

Social Studies

Chapter 6: A New Nation

Name: Key

I. The Articles of Confederation

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.) 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
 - 5.) handle disagreements between states

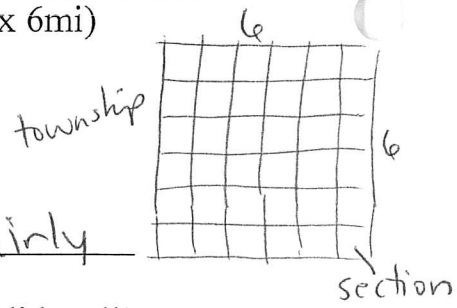
B. Problems from the Start

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!



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.	

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- A. Britain taxed without our say
- B. King controlled us too much
- C. King + Parliament abused powers
- D. wanted a majority to agree
- E. British army was used against us
- F. Britain punished us by cutting off trade

II. Creating the Constitution

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" ^{Britain} Const. Article
2. Patrick Henry
 - a. disagreed along with many others
 - b. preferred a "rope of sand" over a "rod of iron"
3. decided on a stronger government at the Annapolis Convention

B. Writing the Constitution

1. The Constitutional Convention
 - a. met in Philadelphia at Independence Hall
 - b. elected Washington as president of the convention
 - c. Benjamin Franklin (81) also showed up
 - d. during the long, hot summer of 1787
 - e. kept it secret, covered and sealed windows, had guards
2. **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

C. Debates and Compromises

1. The **Federal System**
 - a. authority to govern would be shared between states and national gov.
2. state powers
 - 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 powers
 - 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 powers
 - a. set up court systems
 - b. raise money by taxing
 - c. pass laws
5. if they disagreed, the national government would overrule

D. 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 law and other house would have to approve

E. 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 (said they were not citizens)
 - b. did want them to count for taxation
3. South
 - a. wanted slaves to count for representation (meant more votes in Congress)
 - b. 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

F. 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
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

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,¹
 establish justice,²
 insure domestic tranquillity,³
 provide for the common defense,⁴
 promote the general welfare,⁵ and
 secure the blessings of liberty⁶
 to ourselves⁷
 and our posterity,⁸
 do ordain⁹
 and establish¹⁰
 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.

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III. The Bill of Rights

A. Approving the Constitution

1. 9 / 13 states had to **ratify** - agree to / accept
 - a. Congress sent copies to all states
 - b. delegates went to ratifying conventions to vote
 - c. people debated
 - d. wanted a list of things the government could NOT do
 - e. many smaller states ratified it
2. people from each side tried to get the bigger states' votes
 - a. **Federalists** - for the Constitution (and a Strong national government)
 - b. *The Federalists* - letters that defended the Constitution
 - c. **Anti-Federalists** - against the Constitution (until a bill of rights was added)
 - d. debated through newspapers, community meetings, and church services
3. other states ratified after the **Bill of Rights** was promised (9 / 13)
 - a. freedoms that the government cannot take away and actions that the government is not allowed to take
 - b. the first ten **amendments** - changes
 - 1.) 2 / 3 of Congress must propose a bill
 - 2.) 3 / 4 of the states must ratify it
 - c. modeled after Britains Magna Carta
 - d. written by Madison

B. The Bill of Rights

1. 1st Amendment
 - a. freedom of religion
 - b. freedom of speech
 - c. freedom of the press
 - d. freedom to have meetings
 - e. government must hear their complaints
2. 2nd Amendment - freedom to carry weapons
3. 3rd Amendment - government cannot force citizens to quarter soldiers
4. 4th Amendment - government cannot order that a person's home be searched or property taken away without good reason
5. 5th Amendment
 - a. right to a fair public trial
 - b. can't be tried twice for the same crime
6. 6th Amendment
 - a. right to a speedy public trial by a jury
 - b. right to a lawyer
7. 7th Amendment - if disagreement is worth \$20, trial by jury
8. 8th Amendment
 - 1.) can stay out of jail if you pay bail
 - 2.) no "cruel or unusual" punishment, etc.
 - 3.) **due process of law** - amendments 5 through 8

due process of law

9. 9th Amendment

- a. **human rights** - freedoms that all people should have
- b. "unalienable rights" in Declaration of Independence
- c. life, liberty, and the pursuit of happiness

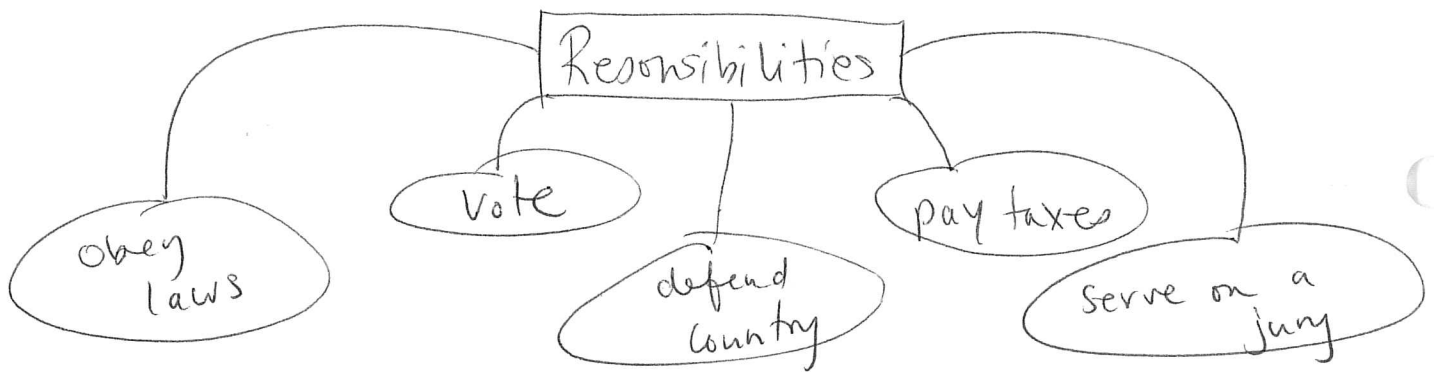
10. 10th Amendment - national government can only do what the Constitution allows and the rest is up to states or citizens

