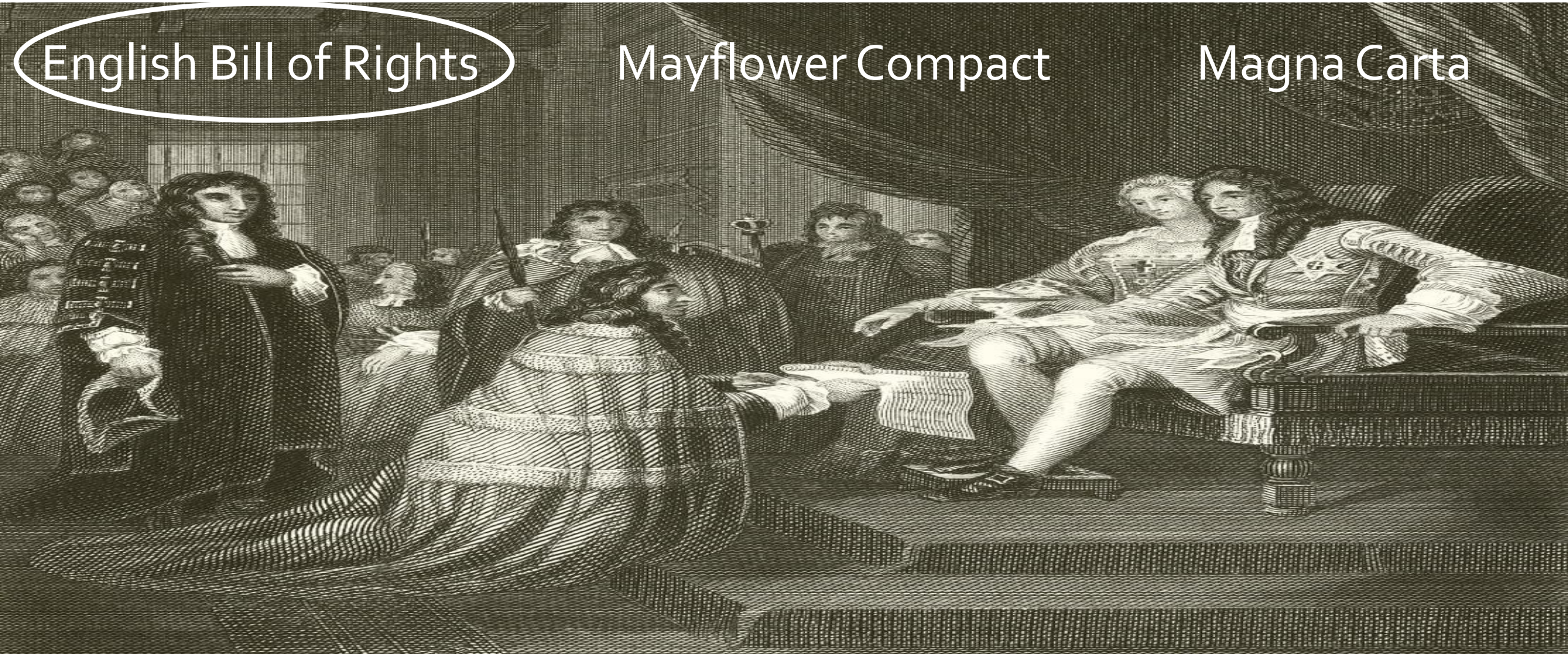
a) monarchs are not above the law

b) the Council (later the Parliament) had to be consulted before raising taxes

c) people had certain rights, including trial by jury and the right to private property.



4. WHICH DOCUMENT, WRITTEN IN 1689, ESTABLISHED PARLIAMENTARY ELECTIONS, THE RIGHT TO A TRIAL BY JURY, AND THE RIGHT OF HABEAS CORPUS IN ENGLAND?



English Bill of Rights

Mayflower Compact

Magna Carta



## WHAT AMERICAN TRADITIONS DID THE FRAMERS DRAW ON?

### 5. HOW DID THE FRAMERS PLAN TO KEEP JUDGES SAFE FROM THE WILL OF THE PRESIDENT?

- The Declaration protested that the king had made judges “dependent on his will alone” so they set up a court system that was independent of the President and legislature.





