Lesson Goals

SECTION 1
Students will . . .
- examine early English concepts of government.
- analyze the influences of the Magna Carta, Petition of Right, and English Bill of Rights on American ideas about government and freedom.
- compare the structure of royal colony governments to our National Government.

SECTION 2
Students will . . .
- analyze British policies and colonial reactions as causes and effects.
- examine events leading up to the Declaration of Independence through political cartoons and a first-hand account from that era.
- identify, define, and analyze propaganda in political cartoons.

SECTION 3
Students will . . .
- identify and analyze weaknesses of the Articles of Confederation by completing a worksheet.
- analyze the issue of land claims by examining a map.

SECTION 4
Students will . . .
- use worksheets to analyze the different plans and compromises in creating the Constitution.
- use primary and secondary sources to evaluate the major compromises made at the Constitutional Convention.

SECTION 5
Students will . . .
- analyze the positions of the Federalists and the Anti-Federalists, using primary sources.
- use primary sources to evaluate arguments in favor of and opposed to a bill of rights.

Pressed for Time
To cover this chapter quickly, review the Bellringer flowchart in Section 1, and explain the rights found in each document. Then have students complete the Section 2 Reading Comprehension Worksheet, identifying the events that led to the Revolution. Explain that the colonists revolted when the rights under the English documents were taken away. Point out these rights in the Declaration of Independence. Have students answer the questions that appear after the Declaration of Independence. Review the Articles of Confederation, and have students fill out the Section 3 Reading Comprehension Worksheet. Review the New Jersey and Virginia plans and the compromises. Have students complete the Section 4 Extend options, creating a yearbook for the Framers and discussing the Enlightenment thinkers. Finally, have them complete the Section 5 Bellringer Worksheet and Extend option, comparing the Federalist and Anti-Federalist Papers.
LESSON GOALS

- Students will... 
  - analyze the influences of the Magna Carta on the English Bill of Rights and freedom of speech in the United States (Unit 1, p. 62)
  - compare the structure of royal colony governments to the U.S. political system (Unit 1, p. 63)

**Before Class**

- Assign the section on the graphic organizer in the text and the Reading Comprehension Worksheet (Unit 1, All-In-One, p. 61)

**During Class**

- Review the diagram and answer questions using the graphic organizer
- Read the text and answer questions using the graphic organizer

**Get Started**

- What ideas and traditions influenced government in the English colonies?
Many of the offices and units of government they established are with us yet today: the offices of sheriff and justice of the peace, the grand jury, counties, and several others.

**Limited Government** The colonists also brought with them the idea that government is restricted in what it may do, and every individual has certain rights that government cannot take away. This concept is called limited government, and it was deeply rooted in English belief and practice by the time the first English ships set sail for America. It had been planted in England centuries earlier, and had been developing there for nearly 400 years before Jamestown was settled in 1607.

**Representative Government** The early English settlers also carried another important concept across the Atlantic: representative government. This idea that government should serve the will of the people had also been developing in England for several centuries. With it had come a growing insistence that the people should have a voice in deciding what government should and should not do. As with the concept of limited government, the idea of “government of, by, and for the people” flourished in America.

**Landmark English Documents**

These basic notions of ordered government, limited government, and representative government can be traced to several landmark documents in English history.

**The Magna Carta** A group of determined barons forced King John to sign the Magna Carta—the Great Charter—at Runnymede in 1215. Weary of John’s military campaigns and heavy taxes, the barons who prompted the Magna Carta were seeking protection against heavy-handed and arbitrary acts by the king. The Magna Carta included guarantees of such fundamental rights as trial by jury and due process of law (protection against the arbitrary taking of life, liberty, or property). Those protections against the absolute power of the king were originally intended for the privileged classes only. Over time, however, they became the rights of all English people and were incorporated into other documents. The Magna Carta established the critical idea that the monarchy’s power was not absolute.

**The Petition of Right** The Magna Carta was respected by some monarchs and ignored by others for 400 years. Over that period, England’s Parliament slowly grew in influence. In 1628, when Charles I asked Parliament for more money in taxes, Parliament refused until he agreed to sign the Petition of Right.

The Petition of Right limited the king’s power in several ways. Most importantly, it demanded that the king no longer imprison or otherwise punish any person but by the lawful judgment of his peers or by the law of the land. The document also insisted that the king may not impose martial law, or military rule, in times of peace, or require homeowners to shelter the king’s troops without their consent. The Petition declared that no man should be compelled to make or yield any gift, loan, benevolence, tax, or such like charge, without common consent by act of parliament.

**Primary Source**

Compelled to make or yield any gift, loan, benevolence, tax, or such like charge, without common consent by act of parliament.

---Petition of Right

**The English Bill of Rights** In 1689, after years of revolt and turmoil, Parliament offered the crown to William and Mary of Orange. The events surrounding their ascent to the throne are known as the Glorious Revolution. To prevent abuse of power by William and Mary and all future monarchs, Parliament, in 1689, drew up a list of provisions to which William and Mary had to agree. This document, the English Bill of Rights, prohibited a standing army in peacetime, except with the consent of Parliament.

**Primary Source**

**Commemorative coin from the reign of Charles I**

**Landmark**

adj. historical, pivotal, highly significant

**Arbitrary**

adj. not restrained or limited in the exercise of power

**Checkpoint**

What is representative government?

**Bellringer**

Display Transparency 2A, Three Basic Concepts of English Government. Write on the board: Copy this flowchart in your notebook. Then write a brief definition of each concept in the boxes.

**Teach**

To present this topic using online resources, use the lesson presentations at PearsonSuccessNet.com.

**Introduce the Topic**

Tell students that today they will discuss the influence of English traditions and ideas on colonial governments. Have students share their definitions from the Bellringer in a brainstorm session. Write their ideas on the board and help students reach a consensus about each definition. (Ordered government: Government regulates affairs between people and maintains order and predictability. Limited government: Government is restricted in what it may do, and each individual has rights that the government cannot take away. Representative government: Government should serve the will of the people and people should have a voice in what the government can and cannot do.) Help students connect these concepts to their own experience. Ask: What kind of government do you live under? What rights do you have that the government cannot take away? How does the government help you in your everyday life?

**Discuss Landmark Documents**

Point out that the three basic concepts of English government can be traced to three documents. Ask: What are these three landmark documents? (the Magna Carta, the Petition of Right, and the English Bill of Rights) Discuss the reforms established under each document. Students can take out their Reading Comprehension Worksheet (Unit 1 All-in-One, p. 62) at this time and use their answers to Part 1 to start the discussion. Help students connect the three basic concepts of government with the documents. (Magna Carta: limited government, ordered government; Petition of Right and English Bill of Rights: limited, ordered, and representative government)

**Distribute Core Worksheet**

Distribute the Chapter 2 Section 1 Core Worksheet (Unit 1 All-in-One, p. 64). Explain that students will assess the importance of the landmark documents in their own lives. Ask a student to read the introductory paragraph in Part 1 of the worksheet aloud.

**Answers**

**Checkpoint** government should serve the will of the people and people should have a voice in deciding what government should and should not do.
The English Bill of Rights also included such guarantees as the right to a fair trial, as well as freedom from excessive bail and from cruel and unusual punishment.

Our nation has built upon, changed, and added to those ideas and institutions that settlers brought here from England. Still, much in American government and politics today bears the stamp of those early English ideas. Surely, this is not so strange when you recall that the colonial period of American history lasted for some 170 years and that the United States has existed as an independent nation for only a slightly longer period.

**The Thirteen Colonies**

England’s colonies in North America have been described as “13 schools of government.” The colonies were the settings in which Americans first began to learn the difficult art of government.

The 13 colonies were established, separately, over a span of some 125 years. During that long period, outlying trading posts and isolated farm settlements developed into organized communities. The first colony, Virginia, was founded with the first permanent English settlement in North America at Jamestown in 1607. Georgia was the last to be formed, with the settlement of Savannah in 1733.

