

# Social Studies

## Chapter 9: The Constitution

Name: Key

Red of Iron

### I. The Articles of Confederation

P.294

P.296

#### A. "A Firm League of Friendship"

1. didn't want a powerful national government
  - a. feared a king and Parliament
  - b. states wrote their own **constitutions** - plan of gov.
  - c. Continental Congress wanted a national government
2. wrote the Articles of Confederation
  - a. created a **republic**
    - 1.) form of government in which people elect representatives to run the country
    - 2.) voted for representatives in each state
  - b. met in a Congress
    - 1.) each state got 7 reps and 1 vote
    - 2.) would decide things like war, treaties, and disagreements between states
    - 3.) 9 /13 states had to agree
  - c. committee of representatives
    - 1.) ran government when Congress wasn't meeting
    - 2.) had 1 representative for each state
  - d. responsibilities
    - 1.) declare war
    - 2.) write treaties
    - 3.) print and borrow money
    - 4.) organize new territories

#### B. Problems from the Start

1. trouble meeting
  - a. representatives didn't show up
  - b. no set time and no set place
  - c. **ambassadors** - representatives from one country to another - could never find Congress
2. no Court set up
  - a. Congress settled disagreements that states couldn't
  - b. states argued a lot
    - 1.) disagreed over borders, land, and rivers
    - 2.) each state printed their own money

- 3.) taxed each other for goods
- c. but people didn't listen to Congress's rulings
3. no army was allowed
- a. didn't want them forcing States to do anything
- b. but couldn't prevent attacks from the Spanish or British
4. couldn't tax or control trade
- a. didn't want these used as punishment
- b. but owed millions of dollars for the war
- c. relied on States to pay taxes (but they didn't)
5. could print and coin money
- a. but made too much
- b. **inflation** - more money is needed to buy same goods
6. Shays's Rebellion (army Captain)
- a. many farmers had not been paid as soldiers
- b. had a state tax to pay
- c. had to buy tools and seeds
- d. went into debt and could lose land and go to prison
- e. wanted the states to give them more time to pay
- f. 1,100 poor farmers attacked weapon building
- g. Massachusetts militia had to stop them
- h. national government didn't have the power to help them

C. The Western Lands

1. Northwest Territory
- a. north of the Ohio river
- b. **territory** - land that belong to a national government but is not a State
- c. people had rushed there after the war
2. Land **Ordinance** - set of laws
- a. described how western lands would be measured divided, and sold
- b. divided it into **townships** - squares of land (6mi x 6mi)
- c. and then 36 sections (1mi x 1mi)
3. Northwest **Ordinance**
- a. described steps to become a new State
- b. outlawed slavery
- c. said Native Americans had to be treated fairly
- d. encouraged building schools
4. This was one thing Congress was allowed to do and they did well!

~~NO~~ ~~any~~ ~~taxes~~

~~NO~~ ~~control~~ ~~trade~~

~~NO~~ ~~control~~ ~~taxes~~

~~NO~~ ~~control~~ ~~taxes~~

~~NO~~ ~~control~~ ~~taxes~~

Too much \$

Problems

Rebellions

meanings

# Articles of Confederation

The Articles of Confederation united 13 independent states. The Articles gave the national government certain powers, but because Americans wanted to guard their newly won freedom, the national government they formed was weak.

*Identify Reasons*

**DIRECTIONS:** Study the table below. It lists weaknesses of the Articles of Confederation. Complete the table by filling in a reason for each weakness.

WEAKNESS	REASON
There was no strong national government.	
At least 9 of the 13 states had to agree on any law or decision.	
No single leader controlled the government.	
Congress could not raise a national army without the permission of the states.	
Congress could not collect taxes.	
Congress could not make laws about trade.	