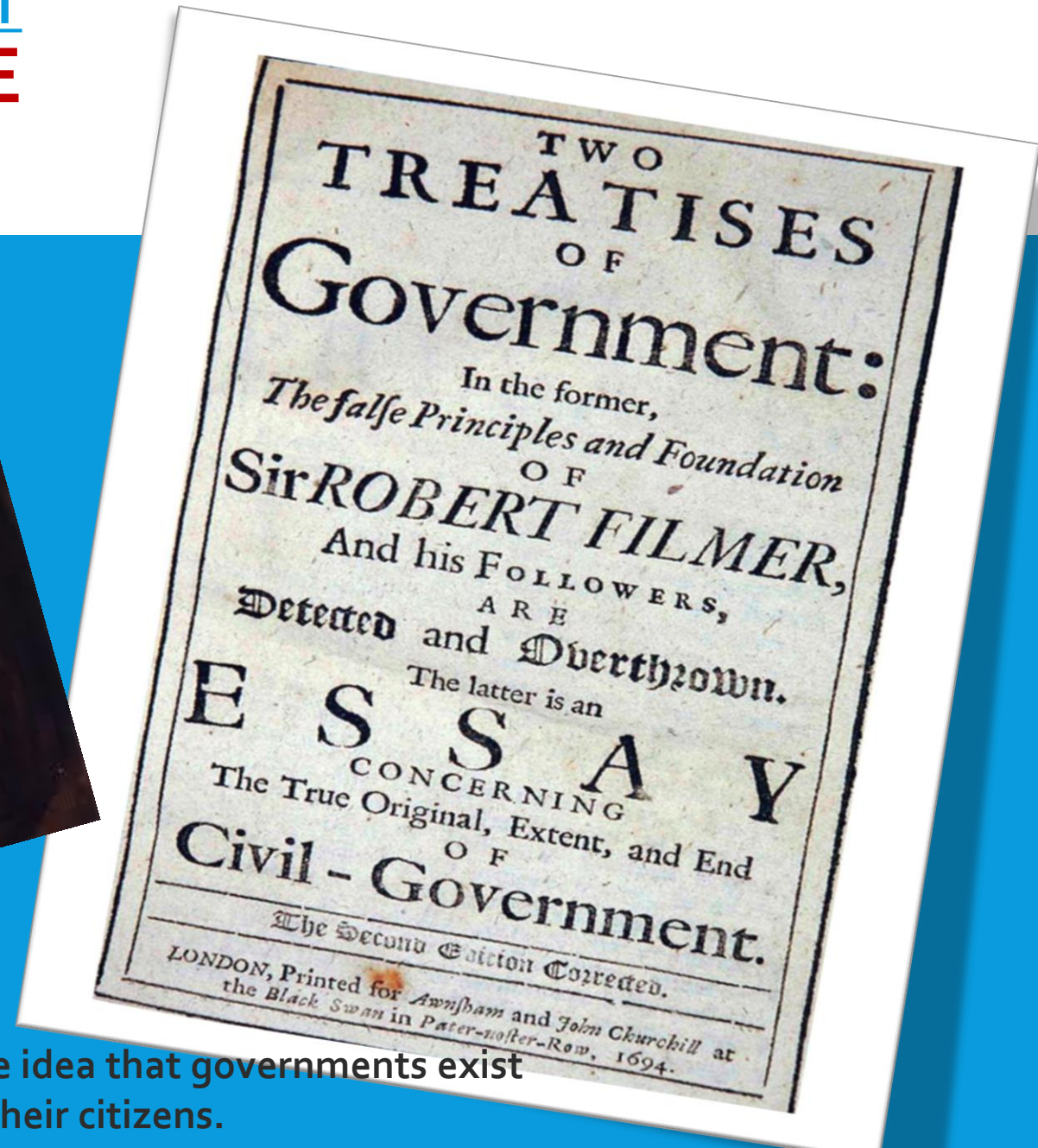
## 6. WHAT PEOPLE DID NOT BENEFIT FROM THE NEW FREEDOMS SET UP IN THE CONSTITUTION? WHY?

- Women
- African Americans
- American Indians
- These groups were usually left out of the democratic rights in the Constitution because state voting laws usually allowed only adult white males who owned property to vote.

## THE INFLUENCES OF THE ENLIGHTENMENT

# 7. WHAT IDEAS OF JOHN LOCKE INFLUENCED THE FRAMERS?

- He believed that all people had natural rights.
- He also believed that government is an agreement between a ruler and the people who are ruled.
- If the ruler violates the people's natural rights, they have the right to rebel.



John Locke's writings suggested the idea that governments exist to secure and protect the rights of their citizens.