Each of the colonies was born out of a particular set of circumstances. Virginia was originally organized as a commercial venture. Its first colonists were employees of the Virginia Company of London (also called the London Company), a private trading corporation. Massachusetts was first settled by

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**Answers**

**Foundations of American Rights** Possible answer: With sufficient public support, a petition could pressure a monarch to change a behavior viewed by the people as an abuse of power.

**Checkpoint** prohibited standing army in peacetime, suspension of laws, and taxes without consent of Parliament; banned excessive bail or fines and cruel punishment; guaranteed right to free elections, to petition, to bear arms, to trial by jury, and to due process.
people who came to North America in search of greater personal and religious freedom. King George granted Georgia to 21 trustees, who governed the colony.

But the differences among the colonies are of little importance. Of much greater significance is the fact that all of them were shaped by the English origins. The many similarities among all 13 colonies far outweighed their differences.

Each colony was established on the basis of a charter, a written grant of authority from the king. This grant gave colonists or companies a grant of land and some governing rights, while the Crown retained a certain amount of power over a colony. Over time, these instruments of government led to the development of three different types of colonies: royal, proprietary, and charter.

**Royal Colonies** The royal colonies were subject to the direct control of the Crown. On the eve of the American Revolution in 1775, there were eight: New Hampshire, Massachusetts, New York, New Jersey, Virginia, North Carolina, South Carolina, and Georgia.

The Virginia colony did not enjoy the quick success its sponsors had promised. In addition, the colony’s government was evolving into one of popular rule. The king disapproved of the local government’s methods, as well as their attempt to grow tobacco. So, in 1624, the king revoked the London Company’s charter, and Virginia became the first of the royal colonies. Later, as the charters of other colonies were canceled or withdrawn for a variety of reasons, they became royal colonies.

A pattern of government gradually emerged for each of the royal colonies. The king named a governor to serve as the colony’s chief executive. A council, also named by the king, served as an advisory body to the royal governor. Later, the governor’s council became both the upper house of the colonial legislature and the colony’s highest court. The lower house of a bicameral (two-house) legislature was elected by those property owners qualified to vote. It owed much of its influence to the fact that it shared with the governor and his council the power of the purse—the power to tax and spend. The governor, advised by the council, appointed judges for the colony’s courts.

The laws passed by the legislature had to be approved by the governor and the Crown. Royal governors often ruled with a stern hand, following instructions from London. Much of the resentment that finally flared into revolution was fanned by their actions.

**The Proprietary Colonies** By 1775, there were three proprietary colonies: Maryland,

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4 The Virginia legislature held its first meeting in Jamestown on July 30, 1619, and was the first representative body to meet in the North American English colonies. It was made up of burgesses—that is, representatives—elected from each settlement (each borough) in the colony. Virginia called it the lower house of its colonial legislature the House of Burgesses; South Carolina, the House of Commons; Massachusetts, the House of Representatives.

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**Background**

**JOHN LOCKE** The ideas of English philosopher John Locke were so radical that he could not publish his *Treatises on Government* until 1690, ten years after its completion. Locke believed that all people are born with natural rights, including life, liberty, and property. People establish governments to protect these rights. If the government fails in this duty, the people have a right to change the government. This idea challenged the divine right of kings, and was used to justify the Glorious Revolution. Locke’s ideas of natural rights, government by and for the people, and religious toleration greatly influenced the Framers of the U.S. Constitution.

This information also appears on the Extend Worksheet for Section 4, along with information about other influential philosophers covered in this chapter.

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**Answers**

**Analyzing Maps** 8; A royal colony was subject to direct control of the monarch, who appointed the governor. A proprietor controlled a proprietary colony and appointed the governor.
Pennsylvania, and Delaware. These colonies were organized by a proprietor, a person to whom the king had made a grant of land. By charter, that land could be settled and governed much as the proprietor chose. In 1632, the king granted Maryland to Lord Baltimore, which was intended as a haven for Catholics. In 1681, Pennsylvania was granted to William Penn. In 1682, Penn also acquired Delaware. The governments of these three colonies were much like those in the royal colonies. The governor, however, was appointed by the proprietor. In Maryland and Delaware, the legislatures were bicameral. In Pennsylvania, the legislature was a unicameral body. It consisted of only one house. The Frame of Government, a constitution that William Penn drew up for that colony in 1682, was, for its time, exceedingly democratic. As in the royal colonies, appeals of decisions in the proprietary colonies could be carried to the king in London.

The Charter Colonies The Massachusetts Bay Colony was established as the first charter colony in 1629. Its charter was later revoked, and Massachusetts became a royal colony in 1691.

Connecticut and Rhode Island were charter colonies founded by religious dissenters from Massachusetts. Connecticut was founded in 1633, and granted a charter in 1662. Rhode Island was founded in 1636, and granted a charter in 1663. Both colonies were largely self-governing.

The governors of Connecticut and Rhode Island were elected each year by the white, male property owners in each colony. Although the king’s approval was required before the governor could take office, it was not often asked. Laws made by their bicameral legislatures were not subject to the governor’s veto, nor was the Crown’s approval needed. Judges in the charter colonies were appointed by the legislature, but appeals could be taken from the colonial courts to the king.

The Connecticut and Rhode Island charters were so liberal for their time that, after independence, they were kept with only minor changes as State constitutions until 1818 and 1843, respectively. In fact, many historians say that if Britain had allowed the other colonies the same freedoms and self-government found in the charter colonies, the Revolution might never have occurred.

### Assessment Answers

1. ordered government; limited government; representative government; trial by jury; due process; private property; no cruel punishment; no excessive bail; right to bear arms; right to petition; no martial law in peacetime; no requirement to shelter troops; no levying money without consent
2. Government serves the will of the people, and the people have a voice in determining what their government can and cannot do.
3. The barons wanted to protect themselves from heavy-handed and arbitrary acts by the king. The document guaranteed trial by jury and due process of law.
4. (a) a legislature made up of two houses (b) elected by property owners qualified to vote
5. limited government, trial by jury, due process of law
6. Students should back up their responses with evidence from the text. Possible response: Yes, I agree. Connecticut and Rhode Island essentially governed themselves, while the governments of the other colonies were more restrictive. If the other colonies had been given representation and the ability to make their own laws, then perhaps they would not have objected to remaining a part of Great Britain.

### Quick Write

A strong assignment will include in-depth questions that go beyond the scope of the text. These questions should lead to good research, and a well-planned narrative of the colony’s story.
Adopting a Constitution

Track the Issue

The need for a constitution has been debated in different nations and international groups like the European Union (E.U.). Most have adopted constitutions, while a few have not.

The Constitution is ratified after nearly a year of heated debate.

The Confederate States of America ratifies a constitution that closely resembles the Constitution of the United States.

The Federal Republic of Germany adopts a constitution based on the principles of the American Constitution and the British government.

Voters in France and the Netherlands reject the E.U. constitution; a new charter was written for review.

The Iraqis vote to approve their new constitution during U.S. occupation.

Connect to Your World

1. Understand (a) Why does Sheik Abdul Rahman Mished oppose a federal system? (b) Do you agree or disagree with him?
2. Compare and Contrast (a) What were the arguments for and against the ratification of the American Constitution? (b) What similarities exist between the arguments of the Anti-Federalists and those of the Sunni Arabs?

Background

Europe’s Constitutional Battle French president Jacques Chirac believed that the constitution proposed for the European Union would bind Europe into a political and economic powerhouse—positioning the EU to compete with the United States. But in 2005, French voters soundly defeated the proposal. Dutch voters soon followed suit. With France’s growing unemployment, voters feared that closer ties would increase competition among EU nations, resulting in fewer jobs going to cheaper eastern European workers. Dutch voters objected to the EU’s expanding power over their lives and believed the pact would open their country to a flood of immigrants. “No” voters in both nations pointed to loss of their country’s generous social benefits and erosion of their national identities. Like the United States, the EU will have to address the competing interests of its component states in order to unify under one constitution.