## II. A New Plan of Government

P. 302

### A. "A Rope of Sand" = the "Dis united States"

1. James Madison
  - a. represented Virginia in Congress
  - b. youngest member (29)
  - c. knew the government was too weak
  - d. began arguing for a stronger government along with Washington, Jefferson, and Adams
  - e. later, our government was based on his Virginia Plan
  - f. now known as the "Father of the Constitution"
2. Patrick Henry
  - a. disagreed along with many others
  - b. preferred a "rope of sand" over a "rod of iron"
3. The Annapolis **Convention**
  - a. important meeting
  - b. **delegates** - ~~representatives~~ only five showed up
  - c. decided on a stronger national government
  - d. asked Congress to call a second convention to write a constitution

### B. Writing the Constitution

1. The Constitutional Convention
  - a. all states but Rhode Island showed
  - b. met in Philadelphia at Independence Hall
  - c. elected Washington as president of the convention
  - d. Benjamin Franklin (81) also showed up
  - e. 55 lawyers, planters, businessmen, and judges came
2. The Convention Begins
  - a. during the long, hot summer of 1787
  - b. kept it secret
  - c. covered and sealed windows
  - d. had guards
3. **Preamble** - introduction
  - a. "We the people of the United States..."
  - b. we're a **democracy** - one nation ruled by the people
  - c. would work toward justice and peace
  - d. would defend itself against enemies
  - e. would promote country's well-being
  - f. would make sure they remained a free people

Rod of Iron

Rope of Rubber

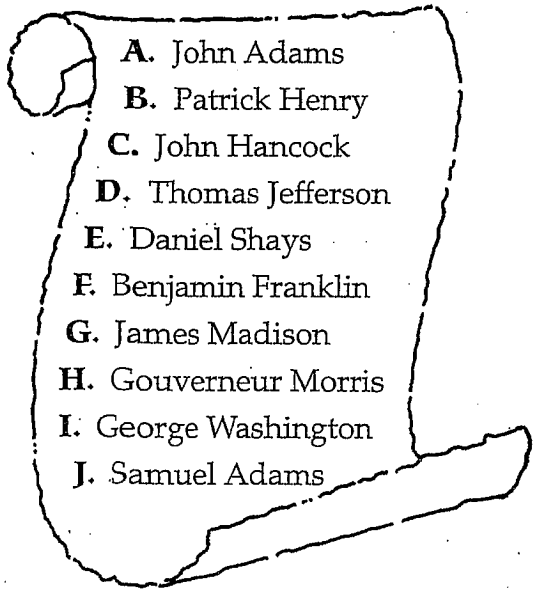
Rope of Sand

# Who Was There?

## Identify Historical Figures

**DIRECTIONS:** From the list at the right, choose the person who might be describing his part in the Constitutional Convention. Write the letter identifying his name in the correct blank below.

- \_\_\_\_\_ 1. In 1779 I was elected to represent Virginia as a member of Congress under the Articles of Confederation.
- \_\_\_\_\_ 2. I was elected president of the Constitutional Convention.
- \_\_\_\_\_ 3. I was sick, so I could not attend the Constitutional Convention.
- \_\_\_\_\_ 4. I refused to take part in the Constitutional Convention because I did not believe that a stronger national government was a good idea.
- \_\_\_\_\_ 5. I said of the Constitutional Convention, "It really is an assembly of demigods."
- \_\_\_\_\_ 6. I was Congress's youngest member at 29 years of age.
- \_\_\_\_\_ 7. I was carried to the Constitutional Convention in a Chinese sedan chair.
- \_\_\_\_\_ 8. I could not attend the Constitutional Convention because I was in Paris as the United States ambassador to France.
- \_\_\_\_\_ 9. I changed the opening words in the Preamble to the Constitution to read, "We the people of the United States. . . ."
- \_\_\_\_\_ 10. I could not attend the Constitutional Convention because I was in London as the United States ambassador to Britain.
- \_\_\_\_\_ 11. I was too busy as governor of Massachusetts to attend the convention.
- \_\_\_\_\_ 12. As a frontier farmer, I was not invited to the convention.
- \_\_\_\_\_ 13. I was given the job of writing down all the ideas that were approved during the convention.
- \_\_\_\_\_ 14. I was the most honored hero of the American Revolution.

- 
- A. John Adams  
 B. Patrick Henry  
 C. John Hancock  
 D. Thomas Jefferson  
 E. Daniel Shays  
 F. Benjamin Franklin  
 G. James Madison  
 H. Gouverneur Morris  
 I. George Washington  
 J. Samuel Adams

# Constitutional Footnotes

## Understand a Primary Source

**DIRECTIONS:** Read the Preamble to the United States Constitution below. Then figure out what the footnoted, or numbered, words and phrases mean. Write the number of the footnote next to the best explanation.