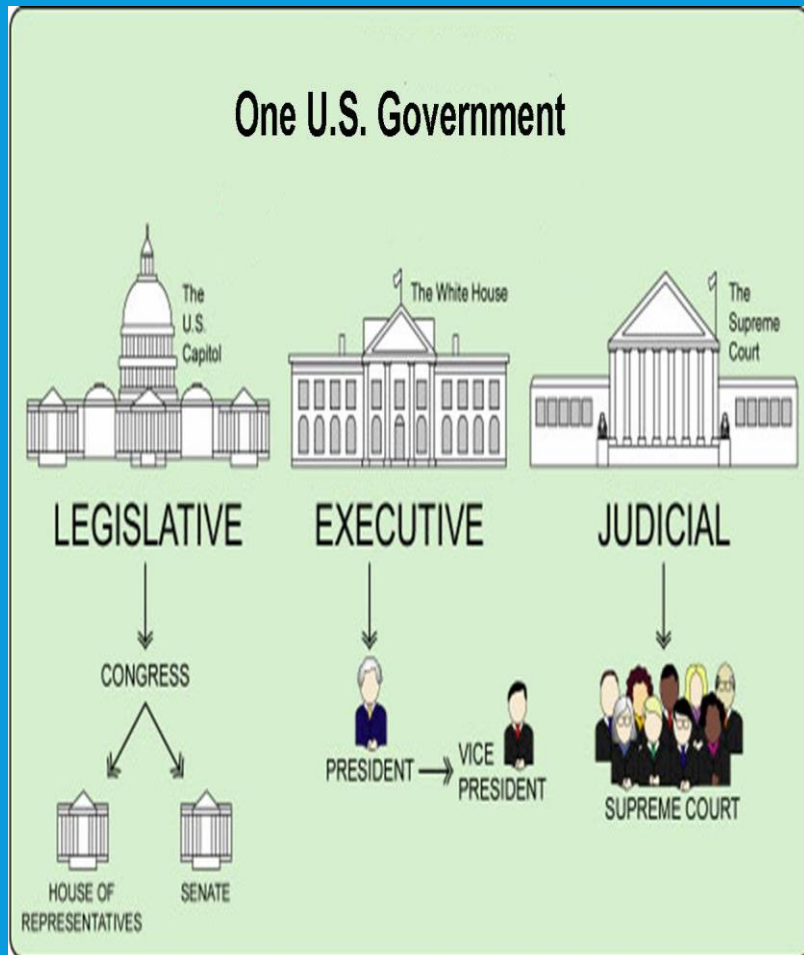


## 8. WHAT GUARANTEES IN THE CONSTITUTION HELPED PRIVATE BUSINESSES (FREE ENTERPRISE) TO THRIVE?

- The right to private property
- The right to enforce contracts
- The right to engage freely in business activities



# 9. DESCRIBE MONTESQUIEU'S IDEA ABOUT THE SEPARATION OF POWERS.



- Montesquieu stressed the importance of the rule of law and thought that the government's powers should be clearly defined and split up among three branches of government:
- Legislative – makes laws
- Executive – carries out laws
- Judicial – decides whether laws (or the Constitution) were violated
- This would keep any one group from becoming too powerful