Perspectives

On July 13, 2003, twenty-five individuals representing the many religious and ethnic groups in Iraq met to write a new constitution. Called the Iraqi Governing Council, its goal was to create a federal and democratic government for its diverse population, much like our Constitutional Convention of 1787. After more than two years of debate, a constitution was written and ratified, but not without opposition. Many people, including members of the Sunni Arab community in Kirkuk, feared a federal system would divide the nation rather than unite it.

“The constitution will not be complete or legitimate unless those who did not participate in the previous elections or those who are not represented in the National Assembly are involved in it. Among these are the Sunni Arabs. If they do not take part in writing the constitution, the constitution will not be at all legitimate. It will be a lame constitution which will be met with objection and rejection by a large sector of the Iraqi society.”
—Sheikh Khalaf Salih al-Allume
head of National Dialogue Council

“Kirkuk’s Arabs refuse any constitution that would divide the country by different names, which is at odds with Islam and with the Arabic nation of Iraq.”
—Sheik Abdul Rahman
Mished, leader of Kirkuk’s Arab Assembly

LESSON GOAL

• Students will examine the challenges of creating a constitution for a diverse nation, using a contemporary example.

Teach

Activate Prior Knowledge

Ask students to define what a constitution is. (Possible answer: the body of fundamental laws setting out the principles, structures, and processes of government.) Have them brainstorm ideas about the purpose of a written constitution. (Possible answers: A written constitution allows citizens to reach consensus about what form of government they will have and how power will be distributed, to agree on common principles that will unite them, and to protect the safety and interests of individuals.)

Summarize the Issue

Have students read “Adopting a Constitution” and call on volunteers to summarize the issue. Ask them to identify the arguments for and against a constitution based on a federal system.

Differentiate

Have students look up the definition of federalism in the glossary.

Predict

Point out that the challenge of establishing a constitution that brings together diverse groups with different interests has been replayed throughout modern history, as the timeline indicates. Invite students to suggest what might be the universal hopes and fears behind this issue. Explain that in this chapter they will learn more details about the Federalist and Anti-Federalist debate over ratification of the U.S. Constitution.

Assess and Remediate

Have students write a short radio ad in support of one side of the issue, as stated in the quotes.

Answers

1. (a) He fears that a federal system will divide rather than unite the nation. (b) Sample answer: I disagree. The federal system has helped unite our country, which has many regional and ethnic differences.

2. (a) For: strong central government needed to solve nation’s problems, separation of powers will prevent abuse; Against: States should hold more power, president or Congress could become too powerful (b) Both feared strong central government and preferred local identity.
GUIDING QUESTION
What events and ideas led to American independence?

The Albany Plan
- congress of colonial delegates
- powers: raise military, make war/peace and regulate trade with Native Americans, tax, collect customs
- plan rejected by colonies and Crown

The Stamp Act
- tax stamp on documents and newspapers
- Stamp Act Congress
- Declaration of Rights and Grievances
- Repealed by Parliament

New Restrictive Laws
- boycott
- Boston Massacre
- Boston Tea Party

First Continental Congress
- prompted by Intolerable Acts
- Declaration of Rights to king
- urged boycotts

Second Continental Congress
- first national government
- created continental army
- raised military, borrowed, created money system, made treaties

Declaration of Independence
- Jefferson main author
- equality
- unalienable rights
- consent of governed

Guiding Question
What events and ideas led to American independence? Use a flowchart like the one below to record major events that led to American independence.

The Albany Plan | The Stamp Act
---|---

Political Dictionary
- Confederation
- Albany Plan of Union
- delegate
- popular sovereignty

Objectives
1. Explain how Britain’s colonial policies contributed to the growth of self-government in the colonies.
2. Identify the major steps that led to growing feelings of colonial unity.
3. Compare the First and the Second Continental Congresses.
4. Analyze the ideas in the Declaration of Independence.
5. Summarize the common features of the first State constitutions.

Image Above: Benjamin Franklin was a leading member of the Second Continental Congress.

SECTION 2
The Coming of Independence

We must all hang together, or assuredly we shall all hang separately.” Benjamin Franklin is said to have spoken these words on July 4, 1776, as he and the other members of the Second Continental Congress approved the Declaration of Independence. Those who heard him may have chuckled. But they also may have felt a shiver, for Franklin’s humor carried a deadly serious message.

In this section, you will follow the events that led to the momentous decision to break with Great Britain. You will also consider the new State governments that were established with the coming of independence.

Britain’s Colonial Policies
The 13 colonies were separately controlled under the king, largely through the Privy Council and the Board of Trade in London. Parliament took little part in the management of the colonies. Although it did become interested in matters of trade, it often left administrative matters to the Crown.

Over the century and a half that followed the first settlement at Jamestown, the colonies developed within that framework of royal control. In theory, they were governed from London. But London was more than 3,000 miles away, and it took nearly two months to sail that distance. The colonists became used to a large measure of self-government.

Each colonial legislature began to assume broad lawmaking powers. Many found the power of the purse to be very effective. They often bent a royal governor to their will by not voting the money for his salary until he came to terms with them. As one member of New Jersey’s assembly put it: “Let us keep the dogges poore, and we’ll make them do as we please.”

By the mid-1700s, the relationship between Britain and the colonies had become, in fact if not in form, federal. This meant that the central government

Skills Development

Compare Viewpoints
To practice comparing viewpoints in this section, use the Chapter 2 Skills Worksheet (Unit 1 All-in-One, p. 76). You may teach the skill explicitly either before or after filling out the Bellringer chart. For L2 and L1 students, assign the adapted Skill Activity (Unit 1 All-in-One, p. 77).

Focus on the Basics

FACTS: • Britain became more involved in trying to govern the colonies in the 1760s. • Delegates joined the First Continental Congress to plan opposition to British policy. • The Second Continental Congress proclaimed independence and served as the first United States government. • After the Declaration of Independence, most of the 13 States adopted written constitutions, which later influenced the U.S. Constitution.

CONCEPTS: limited government, popular sovereignty, civil rights and liberties, constitutional government

Enduring Understandings: • More restrictive British policies ignited resentment in the colonies and led to the American Revolution. • Principles expounded in early State constitutions influenced the development of our current system of government.
in London was responsible for colonial defense and for foreign affairs. It also provided a uniform system of money and credit and a common market for colonial trade. Beyond that, the colonies were allowed a fairly wide amount of self-rule. Little was taken from them in direct taxes to pay for the central government. The few regulations set by Parliament, mostly about trade, were largely ignored.

This was soon to change. Shortly after George III came to the throne in 1760, Britain began to deal more firmly with its colonies. Restrictive trading acts were expanded and enforced. New taxes were imposed, mostly to support British troops in North America.

Many colonists took strong exception to those policies. They objected to taxes imposed on them from afar. That arrangement, they claimed, was “taxation without representation.” They saw little need for the costly presence of British troops on North American soil, since the French had been defeated and their power broken in the French and Indian War (1754-1763). Yet, the colonists still considered themselves British subjects loyal to the Crown.

The king’s ministers were poorly informed and stubborn. They pushed ahead with their policies, despite the resentments they stirred in America. Within a few years, the colonists faced a fateful choice: submit or revolt.

Growing Colonial Unity

A decision to revolt was not one to be taken lightly—or alone. The colonies would need to learn to work together if they wanted to succeed. Indeed, long before the 1770s, several attempts had been made to promote cooperation among the colonies.

Early Attempts In 1643, the Massachusetts Bay, Plymouth, New Haven, and Connecticut settlements formed the New England Confederation, a “league of friendship” for defense against Native American tribes. A confederation is a joining of several groups for a common purpose. As the danger passed and frictions among the settlements grew, the confederation lost importance and finally dissolved in 1684.

In 1696, William Penn offered an elaborate plan for intercolonial cooperation, largely in trade, defense, and criminal matters. It received little attention and was very quickly forgotten.