We the people of the United States,  
 in order to form a more perfect Union,<sup>1</sup>  
 establish justice,<sup>2</sup>  
 insure domestic tranquillity,<sup>3</sup>  
 provide for the common defense,<sup>4</sup>  
 promote the general welfare,<sup>5</sup> and  
 secure the blessings of liberty<sup>6</sup>  
 to ourselves<sup>7</sup>  
 and our posterity,<sup>8</sup>  
 do ordain<sup>9</sup>  
 and establish<sup>10</sup>  
 this Constitution for the United States of America.

Rewrite:

We the people of the United States

- \_\_\_ a. set up a fair system
- \_\_\_ b. set up
- \_\_\_ c. make sure there is peace at home
- \_\_\_ d. make a better government
- \_\_\_ e. make official
- \_\_\_ f. supply protection for all
- \_\_\_ g. encourage health, happiness, and comfort
- \_\_\_ h. gain and keep the gifts of freedom
- \_\_\_ i. everyone who later becomes part of this country •
- \_\_\_ j. everyone belonging to this country

This Constitution for the U.S.A.

Harcourt Brace School Publishers

III. Debates and Compromises

-debate - argue

-compromise - to give up some of what you want to reach agreement

P.315

A. The Federal System

1. federal system

a. authority to govern would be shared between State and national governments

2. states

- a. Schools
- b. local governments
- c. laws for businesses
- d. rules for state and local elections
- e. marriage and divorce laws
- f. trade within a state

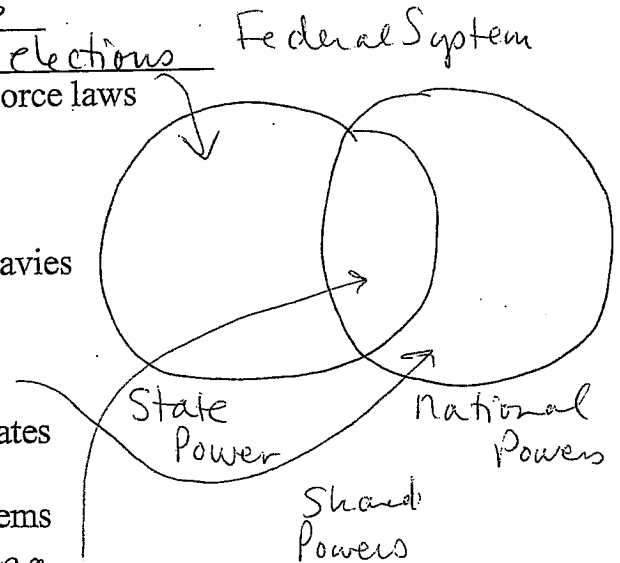
3. national government

- a. print money
- b. raise armies and navies
- c. declare war
- d. immigration laws
- e. admit new states
- f. control trade between states

4. shared

- a. set up court systems
- b. raise money by taxing
- c. pass laws

5. if they disagreed, the national government would overrule



P.304

B. The Great Compromise

1. disagreed about representation

2. Virginia Plan

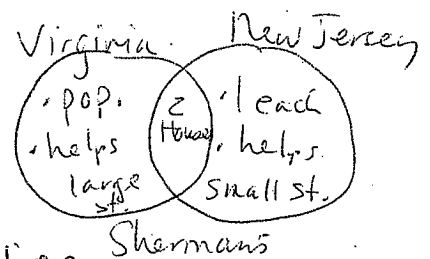
- a. number of representatives based on population of the state
- b. would help large states

3. New Jersey Plan

- a. each state would have 1 vote
- b. would help Small states have a say

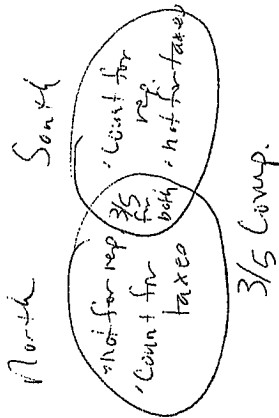
4. Roger Sherman's two-house plan

- a. one house would be based on population
- b. the other would have equal representation
- c. either could present a **bill** - idea for a new law
- d. other house would have to also agree