# LESSON 4 FEDERALISTS, ANTIFEDERALISTS, AND THE BILL OF RIGHTS

PAGES 217-222



## Words to Know

- Ratify
- Federalist
- Antifederalist
- Federalist Papers
- Amend
- Statute

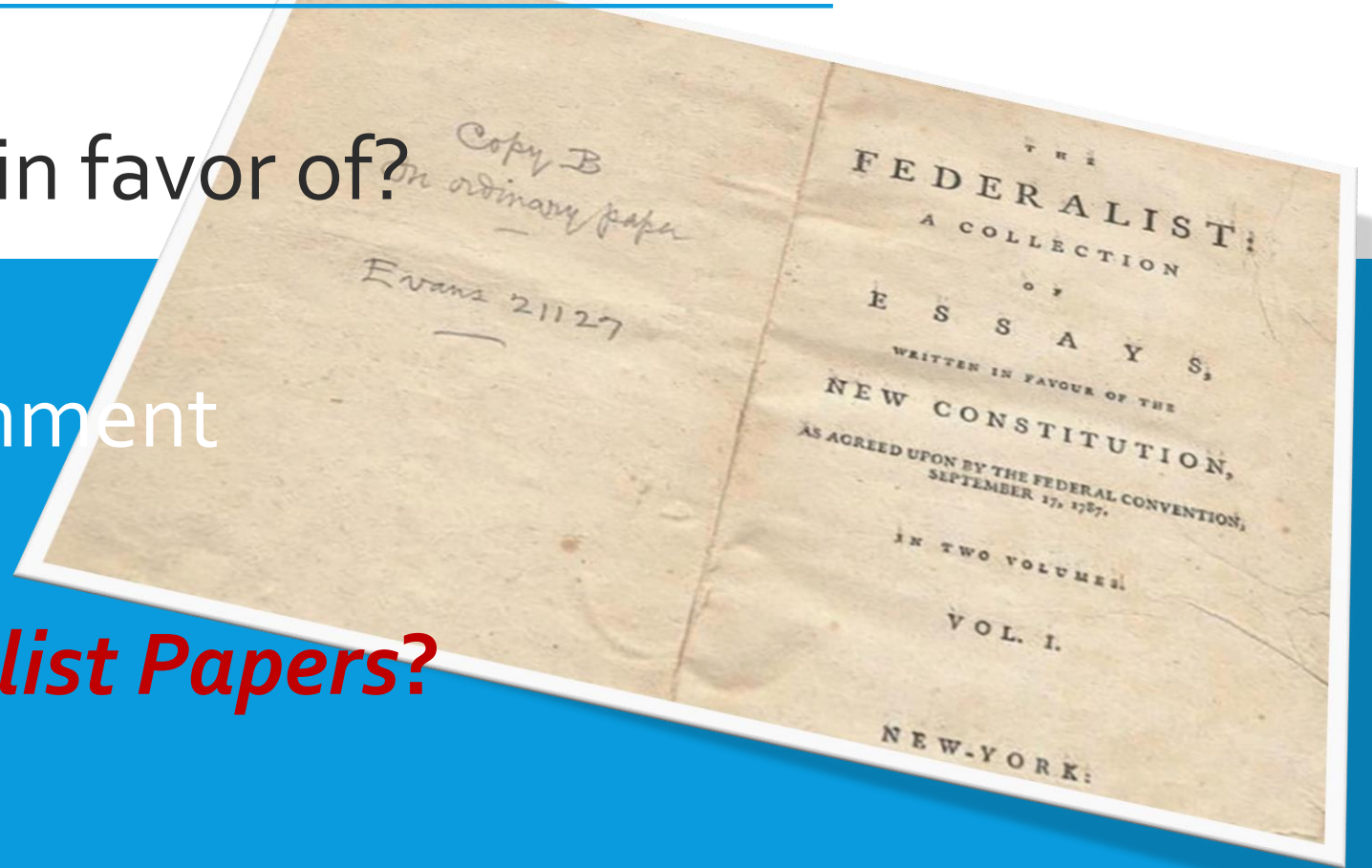
# THE FEDERALISTS AND THE ANTIFEDERALISTS DEBATE

1. What were Federalists in favor of?

- a strong national government

2. What were the *Federalist Papers*?

- a series of essays written by Alexander Hamilton, John Jay, and James Madison to explain and defend the Constitution





# 3. WHAT DID THE ANTIFEDERALISTS FEAR THE CONSTITUTION MADE TOO POWERFUL AND TOO WEAK?

## CONCERNS OF ANTIFEDERALISTS (People who opposed the Constitution)

### Made too strong

- Central government
- President

### Made too weak

- States

## WHY DID ANTIFEDERALISTS DEMAND A BILL OF RIGHTS?

4. Choose the phrase that best describes what the Antifederalists believed that the Constitution should contain:

a legislative branch

a bill of rights

an amendment process

5. How did fighting the Revolutionary War affect how Antifederalists felt about the Constitution?

The English king had violated many of the people's rights, and the antifederalists wanted to make sure that such a situation would never happen again.



## THE RATIFICATION PROCESS

### 6. IN MASSACHUSETTS AND VIRGINIA, WHAT DID THE FEDERALISTS DO TO WIN OVER LEADERS WHO DID NOT SUPPORT RATIFICATION?

- They promised to add a bill of rights to the Constitution in the Virginia and Massachusetts Convention.

### 7. WHAT HAPPENED AFTER RATIFICATION?

- Ratification created a new system of government for the United States.