The Albany Plan In 1754, the British Board of Trade called a meeting of seven of the northern colonies at Albany. The main purpose of the meeting was to discuss the problems of colonial trade and the danger of attacks by the French and their Native American allies. Here, Benjamin Franklin offered what came to be known as the Albany Plan of Union.

In his plan, Franklin proposed the creation of an annual congress of delegates (representatives) from each of the 13 colonies. That body would have the power to raise military and naval forces, make war and peace with the Native Americans, regulate trade with them, tax, and collect customs duties.
Point out that each action and reaction had momentous effects. Ask: **What was the effect of the Stamp Act and other English taxes on the colonies?** (colonists: outraged, sent delegates to Stamp Act Congress, organized boycotts; British: refused to back down, enacted further restrictions; Both: tension mounted) **Why did the British adopt these taxes?** (They needed money to support British troops in America.) **Why did the colonists oppose taxes for these troops?** (They believed that British troops were unnecessary, and that “taxation without representation” was unfair.) **Why did the colonists react so strongly to this tax?** (The colonists had enjoyed a long history of self-government in America; these new taxes, levied by a distant Parliament that did not represent them, shocked and dismayed them.) Discuss the causes and effects of each item on the chart. You may want to review students’ cause-effect chains in the Reading Comprehension Worksheet (Unit 1 All-in-One, p. 68) at this time.

**L1 L2 Differentiate** Review the timeline in the textbook. Ask: **What events does the timeline show?** *(the events leading up to the War for Independence) What happened in 1775?** *(The Battles of Lexington and Concord started the Revolutionary War).** You might want to compare and contrast timelines and cause-effect chains. *(A timeline shows events in chronological order; a cause-effect chain shows the relationship of one event to another. A timeline is useful for visualizing and remembering a series of events; a cause-effect chart is helpful for understanding the impact of each event within a series and its influence on outcomes.)*

**L4 Differentiate** Point out that by the end of the costly French and Indian War, Britain was in the midst of financial crisis, while the colonies were prospering. As a result, Britain passed a series of acts that led to the Revolutionary War. Invite students to consider both sides of the growing crisis. Have students research Britain’s financial woes as well as the taxes and other acts that Britain passed to ease this emergency at home (for example, Sugar Act, Stamp Act, Quartering Act, Declaratory Act, Townshend Acts, Tea Act, Intolerable Acts). Then have a roundtable discussion about this question: **Was Britain justified in imposing taxes on the colonies?**

After students discuss this question, have them create a journal entry about their findings. Ask them whether their understanding of Britain’s viewpoint changed during this investigation.

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**Answers**

**Interpreting Timelines** Colonists organized their own governments, and colonies moved toward unity. New taxes sparked protest and later armed conflict, resulting in the Declaration of Independence.

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**The Road to Independence**

**Franklin’s plan was ahead of its time.** It was agreed to by the representatives attending the Albany meeting, but it was turned down by the colonies and by the Crown.

**The Stamp Act Congress** Britain’s harsh tax and trade policies fanned resentment in the colonies. Parliament had passed a number of new laws, among them the Stamp Act of 1765. That law required the use of tax stamps on all legal documents, on certain business agreements, and on newspapers. The new taxes were widely denounced, in part because the rates were perceived as severe, but largely because they amounted to “taxation without representation.” In October of 1765, nine colonies—all except Georgia, New Hampshire, North Carolina, and Virginia—sent delegates to a meeting in New York, the Stamp Act Congress. There, they prepared a strong protest, called the Declaration of Rights and Grievances, against the new British policies and sent it to the king. The Stamp Act Congress marked the first time a significant number of the colonies had joined to oppose the British government.

Parliament **repealed** the Stamp Act, but frictions still mounted. New laws were passed and new policies made to tie the colonies more closely to London. Colonists showed their resentment and anger by completely evading the laws. Mob violence erupted at several ports, and many colonists supported a **boycott** of English goods. On March 5, 1770, British troops in Boston fired on a jeering crowd, killing five, in what came to be known as the Boston Massacre.

Organized resistance was carried on through **Committees of Correspondence**, which had grown out of a group formed by political leader Samuel Adams in Boston in 1772. Those committees soon spread throughout the colonies, providing a network for cooperation and the exchange of information among the patriots.

Protests multiplied. The Boston Tea Party took place on December 16, 1773. A group of men, disguised as Native Americans, boarded

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**Debate**

Divide the class into patriots and loyalists. Have them debate this question from their assigned point of view: **Should we declare independence from Britain?** Use the quotation below from loyalist clergyman Charles Inglis to start the debate.

“Suppose we were to revolt from Great-Britain, declare ourselves Independent, and set up a Republic of our own—what would be the consequence? — I stand aghast at the prospect — my blood runs chill when I think of the calamities, the complicated evils that must ensue . . .”

—Charles Inglis

*The True Interest of America Impartially Stated* (1776)
three tea ships in Boston Harbor. They broke open the chests and dumped the cargo into the sea to protest British control of the tea trade.

**First Continental Congress**
In the spring of 1774, Parliament passed yet another set of laws, this time to punish the colonists for the troubles in Boston and elsewhere. These new laws, denounced in America as the Intolerable Acts, prompted widespread calls for a meeting of the colonies.

Delegates from every colony except Georgia met in Philadelphia on September 5, 1774. Many of the ablest men of the day were there: Samuel Adams and John Adams of Massachusetts; Roger Sherman of Connecticut; Stephen Hopkins of Rhode Island; John Dickinson and Joseph Galloway of Pennsylvania; John Jay and Philip Livingston of New York; George Washington, Richard Henry Lee, and Patrick Henry of Virginia; and John Rutledge of South Carolina.

For nearly two months, the members of that First Continental Congress discussed the worsening situation and debated plans for action. They sent a Declaration of Rights, protesting Britain’s colonial policies, to King George III. The delegates urged the colonies to refuse all trade with England until the hated taxes and trade regulations were repealed. The delegates also called for the creation of local committees to enforce that boycott.

The meeting adjourned on October 26, 1774, with a call for a second congress to be convened the following May. Over the next several months, all 13 colonial legislatures gave their support to the actions of the First Continental Congress.

**Second Continental Congress**
During the fall and winter of 1774-1775, the British government continued to refuse to compromise, let alone reverse, its colonial policies. It reacted to the Declaration of Rights as it had to other expressions of colonial discontent—with even stricter and more repressive measures.

The Second Continental Congress met in Philadelphia on May 10, 1775. By then, the Revolution had begun. The “shot heard ‘round the world” had been fired. The battles of Lexington and Concord had been fought three weeks earlier, on April 19.

**Checkpoint**
What did the First Continental Congress accomplish?

Tell students to go to the Audio Tour for a guided audio tour of the Road to Independence timeline.

**Teacher-to-Teacher Network**

**ALTERNATE LESSON PLAN** The Revolutionary War-era propaganda was crucial for uniting the colonies and for winning foreign support. Analyzing historical materials from institutions such as the Library of Congress or the National Archives can help students understand the role propaganda played before and during the Revolution. By learning about propaganda during the time period covered by this chapter, students can develop critical awareness in dealing with propaganda in their own lives.

To see this lesson plan, go to

**Answers**

**Checkpoint** It unified colonial response to British policies by organizing a boycott of trade, calling for local committees to enforce the boycott, and calling for a second congress.
DISCUSS THE IMPACT OF PROPAGANDA

Point out that political cartoons are a form of propaganda and that both the patriots and the British used this tool to promote their own agenda. Call on volunteers to define propaganda. (Propaganda is a form of persuasion that appeals to emotions in order to convince people about the truth of a particular idea or point of view.) Ask: What are some kinds of propaganda? (Advertisements, editorials, political speeches and writing, testimonials, other persuasive writing.) How are political cartoons different from other forms of propaganda? (Political cartoons use visual humor and visual exaggeration as persuasive devices; cartoons seldom use reason or evidence to bolster opinions or points of view.) How are political cartoons similar to other forms of propaganda? (Like all propaganda, political cartoons promote a point of view and use techniques such as exaggeration and emotional appeals.)