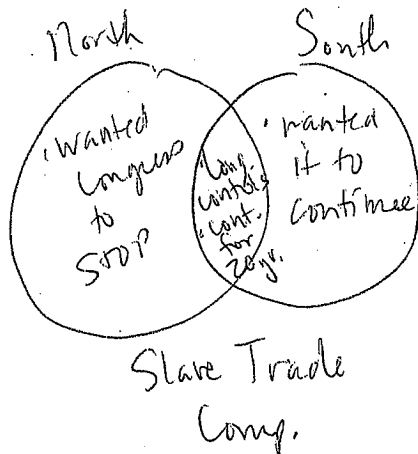
C. The Three-Fifths Compromise

1. should slaves be included in the population count?
  - a. 4 million people in the U.S.
  - b. 2 million in the south
  - c. 667,000 in the south were slaves
2. North
  - a. didn't want slaves to count for representation
  - b. said they were not citizens
  - c. did want them to count for taxes
3. South
  - a. wanted slaves to count for representation
  - b. would mean more votes in Congress
  - c. didn't want them to count for taxes
4. compromise
  - a. 3 out of 5 slaves would be counted
  - b. for both representation and taxation



D. Slavery and the Constitution

1. keep slavery or not?
  - a. didn't call them "slaves" in the Constitution but still not following the idea of liberty
  - b. 1/4 of Congress owned slaves but supported ending it
2. North
  - a. wanted Congress to stop the slave trade
  - b. some wanted slavery outlawed completely
3. South
  - a. relied on slaves to continue with their cash crops
  - b. they thought of becoming a separate nation
  - c. delegates feared the south would break away from the **Union** - United States of America
4. the slave trade compromise
  - a. gave Congress power to control the slave trade
  - b. but Congress couldn't stop it for at least 20 years





# Who Has the Power?

## Compare Government Systems

**DIRECTIONS:** Use the diagram on page 347 of your textbook and the information from Chapter 9 to complete the following activities. Put an N next to powers that belong to the national government, an S next to powers that belong to state governments, and a B next to powers that are shared by both.

- |   |   |
|---|---|
| <input type="checkbox"/> 1. Raise money by taxing citizens          | <input type="checkbox"/> 7. Control trade among states          |
| <input type="checkbox"/> 2. Set up public schools                   | <input type="checkbox"/> 8. Control trade within states         |
| <input type="checkbox"/> 3. Set rules for state and local elections | <input type="checkbox"/> 9. Set up courts                       |
| <input type="checkbox"/> 4. Print and coin money                    | <input type="checkbox"/> 10. Declare war                        |
| <input type="checkbox"/> 5. Raise an army and a navy                | <input type="checkbox"/> 11. Admit new states                   |
| <input type="checkbox"/> 6. Make laws for immigration               | <input type="checkbox"/> 12. Make laws for marriage and divorce |

**DIRECTIONS:** Compare the powers granted to the national government by the Constitution with those granted to it by the Articles of Confederation. Use the information above to complete the activities that follow. You may need to review Lesson 1 on the Articles of Confederation.

- Put a check mark next to those powers of the national government that are the same under the Constitution as they were under the Articles of Confederation.
- Circle the powers of the national government that are new under the Constitution.
- Think about what your life might be like if the Articles of Confederation still governed the United States. Then use information summarized in the activities on this page to write a paragraph that explains why the Constitution made the United States a stronger country.