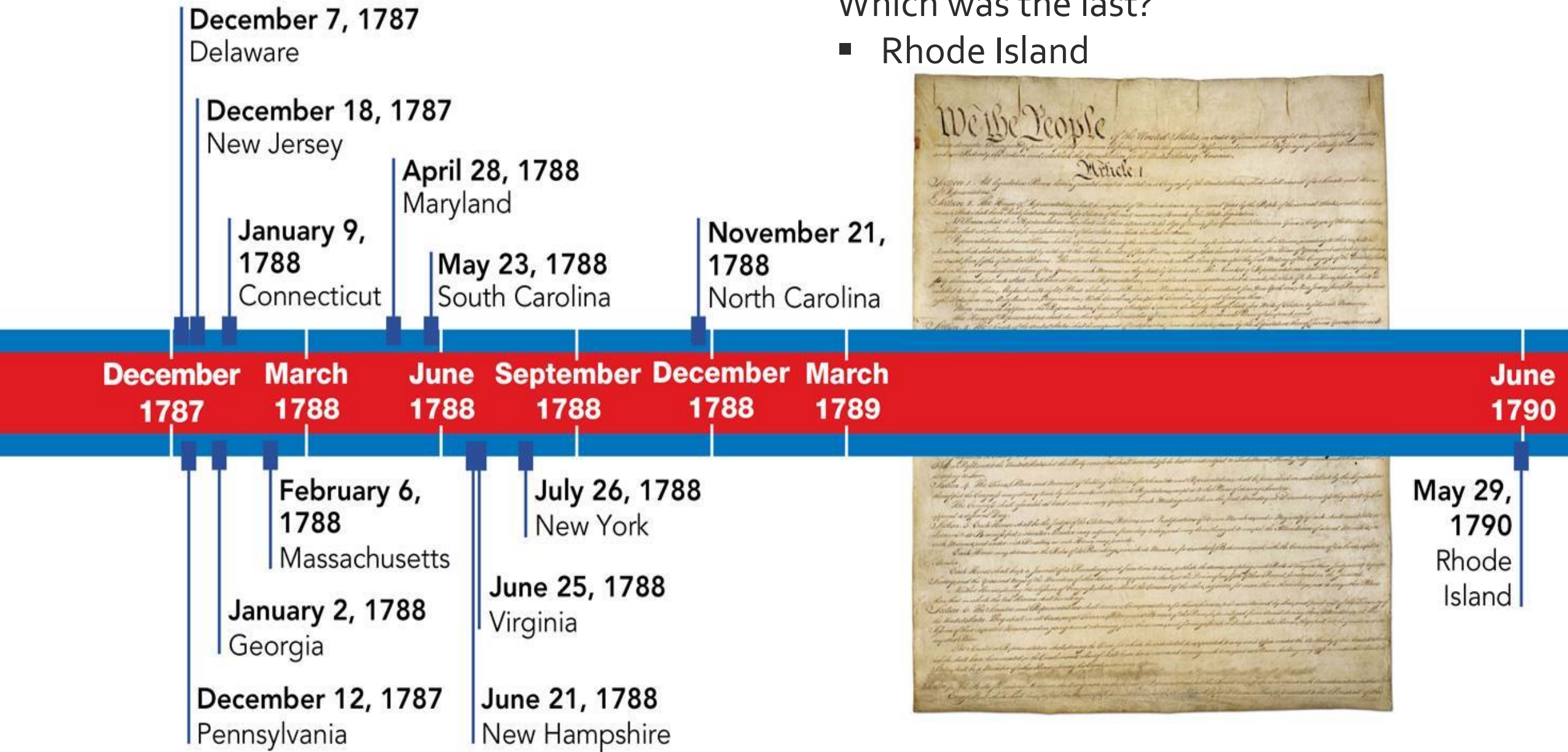
# Voting for Ratification

Which state was first to vote for ratification?

- Delaware

Which was the last?

- Rhode Island





## NEW AMENDMENTS

8. JAMES MADISON WROTE 12 AMENDMENTS TO THE CONSTITUTION. HOW MANY DID THE STATES RATIFY? WHAT WERE THESE RATIFIED AMENDMENTS CALLED?

- The states ratified ten amendments
- That were called the Bill of Rights

9. WHAT ARE THE TWO PARTS OF THE FREEDOM OF RELIGION GUARANTEE IN THE FIRST AMENDMENT?

1. that people can practice any religion they want
2. that the government will not establish a national religion