Students can work with partners or individually to answer the questions for each cartoon on the worksheet. They can also answer the same questions for the cartoons that appear in Chapter 2, Section 2 of the textbook or on Transparency 2D.

ELL Differentiate Divide the class into three groups and assign each group one political cartoon. Have the groups complete the questions for their cartoons. Allow time for groups to share their findings with the class.

ELL Differentiate Ask students to write a brief persuasive argument in favor of the point of view presented in one of the cartoons they studied. They should use logic and evidence along with persuasive techniques to support their opinions. Students' written argument should get across the same idea as the cartoon.

DISTRIBUTE CORE WORKSHEET B

Have a student read the article about the Boston Massacre in Core Worksheet B. Then call on volunteers to answer the questions.

ELL Differentiate Have students investigate the trial of Captain Preston and President John Adams's defense of the British soldier.

ELL Differentiate Preview difficult vocabulary from the article to support comprehension: circumstances (situation, condition); outrage (wrongdoing, crime); enormous (huge); slaughter (killing); issued (came out from); dispersed (went away, disappeared).

**Answers**

Checkpoint to proclaim the existence of a new nation

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**The Delegates** Each of the 13 colonies sent representatives to the Congress. Most of those who had attended the First Continental Congress were again present. Most notable among the newcomers were Benjamin Franklin of Pennsylvania and John Hancock of Massachusetts.

Hancock was chosen president of the Congress. Almost at once, a continental army was created, and George Washington was appointed its commander-in-chief. Thomas Jefferson then took Washington's place in the Virginia delegation.

**Our First National Government** The Second Continental Congress became, by force of circumstance, the nation's first national government. However, it rested on no constitutional base. It was condemned by the British as an unlawful assembly and a den of traitors. But it was supported by the force of public opinion and practical necessity.

The Second Continental Congress served as the first government of the United States for five fruitful years, from the formal adoption of the Declaration of Independence in July 1776 until the Articles of Confederation went into effect on March 1, 1781. During that time, the Second Continental Congress fought a war, raised armies and a navy, borrowed funds, bought supplies, created a money system, made treaties with foreign powers, and did other things that any government would have had to do in those circumstances.

The unicameral Congress exercised both legislative and executive powers. In legislative matters, each colony—later, State—had one vote. Executive functions were handled by committees of delegates.

**The Declaration of Independence** Slightly more than a year after the Revolution began, Richard Henry Lee of Virginia proposed to the Congress:

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**PRIMARY SOURCE**

Resolved, That these United Colonies, and of right ought to be, free and independent States, that they are absolved from all allegiance to the British Crown, and that all political connection between them and the State of Great Britain is, and ought to be, totally dissolved.

—Resolution of June 7, 1776

Congress named a committee of five—Benjamin Franklin, John Adams, Roger Sherman, Robert Livingston, and Thomas Jefferson—to prepare a proclamation of independence. Their momentous product, the Declaration of Independence, was very largely the work of Jefferson.

On July 2, the final break came. The delegates agreed to Lee's resolution—but only after spirited debate, for many of the delegates had serious doubts about the wisdom of a complete separation from England. Two days later, on July 4, 1776, they adopted the Declaration of Independence, proclaiming the existence of the new nation.

At its heart, the Declaration proclaims:

**PRIMARY SOURCE**

We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness. That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed; That whenever any Form of Government becomes destructive of these ends it is the Right of the People to alter or to abolish it, and to institute new Government, laying its foundations on such principles and organizing its powers in such form, as to them shall seem most likely to effect their Safety and Happiness.

—The Unanimous Declaration of the Thirteen United States of America

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**Background**

**BARON DE MONTESQUIEU** In his work *The Spirit of the Laws* (1748), French philosopher Baron de Montesquieu examined different forms of government. He observed that corruption can creep into any government. “... [C]onstant experience shows us that every man invested with power is apt to abuse it... it is necessary from the very nature of things that power should be a check to power.” Montesquieu concluded that abuse of power can be prevented by separating legislative, executive, and judicial powers among different bodies. Each body would restrain the power of the others, and all would be bound by the rule of law.

This information also appears on the Extend Worksheet for Section 4, along with information about other influential philosophers covered in this chapter.
No political system had ever been founded on the notion that the people should rule instead of being ruled, nor on the idea that every person is important as an individual, “created equal,” and endowed with “certain unalienable rights.” The Declaration was also groundbreaking because it was founded on the concept of “the consent of the governed,” not divine right or tradition as the basis for the exercise of power.

With the adoption of the Declaration, the United States was born. The 13 colonies became free and independent States.

The First State Constitutions

In January 1776, New Hampshire adopted a constitution to replace its royal charter. Less than three months later, South Carolina followed suit. Then, on May 10, nearly two months before the adoption of the Declaration of Independence, the Congress urged each of the colonies to adopt "such governments as shall, in the opinion of the representatives of the people, best conduct to the happiness and safety of their constituents."

Drafting State Constitutions In 1776 and 1777, most of the States adopted written constitutions—bodies of fundamental laws setting out the principles, structures, and processes of their governments. Assemblies or conventions were commonly used to draft and then adopt these new documents.

Massachusetts set a lasting example in the constitution-making process. There, a popularly elected convention submitted its work to the voters for ratification. The Massachusetts constitution of 1780 is the oldest of the present-day State constitutions, and the oldest written constitution in force in the world today.\(^\text{10}\)

Common Features The first State constitutions differed, sometimes widely, in their details. Yet they were on the whole more alike than not. The most common features were the principles of popular sovereignty (a government that exists only with the consent of the governed), limited government, civil rights and liberties, separation of powers, and checks and balances.

Popular Sovereignty Everywhere, the people were recognized as the only source of powers and authority of the government. The people of Massachusetts, for example, had to consent before the State could acquire further territory.

\(^{10}\) From Independence until that constitution became effective in 1780, Massachusetts relied on its colonial charters; in force prior to 1691, as its fundamental law.

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**Background**

**CAPTAIN PRESTON’S ACCOUNT** After students analyze the colonist’s account of the Boston Massacre in Core Worksheet B, have them compare it to this account from Thomas Preston, the commander of the British troops: “The mob still increased and were more outrageous, striking their clubs... one against another, and calling out, come on you rascals, you bloody backs, you lobster scoundrels, fire if you dare... [I was] endeavouring all in my power to persuade them to retire peaceably, but to no purpose. They advanced to the points of the bayonets... [O]ne of the soldiers having received a severe blow with a stick... instantly fired, on which turning to and asking him why he fired without orders, I was struck with a club on my arm... On this a general attack was made on the men by a great number of heavy clubs and snowballs being thrown at them, by which all our lives were in imminent danger.”

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**Answers**

**Caption** their lives, wealth, and honor; the members probably felt they had no other recourse
Assess and Remediate

L3. Collect the Core Worksheets and assess students’ work.
L3. Assign the Section 2 Assessment questions.
L3. Section Quiz A (Unit 1 All-in-One, p. 80)
L2. Section Quiz B (Unit 1 All-in-One, p. 81)

Have students complete the review activities in the digital lesson presentation and continue their work in the Essential Questions Journal.

REMEDATION

<table>
<thead>
<tr>
<th>If Your Students Have Trouble With</th>
<th>Strategies For Remediation</th>
</tr>
</thead>
<tbody>
<tr>
<td>The events leading up to the Declaration of Independence (Questions 2, 3, 4, 5)</td>
<td>Have students work in pairs to create their own timelines. Write a list of events from the text on the board, including the First and Second Continental Congresses. Students should plot the events in sequential order and include a sentence or two describing each event.</td>
</tr>
</tbody>
</table>

**Checkpoint**

How did the State constitutions separate governmental power?

**Unalienable adj.** cannot be surrendered or transferred, sacred

**Critical Thinking**

1. **Guiding Question** Use your completed concept web to answer this question: What events and ideas led to American independence?