C. Citizens' Responsibilities

1. respect and obey laws in the Constitution
2. take part in government by voting
3. be ready to defend the country
4. be willing to serve on a **jury** - group of citizens who decide a case in court
5. pay taxes

D. "A Virtuous Citizenry"

1. studied other countries and history
2. ours is one of a kind - a lot of freedoms for the people
3. **patriotism** - love of your country (ALL the time)



Bill of Rights

1. religion, speech, press, meet, complain
2. arms/weapons
3. no quartering
4. protect home/property
5. trial
6. speedy trial w/ lawyer
7. \$20 ↑
8. bail + no cruelty
9. basic human rights
10. gov. can only do what Const. says

NAME _____

DATE _____

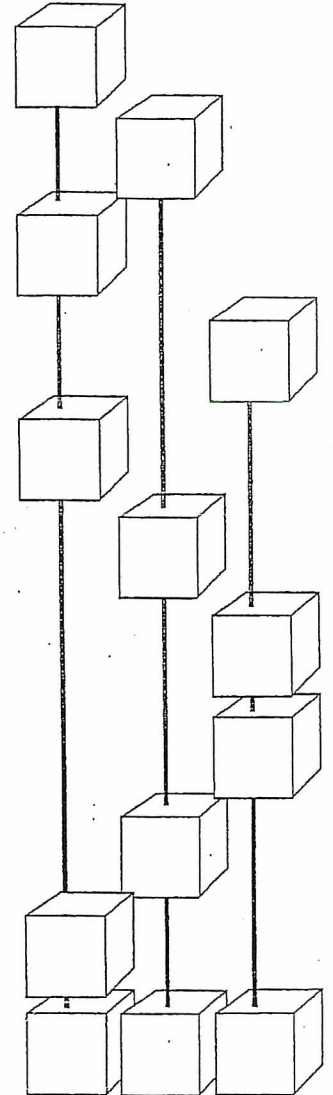
Counting the Amendments

Number the Bill of Rights

DIRECTIONS: Read the list of freedoms below, and decide which amendment protects each one. Write the amendment's number in the box opposite each freedom. If all your answers are correct, you can add the numbers in each of the three columns and one of your totals will equal the number of amendments in the Bill of Rights. Circle the correct total.

1. Right to "keep and bear arms"
2. Right to a speedy and public trial
3. Freedom of speech
4. Freedom to hold meetings and to ask the government to hear complaints
5. Freedom from being forced to quarter soldiers
6. Protection of rights that are not listed in the Constitution
7. Freedom of religion
8. Protection against the national government's doing things not listed in the Constitution
9. Freedom of the press
10. Protection against the government's ordering an unreasonable search of a home

**TOTAL NUMBER OF AMENDMENTS
IN BILL OF RIGHTS (Circle)**



IV. Key Concepts of the Constitution

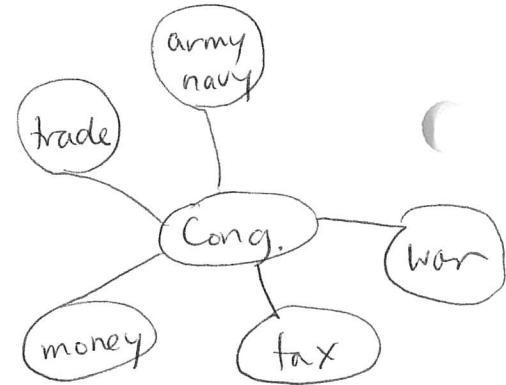
A. Government of Three Branches

1. The Legislative Branch

a. makes laws

b. Congress

- 1.) raise taxes
- 2.) control trade with other countries
- 3.) print and coin money
- 4.) raise an army and navy
- 5.) declare war



c. two houses

1.) House of Representatives

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

2.) Senate

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

3.) both could propose bills

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

2. The Executive Branch

a. carries out laws

b. President

- 1.) voted for by **electoral college** - citizens vote for electors who vote for president
- 2.) served 4 years born?
- 3.) must be at least 35 and live in the U.S.
- 4.) duties

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

b.) deals with other countries

c.) heads the nation's military forces

c. also includes the Vice President and the cabinet

3. The Judicial Branch

a. interprets the meaning of laws

b. court system to deal with cases involving:

- 1.) treaties
- 2.) the Constitution
- 3.) differences between states
- 4.) citizens of different states

c. Supreme Court

- 1.) **justices** - judges
- 2.) 6 then and now 9 judges
- 3.) President would choose and Congress would vote on them
- 4.) serve for life (job wasn't threatened based on a decision)

B. 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 - cancel
 - 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/her
 - 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 chooses justices
 - b. Congress approves his choices

	Representative	Senator	President	Justice
#	Pop.	2/100	1	9
Voted in by	ALL	All	elect-college	pres./cong.
Term	2	6	4	life
Age	25	30	35	none-18 assumed, usually 40-50
Citizen	7 yrs.	9 yrs.	born / 14	none
Live	state	state	USA	USA
Bill	write	write	veto/sign	const.?
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 the overhead 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 vetos 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	

Exec./Pres.
leg./Cong.
Jud./Courts