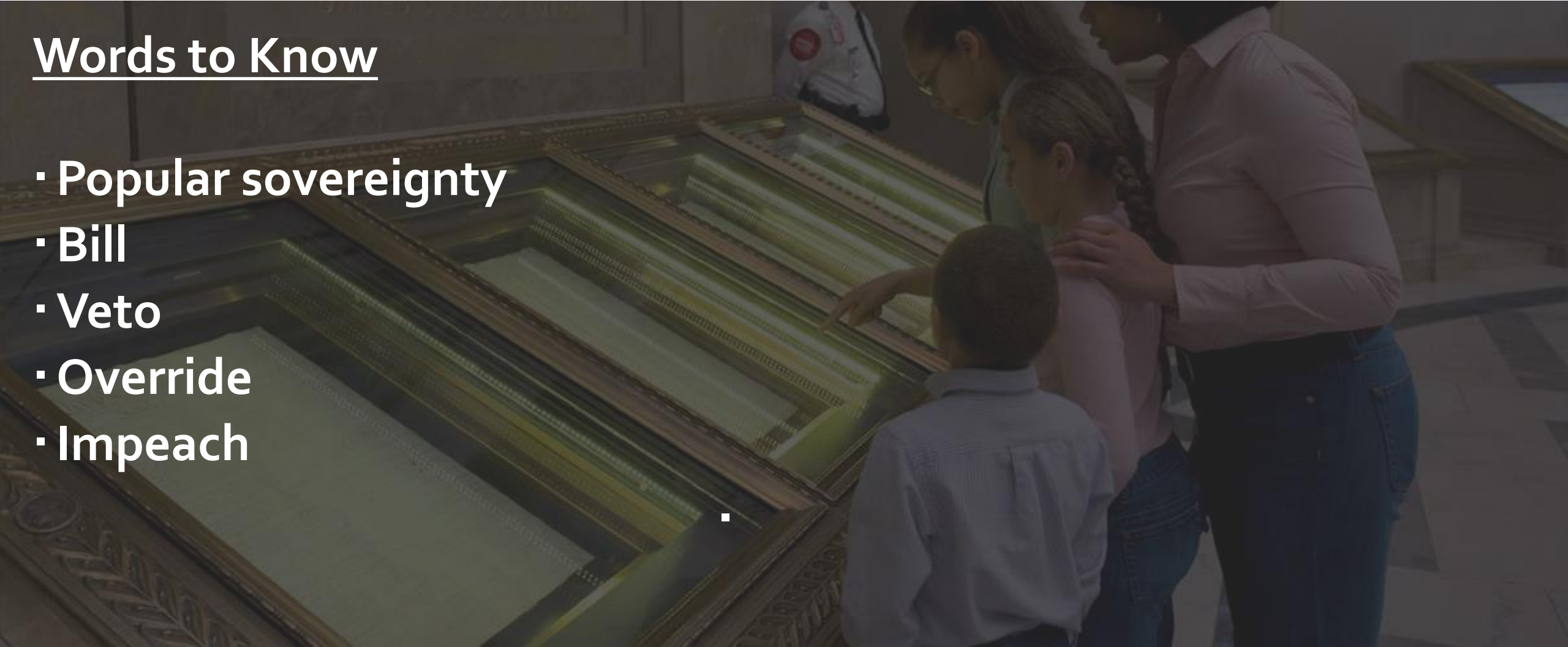
James Madison

# LESSON 5 UNDERSTANDING THE CONSTITUTION

## PAGES 225-236

### Words to Know

- Popular sovereignty
- Bill
- Veto
- Override
- Impeach





## FIRST COMES THE PREAMBLE

### 1. WHAT ARE THE SIX GOALS OF THE CONSTITUTION?



1. to form a more perfect union
2. establish justice
3. ensure domestic tranquility
4. provide for the common defense
5. promote the general welfare
6. secure the blessings of liberty

How does helping the public during times of emergency ensure domestic tranquility?

- It serves to assure people that any disorder resulting from an emergency will be dealt with and peace and order will be restored.

## 2. WHAT IS THE PURPOSE OF THE SEVEN ARTICLES OF THE CONSTITUTION? OF THE SEVEN, WHICH NO LONGER APPLIES AND WHY?

- The seven articles of the Constitution set up the framework of our government.
- Article 7, which explained the process for ratification, no longer applies.



## SEVEN BASIC PRINCIPLES

3. THE GOVERNMENT GETS ITS AUTHORITY FROM THE PEOPLE AND PEOPLE HAVE THE RIGHT TO CHANGE OR ABOLISH THE GOVERNMENT. WHAT IS THIS PRINCIPLE CALLED?

- popular sovereignty

4. INSTEAD OF TAKING PART DIRECTLY IN GOVERNMENT, AMERICANS ELECT REPRESENTATIVES. SELECT THE TERM THAT DESCRIBES THIS FORM OF GOVERNMENT CALLED.

Limited government

Federalism

Republicanism

# Separation of Powers

## Legislative Branch



### Passes Laws

- Can override President's veto
- Approves treaties and presidential appointments
- Can impeach and remove President and other high officials
- Creates lower federal courts
- Appropriates money
- Prints and coins money
- Raises and supports armed forces
- Can declare war
- Regulates foreign and interstate trade

## Executive Branch



### Carries Out Laws

- Proposes laws
- Can veto laws
- Negotiates foreign treaties
- Serves as commander in chief of the armed forces
- Appoints federal judges, ambassadors, and other high officials
- Can grant pardons to federal offenders

## Judicial Branch

(Supreme Court and Other Federal Courts)