2. **Key Terms and Comprehension**
   a. What is a confederation? b. What was the purpose of the New England Confederation?
   c. In your own words, explain what "taxation without representation" means.

3. **What were the goals of the First and Second Continental Congresses?**
   a. What did the Framers achieve these goals?
   b. What challenges did each meeting face?

4. **Summarize** What major events led to the calling of the First Continental Congress?

5. **Make Comparisons** a. What were the goals of the First and Second Continental Congresses? b. How did the Framers achieve these goals?
   c. What challenges did each meeting face?

**Quick Write**

Narrative Writing: Research Your Colony Using the questions you drafted in Section 1, conduct preliminary research to find the answers. Add any additional questions that you may have after reading Section 2. Browse the Internet or other sources and take notes on what you find. Use the information to begin a story about your colony’s involvement in the shaping of the American government.

**Assessment Answers**


2. a. A confederation is a joining of several groups for a common purpose. b. The New England Confederation was formed to defend several settlements against Native Americans.

3. Parliament passed laws to tax the colonies, but the colonists had no elected representatives in Parliament to give them a voice in making the laws.

4. Britain’s restrictive laws fueled unrest in the colonies. Protests, boycotts, and mob violence broke out. When Britain passed additional laws, called the Intolerable Acts, to punish the colonies, the First Continental Congress was called to discuss the situation.

5. a. The goals of the First and Second Continental Congresses were to address the growing restrictions on the colonies by Britain. b. The First Continental Congress sent a Declaration of Rights to the king, organized a boycott, and called for local committees to enforce the boycott. The Second Continental Congress created the Declaration of Independence and conducted the war. It raised a military, borrowed funds, bought supplies, created a money system, and made treaties. c. Each meeting faced the challenge of attracting enough delegates, coming to a consensus on issues, and keeping their meetings secret.

**Quick Write** A strong assignment will show research from reputable sources. Questions should lead to a basic summary of the colony’s involvement in the Revolution.
Get Started

LESSON GOALS
Students will . . .
• read and analyze the Declaration of Independence.
• analyze the reactions of different audiences to the Declaration of Independence.

BEFORE READING
ELL Differentiate Declaration of Independence Prereading and Vocabulary Worksheet (Unit 1 All-in-One, p. 58)

BEFORE CLASS
Assign the Declaration of Independence in the text and the Reading Comprehension Worksheet (Unit 1 All-in-One, p. 82) before class.
ELL Differentiate Declaration of Independence Reading Comprehension Worksheet (Unit 1 All-in-One, p. 83)

BELLRINGER
Display Transparency 2F, showing an especially stirring passage from the Declaration of Independence. Write these instructions on the board: Rewrite this passage in your own words.
ELL Differentiate Ask students to paraphrase only the first sentence from the passage. Preview difficult vocabulary: self-evident (clear); endowed (given); unalienable (not to be taken away); pursuit of (search for).

Answers
Caption the right to petition the government, freedom from cruel punishment, the right to trial by jury, the right to due process, the right to private property

SKILLS DEVELOPMENT

ANALYZE SOURCES
Before students begin this section’s Core Worksheet, you may want to review tips on analyzing primary sources in the Skills Handbook, p. 514.

Focus on the Basics

FACTS: • The Declaration of Independence has four parts: the Preamble, the Declaration of Natural Rights, the List of Grievances, and the Resolution of Independence.
• The Preamble explains reasons for separating. • The Declaration of Natural Rights lists basic rights to which people are entitled. • The List of Grievances offers evidence that King George has violated the colonists’ rights. • The Resolution of Independence asserts that the colonies are now independent from Britain.

CONCEPTS: popular sovereignty, civil rights and liberties

ENDURING UNDERSTANDINGS: • The Declaration of Independence expresses the political ideals that underlie American democracy. • The Declaration of Independence has had an enduring influence on American government and culture.
Teach

To present this topic using online resources, use the lesson presentations at PearsonSuccessNet.com.

INTRODUCE THE TOPIC

Tell students that today they will analyze one of the most important political documents in the world. Have students share their paraphrase from the Bellringer activity. (Possible answer: All people are born with basic rights that cannot be taken from them, including the freedom to live and search for happiness as they see fit. People establish governments to safeguard their basic rights. If a government does not protect these rights, people have the right to end that government and establish a new one.) Point out that Thomas Jefferson was the principal author of the Declaration of Independence. Ask: Why did Jefferson begin his case for independence with a statement of natural rights? (Jefferson wanted to establish a philosophical foundation for his argument that the colonies had the right and duty to sever their ties to England. In the eighteenth century, Enlightenment thinkers were famous, influential, and respected. Using a philosophical foundation based on Enlightenment thinking gave weight and influence to the colonial argument.) Ask students to name Enlightenment thinkers who influenced Jefferson and the other Founders. (Locke, Rousseau, Montesquieu, Hobbes, Voltaire, Blackstone) Review the ideas of these philosophers. Information can be found in the Background notes in the Chapter 2 teacher’s edition and on the Section 4 Extend Worksheet for students (Unit 1 All-in-One, p. 101).

REVIEW READING COMPREHENSION WORKSHEET

Have students take out their Reading Comprehension worksheets (Unit 1 All-in-One, p. 82) and share their answers to be sure they understand the four parts of the Declaration.

L1 L2 Differentiate  Write sentences from the Declaration of Independence on index cards. Have students take turns picking a card and identifying from which part the document (Preamble, Declaration of Natural Rights, List of Grievances, or Resolution of Independence) each sentence comes.

L4 Differentiate  Point out to students that Jefferson and many signers of the Declaration of Independence held slaves. Ask them to do research about one of these men and explain how he reconciled the ideals of the Declaration with his role as a slaveholder. Then ask them to explain what the Declaration left unsaid or unresolved.

\[ \text{When in the Course of human events it becomes necessary for one people to dissolve the political bands which have connected them with another, and to assume among the powers of the earth, the separate and equal station to which the Laws of nature and of nature's God entitle them, a decent respect to the opinions of mankind requires that they should declare the causes which impel them to the separation.} \]

\[ \text{We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the Pursuit of Happiness. That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed; That whenever any Form of Government becomes destructive of these ends it is the Right of the People to alter or to abolish it, and to institute new Government, laying its foundation on such principles and organizing its powers in such form, as to them shall seem most likely to effect their Safety and Happiness. Prudence, indeed, will dictate that Governments long established should not be changed for light and transient causes; and accordingly all experience hath shown, that mankind are more disposed to suffer, while evils are sufferable, than to right themselves by abolishing the forms to which they are accustomed. But when a long train of abuses and usurpations, pursuing invariably the same Object evinces a design to reduce them under absolute Despotism, it is their right, it is their duty, to throw off such Government, and to provide new Guards for their future security.} \]

\[ \text{Such has been the patient sufferance of these Colonies; and such is now the necessity which constrains them to alter their former Systems of Government. The history of the present King of Great Britain is a history of repeated injuries and usurpations, all having in direct object the establishment of an absolute Tyranny over these States. To prove this, let Facts be submitted to a candid world. He has refused his Assent to Laws, the most wholesome and necessary for the public good. He has forbidden his Governors to pass Laws of immediate and pressing importance, unless suspended in their operation till his Assent should be obtained; and when so suspended, he has utterly neglected to attend to them.} \]

\[ \text{He has refused to pass other Laws for the accommodation of large districts of people, unless those people would relinquish the right of Representation in the Legislature, a right inestimable to them and formidable to tyrants only. He has called together legislative bodies at places unusual, uncomfortable, and distant from the depository of their Public Records, for the sole purpose of fatiguing them into compliance with his measures.} \]

\[ \text{He has dissolved Representative Houses repeatedly, for opposing with manly firmness his invasions on the rights of the people. He has refused for a long time, after such dissolutions, to cause others to be elected; whereby the Legislative powers, incapable of Annihilation, have returned to the People at large for their exercise; the State remaining in the mean time exposed to all the dangers of invasions from without, and convulsions within.} \]
Background

**Equality** In 1775, reacting to colonial charges of British oppression, British author Samuel Johnson wrote, “How is it that we hear the loudest yelps for liberty from the drivers of Negroes?” Indeed, many signers of the Declaration of Independence, including its author—Thomas Jefferson—held slaves. Yet Jefferson’s words “all men are created equal” would become a rallying cry for groups seeking equality. Abolitionists before the Civil War cited these words to support their calls to end slavery. Civil Rights leader Dr. Martin Luther King, Jr., quoted these words in a 1963 speech: “I have a dream that one day this nation will rise up and live out the true meaning of its creed: ‘We hold these truths to be self-evident, that all men are created equal.’” The Women’s Rights convention at Seneca Falls in 1848 adapted Jefferson’s words, asserting that “all men and women are created equal.”