---



---



---



---



---

#### IV. A Government of Three Branches

P. 312

##### A. The Legislative Branch

1. makes laws
2. Congress
  - a. raise taxes
  - b. control trade with other countries
  - c. print and coin money
  - d. raise an army and navy
  - e. declare war

##### 3. two houses

##### a. House of Representatives

- 1.) based on state's population
- 2.) census - pop. count - take every 10 years
- 3.) voted for by all citizens
- 4.) serve for 2 years
- 5.) must be 25, a citizen of U.S. for 7 years, and live in the state they represent

##### b. Senate

- 1.) 2 representatives per state
- 2.) used to be voted for by state legislatures
- 3.) NOW voted for by all citizens
- 4.) serve for 6 years
- 5.) must be 30, a citizen of U.S. for 9 years, and live in the state they represent

##### c. both could propose bills

- 1.) majority - greater part - would have to vote for it

##### B. The Executive Branch

1. Carries out laws
2. President

a. voted for by **electoral college** - citizens vote for electors who vote for president

b. served 4 years

c. must be at least 35 and live in the U.S.

d. duties

1.) runs day-to-day business of government

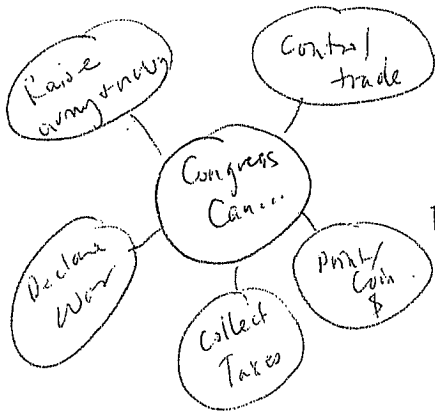
2.) deals with other Countries

3.) heads the nation's military forces

3. also includes the Vice President and the Cabinet

##### C. The Judicial Branch

1. interprets the meaning of laws
2. Court system to deal with cases involving:



- a. treaties
- b. the Constitution
- c. differences between States
- d. Citizens of different states

3. Supreme Court

- a. **justices** - judges
- b. 6 then and now 9 judges
- c. President would choose and Congress would vote on them
- d. serve for life (job wasn't threatened based on a decision)

D. How the Branches Work Together

- 1. **separation of powers** - division of the national gov.
- 2. **checks and balances**

- a. didn't want any one branch to be too powerful
- b. kept any one branch from using its authority wrongly
- c. helped them work together as equal partners

3. Congress

- a. President can **veto** a bill - reject
- b. Supreme Court can rule that a law is **unconstitutional** - does not follow the Constitution

4. President

- a. Congress can **override** a veto - cancel
- b. Congress can **impeach** him
  - 1.) accuse him of wrongdoing
  - 2.) then tried
  - 3.) removed from office if found guilty
- c. Supreme Court can rule his actions as unconstitutional

5. Supreme Court

- a. President Chose justices
- b. Congress approves his choices

	Representative	Senator	President	Justice
#	Pop.	2/100	1	9
Voted in by	ALL	ALL	Elect. Col.	Pres./Cong.
Term	2	6	4	Life
Age	25	30	35	none - 18 assumed usually 40-50
Citizen	7 yr.	9 yr.	born / 14	none
Live	State	State	USA	USA
Bill	write	write	veto/sign	Constitutional?
C and B	vetoed or found Unconst.		Override, impeach or Unconst.	Picked by others

# Who Does What in THE GOVERNMENT?

*Diagram the United States Government*

**DIRECTIONS:** Study the diagram on page 354 of your textbook that shows how a bill becomes a law. Then order the steps of the process below from 1 to 6.

- \_\_\_\_\_ The bill becomes a law or is sent back to Congress for another vote.
- \_\_\_\_\_ A member of the House or the Senate introduces a bill.
- \_\_\_\_\_ The President reviews the bill.
- \_\_\_\_\_ Congressional committees review the bill.
- \_\_\_\_\_ The President either vetoes the bill or signs it into law.
- \_\_\_\_\_ Both houses of Congress vote to approve the bill.

**DIRECTIONS:** Study the diagram on page 356 of your textbook that shows how checks and balances work. Then complete the chart below by writing in the branch that holds each particular power and the branch being checked. The first one has been completed for you.

BRANCH HOLDING AUTHORITY	CHECK/BALANCE	BRANCH BEING CHECKED
Legislative	Override the President's veto	Executive
	Appoint Supreme Court justices	
	Rule President's actions unconstitutional	
	Veto a bill	
	Approve treaties	
	Approve appointments of Supreme Court justices	