### Interprets Laws

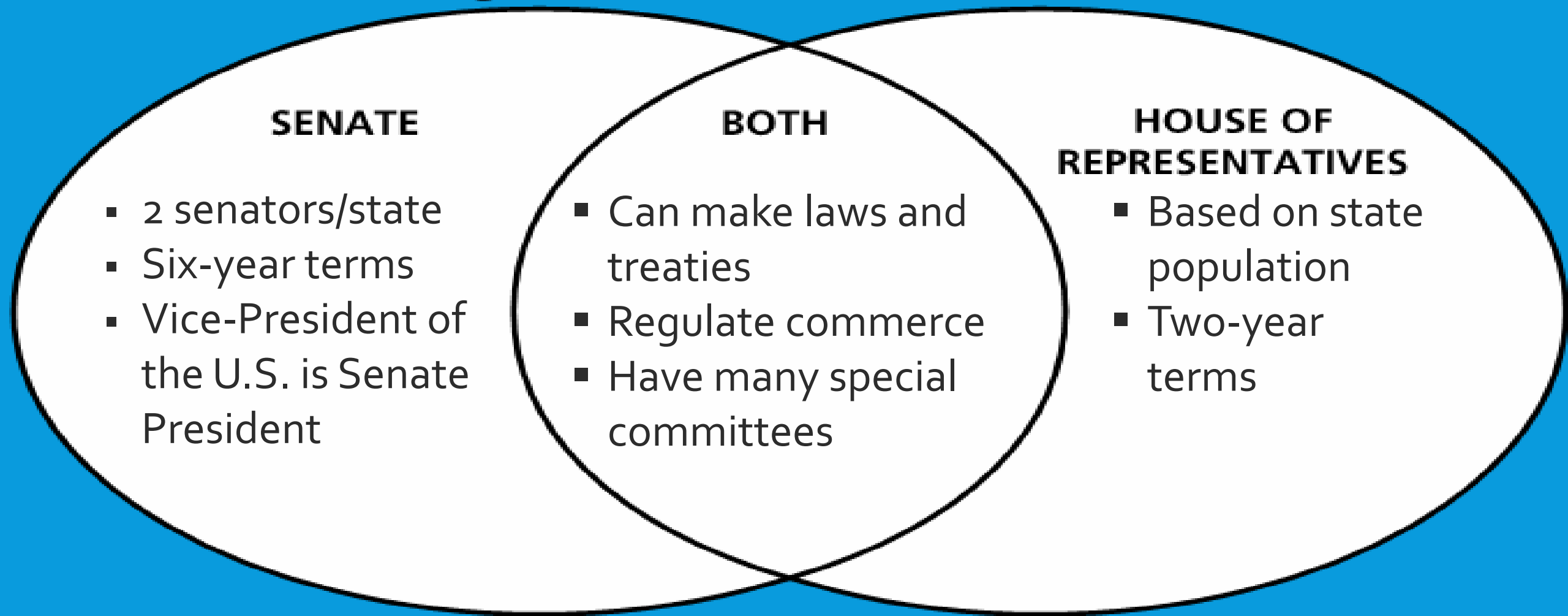
- Can declare laws unconstitutional
  - Can declare executive actions unconstitutional
- \*\*How is the power to make and enforce laws divided among the 3 branches of government?  
Legislative – makes laws  
Executive – carries out laws  
Judicial – declare laws unconstitutional



## THE LEGISLATIVE BRANCH—CONGRESS

5. Compare and contrast the Senate and the House of Representatives in terms of the following criteria: basis of representation, length of terms, and leadership. Then list some powers that both chambers have.

### **Two Houses of the Legislature**



## THE EXECUTIVE BRANCH—THE PRESIDENT

6. What is the President's role in relation to the armed forces?

- as commander in chief



7. CHOOSE THE PHRASE THAT ACCURATELY DESCRIBES WHO OFFICIALLY ELECTS THE PRESIDENT.

the American people

the Congress

the Electoral College



- As the population shifts, how would the number of electors change?
  - The number of states' electors change as the population changes because this affects how many representatives states receive
- What can you infer about a state's population from the number of electors it has?
  - The greater the number of electors a state has, the greater is its population

### Electoral College Votes, 2012–2020



## 8. What is the power of judicial review?

- the Supreme Court's ability to review acts by the President or laws passed by Congress and declare them unconstitutional