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**Distribute the Core Worksheet**

Distribute the Chapter 2 Declaration of Independence Core Worksheet (Unit 1 All-in-One, p. 84), which asks students to consider the role of the Declaration as an idealistic statement of human rights, as a statement of grievances, and as propaganda. Students may work with partners or individually to complete Part 1 by rating the Declaration of Independence in terms of its various purposes and then explaining their reasons for each ranking.

After students share their responses, have partners complete Part 2 of the Core Worksheet to analyze how different groups might have reacted to the Declaration because of their differing viewpoints.

**ELL Differentiate** Have groups of students represent each group listed in Part 2 of the Core Worksheet. Ask them to make a public statement about the Declaration from their perspective. You may extend the activity by letting the groups respond to each other’s public statements.

**ELL Differentiate** Ask students to represent another group: “recently arrived colonials” or “new Americans.” Encourage them to explain the viewpoint of this group to the class.

**Differentiate** Have students write a response to the Declaration of Independence from an opposing point of view in the form of a propaganda brochure.

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Even the Declaration of Independence had revisions.

Thomas Jefferson

The king had tried to slow population growth by preventing individuals from other countries from becoming citizens of the colonies.

This grievance was later addressed in Article III, Section 1 of the Constitution, which states that federal judges shall hold office “during good Behaviour.”

The king forced colonists to lodge British soldiers in their homes. The Bill of Rights addressed this in the 3rd Amendment, which states that no soldier can be lodged in “any house” without the consent of the owner.

Here, the Declaration refers to Canada. The colonists feared that they, too, would fall under absolute rule. Britain extended the border of Quebec to the Ohio Valley, cutting it off to colonial settlers.
He has abdicated Government here, by declaring us out of his Protection, and waging War against us.
He has plundered our seas, ravaged our Coasts, burned our towns, and destroyed the lives of our people.
He is at this time transporting large Armies of foreign Mercenaries to complete the works of death, desolation and tyranny, already begun with circumstances of Cruelty and perfidy scarcely paralleled in the most barbarous ages, and totally unworthy the Head of a civilized nation.

He has constrained our fellow Citizens taken Captive on the high Seas to bear Arms against their Country, to become the executioners of their friends and Brethren, or to fall themselves by their Hands.
He has excited domestic insurrections amongst us, and has endeavored to bring on the inhabitants of our frontiers the merciless Indian Savages whose known rule of warfare, is an undistinguished destruction of all ages, sexes, and conditions.

In every stage of these Oppressions We have Petitioned for Redress in the most humble terms. Our repeated Petitions have been answered only by repeated injury. A Prince, whose character is thus marked by every act which may define a Tyrant, is unfit to be the ruler of a free People.

Nor have We been wanting in attentions to our British brethren. We have warned them from time to time of attempts by their legislature to extend an unwarrantable jurisdiction over us. We have reminded them of the circumstances of our emigration and settlement here. We have appealed to their native justice and magnanimity, and we have conjured them by the ties of our common kindred to disavow these usurpations, which, would inevitably interrupt our connections and correspondence. They too have been deaf to the voice of justice and of consanguinity. We must, therefore, acquiesce in the necessity, which denounces our Separation, and hold them, as we hold the rest of mankind, Enemies in War, in Peace Friends.

We, therefore, the Representatives of the United States of America, in General Congress, Assembled, appealing to the Supreme Judge of the world for the rectitude of our intentions, do, in the Name, and by the Authority of the good People of these Colonies, solemnly publish and declare, That these United Colonies are, and of right ought to be Free and Independent States; that they are Absolved from all Allegiance to the British Crown, and that all political connection between them and the State of Great Britain, is and ought to be totally dissolved, and that as Free and Independent States, they have full Power to levy War, conclude Peace, contract Alliances, establish Commerce, and to do all other Acts and Things which Independent States may of right do. And for the support of this Declaration, with a firm reliance on the protection of Divine Providence, we mutually pledge to each other our Lives, our Fortunes, and our sacred Honor.

Background

JOHN ADAMS When the Second Continental Congress opened in May 1775, John Adams arrived ready for action. Armed conflict had already occurred at Lexington and Concord. Adams wanted Congress to prepare for war. Impatient with the slow progress, Adams took the floor. He proposed the formation of a Continental Army, under the command of George Washington. He also urged the colonies to form their own governments. As Congress debated the Declaration of Independence in June 1776, Adams's passionate support won over the hesitant delegates. On July 3, 1776, the day after Congress approved Richard Henry Lee's resolution to pursue independence, Adams wrote to his wife Abigail: “The Second Day of July . . . will be celebrated, by succeeding Generations, as the great anniversary Festival . . . with Pomp and Parade, . . . Guns, Bells, Bonfires and Illuminations . . .”
Assess and Remediate

- Collect the Core Worksheet and assess students’ class participation, using the Rubric for Assessing Performance of an Entire Group (Unit 1 All-in-One, p. 218).
- Assign the Declaration of Independence Assessment questions.

Have students complete the review activities in the digital lesson presentation and continue their work in the Essential Questions Journal.

REMEDATION

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<tr>
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<tbody>
<tr>
<td>The Declaration of Natural Rights (Questions 1, 2)</td>
<td>Write in your own words the rights listed in this section. Have students work in pairs to find their location in the text. Have volunteers read aloud the sentence that contains each right.</td>
</tr>
<tr>
<td>The List of Grievances (Questions 4, 6)</td>
<td>Work with students to write the grievances in their own words. List them on the board, and provide any relevant historical information that might clarify the grievances.</td>
</tr>
</tbody>
</table>

Assessment Answers

Vocabulary answers should reflect an understanding of the selected words.

1. Life, liberty, and the pursuit of happiness
2. Governments derive their “just powers” from the consent of the governed.
3. They have the power to declare war, conclude peace, contract alliances, establish commerce, and do everything else that independent States have a right to do.
4. Judges were likely to favor the king over the colonists in order to keep their jobs.
5. Possible answer: No; many of the signers, including Jefferson, owned slaves and were unwilling to extend these basic rights to African Americans. In addition, Native Americans and women were also excluded.
6. Just before the Resolution of Independence, the Declaration claims that the colonists petitioned the king several times and that they also appealed to the British people for justice.
GUIDING QUESTION

What weaknesses in the Articles of Confederation made a lasting government impossible?

I. The Articles of Confederation
   A. Weaknesses
      1. Congress lacked power to tax, regulate trade between States, and make States oblige its laws or the Articles
      2. Laws required approval of 9 of 13 States
      3. Change to Articles required approval of all 13 States
   B. Effects of the Weaknesses
      1. Congress had to ask States for funds or borrow, neither of which raised enough money
      2. States bickered among themselves; made treaties with other nations; raised own military; taxed one another’s goods and banned some trade; and printed own money with little backing, causing economic chaos
      3. Violence—Shays’ Rebellion
      4. Congress too weak to deal with problems

Get Started

LESSON GOALS

Students will . . .

• identify and analyze weaknesses of the Articles of Confederation by completing a worksheet.
• analyze the issue of land claims by examining a map.