## WHAT SYSTEM EXISTS TO PREVENT THE ABUSE OF POWER?

**9. What is the most extreme check that Congress has on the President?**

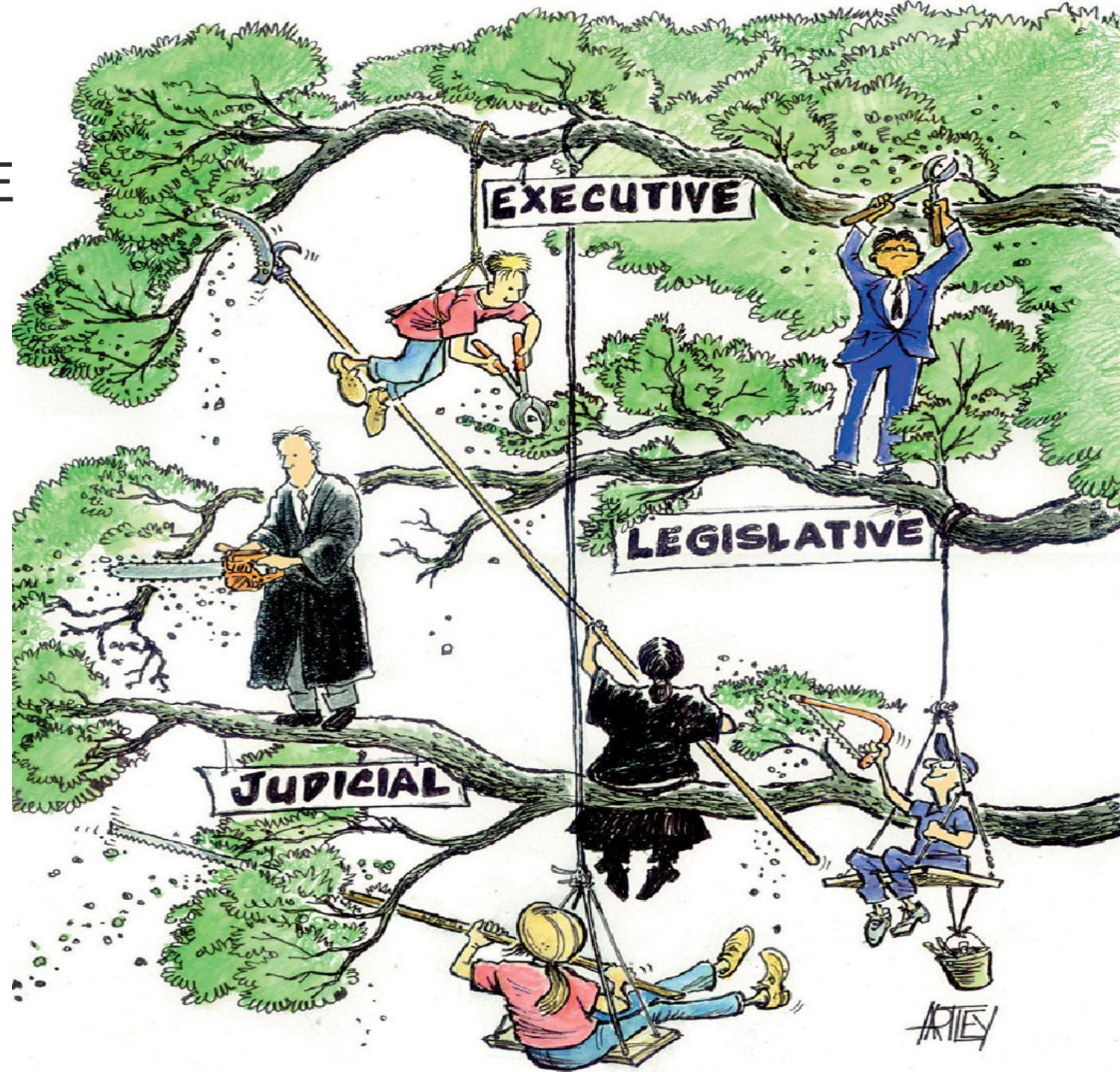
- **impeachment**

**10. ON WHAT PRINCIPLE IS THE SYSTEM OF CHECKS AND BALANCES BASED?**

- **Article I-III of the constitution illustrates the checks and balances and is based on separation of powers.**

HOW DOES THE CARTOON SHOW THAT EACH BRANCH CAN LIMIT THE POWER OF THE OTHER TWO?

- It shows that each branch can limit the power of the other two branches by showing that each branch could/can “cut” the other branches, or limit their actions if there is “growth” in a branch’s power





# LESSON 2 DRAFTING A CONSTITUTION- (LESSON 6 FEDERALISM AND AMENDMENTS. PAGES 237-245



WOR  
DSTO  
KNO  
W



BILL OF RIGHTS



CIVIL



CONSTITUTIONAL INITIATIVE



INFRASTRUCTURE



LOCAL GOVERNMENT