POLITICAL DICTIONARY

• Articles of Confederation
• ratification

OBJECTIVES

1. Describe the structure of the government set up under the Articles of Confederation.
2. Explain why the weaknesses of the Articles led to a critical period for the country in the 1780s.
3. Describe how a growing need for a stronger national government led to plans for a Constitutional Convention.

Image Above: Daniel Shays’ rebellion made the need for a stronger government clear.

Focus on the Basics

FACTS: • The Second Continental Congress adopted the Articles of Confederation to establish a more lasting form of government. • Under the Articles, each State had one vote in Congress; no executive or judicial branches existed. • Congress did not have the power to tax, regulate commerce, or make the States obey the Articles. • The Articles’ weaknesses led to bickering among the States. • The growing need for a stronger National Government led to plans for a Constitutional Convention.

CONCEPTS: limited government, federalism, States’ rights

ENDURING UNDERSTANDINGS: • The Articles of Confederation set up a central government that was too weak to solve the nation’s problems. • The chaos of the 1780s led to a movement favoring a more powerful central government.
Powers of Congress Several important powers were given to the Congress. It could make war and peace, send and receive ambassadors, make treaties, borrow money, set up a money system, establish post offices, build a navy, raise an army by asking the States for troops, fix uniform standards of weights and measures, and settle disputes among the States.

State Obligations By agreeing to the Articles, the States pledged to obey the Articles and acts of the Congress. They promised to provide the funds and troops requested by Congress; treat citizens of other States fairly and equally within their own borders; and give full faith and credit to the public acts, records, and judicial proceedings of every other State. In addition, the States agreed to surrender fugitives from justice to one another, submit their disputes to Congress for settlement, and allow open travel and trade among the States.

Beyond those few obligations, the States retained those powers not explicitly given to the Congress. They, not the Congress, were primarily responsible for protecting life and property, and for promoting "the safety and happiness of the people."

Weaknesses The powers of the Congress appear, at first glance, to have been considerable. Several important powers were missing, however. Their omission, together with other weaknesses, soon proved the Articles inadequate for the needs of the time.

The Congress did not have the power to tax. It could raise money only by borrowing and by asking the States for funds. Borrowing was, at best, a poor source. The Second Continental Congress had borrowed heavily to support the Revolution, and many of those debts had not been paid. And, while the Articles remained in force, not one State came close to meeting the financial requests made by the Congress.

Nor did the Congress have the power to regulate trade between the States. This lack of a central mechanism to regulate the young


deck open.

**Weaknesses of the Articles of Confederation**

"WHO WILL TREAT WITH US ON SUCH TERMS?"

George Washington’s frustration with the Articles of Confederation is reflected in his quote above. The Articles were too weak to bind the States together, thus presenting a quarreling group of States rather than a unified nation to the rest of the world. *What were the consequences of these weaknesses?*

- Only a “firm league of friendship” among States
- Only one vote for each State, regardless of size
- Congress powerless to levy taxes or duties
- Congress powerless to regulate commerce
- No executive power to enforce acts of Congress
- No national court system
- Amendments require the consent of all States
- A 9/13 majority required to pass laws

Chapter 2 • Section 3 49

**Answers**

Checkpoint make war and peace, send and receive ambassadors, make treaties, borrow money, set up a money system, establish post offices, build a navy, raise an army by asking the States for troops, fix uniform standards of weights and measures, settle disputes among States.

Weaknesses of the Articles of Confederation possible response: a loose alliance of independent States rather than a cohesive nation.

**Differentiated Resources**

The following resources are located in the All-in-One, Unit 1, Chapter 2, Section 3:

- Reading Comprehension Worksheet (p. 86)
- Core Worksheet (p. 88)
- Core Worksheet (p. 91)
- Quiz A (p. 95)
- Quiz B (p. 96)
Background

**Voltaire** François-Marie Arouet, known as Voltaire, was one of the most vocal of the French Enlightenment thinkers. He wrote scathing attacks on religious bigotry and fanaticism, for which he was jailed and eventually exiled. In place of traditional religion, Voltaire promoted **deism**—a religious philosophy that acknowledged God but rejected specific teachings of any church. Deists argued for religious freedom and toleration. As Voltaire wrote in *A Treatise on Toleration* (1763), “We ought to look upon all men as our brothers.” Deist views migrated to America and were adopted by leaders such as Thomas Jefferson, Benjamin Franklin, and George Washington.

This information also appears on the Extend Worksheet for Section 4, along with information about other influential philosophers covered in this chapter.
Virginia. Although New Hampshire, Massachusetts, Rhode Island, and North Carolina had appointed delegates, none attended the Annapolis meeting. Disappointed but still hopeful, Alexander Hamilton, a delegate from New York, and Virginia’s James Madison persuaded the gathering to call for yet another meeting of the States.

By mid-February of 1787, seven of the States had named delegates to the Philadelphia meeting: Delaware, Georgia, New Hampshire, New Jersey, North Carolina, Pennsylvania, and Virginia. On February 21, the Congress, which had been hesitating, also called upon the States to send delegates to Philadelphia.

Primary Source

. . . for the sole and express purpose of revising the Articles of Confederation and reporting to Congress and the several legislatures such alterations and provisions therein as shall when agreed to in Congress and confirmed by the States render the [Articles] adequate to the exigencies of Government and the preservation of the Union.

—The United States in Congress Assembled, February 21, 1787

That Philadelphia meeting became the Constitutional Convention. What began as an assembly to revise the existing Articles of Confederation would evolve into the creation of an entirely new kind of government. This government would derive its power from a constitution.

Assess and RemEDIATE

L1 Collect the Core Worksheet and assess students’ work.
L2 Assign the Section 3 Assessment questions.
L3 Section Quiz A (All-in-One, p. 95)
L4 Section Quiz B (All-in-One, p. 96)

Have students complete the review activities in the digital lesson presentation and continue their work in the Essential Questions Journal.

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SECTION 3 ASSESSMENT

1. Guiding Question Use your completed outline to answer this question: What weaknesses in the Articles of Confederation made a lasting government impossible?

Key Terms and Comprehension
2. What was the goal of the Articles of Confederation?
3. (a) Under the Articles of Confederation, was Congress unicameral or bicameral? (b) How were representatives chosen to serve in Congress?

Critical Thinking
4. Synthesize Information When the States ratified the Articles, they agreed to obey the Articles and all acts of Congress. (a) Did the States honor their agreement? (b) How do you know?

5. Identify Point of View Washington was referring to foreign affairs when he complained, “We are one nation today and 13 tomorrow.” Who will treat with us on such terms? (a) What did Washington fear would happen? (b) Do you agree with his point of view? Why or why not?

Quick Write
Narrative Writing: Details and Anecdotes When writing narrative nonfiction, it is important to have details and anecdotes to keep your reader’s interest. Choose some important dates or events that you wish to highlight. Research them further to find personal accounts or interesting examples from that time.

Answers
Caption The Declaration of Independence was signed there.
GUIDING QUESTION
What compromises enabled the Framers to create the Constitution?

<table>
<thead>
<tr>
<th>Constitutional Compromises</th>
</tr>
</thead>
<tbody>
<tr>
<td>Three-Fifths Compromise</td>
</tr>
<tr>
<td>• three fifths of slaves counted for representation</td>
</tr>
<tr>
<td>• three fifths of slaves counted for taxation</td>
</tr>
<tr>
<td>Connecticut Compromise</td>
</tr>
<tr>
<td>• bicameral Congress</td>
</tr>
<tr>
<td>• equal representation in Senate</td>
</tr>
<tr>
<td>• representation by State population in House</td>
</tr>
<tr>
<td>Commerce and Slave Trade Compromise</td>
</tr>
<tr>
<td>• Congress forbidden to tax exports</td>
</tr>
<tr>
<td>• Congress forbidden to interfere with slave trade until 1808</td>
</tr>
<tr>
<td>• Congress could regulate commerce</td>
</tr>
</tbody>
</table>

Get Started

LESSON GOALS
Students will . . .
• use worksheets to analyze the different plans and compromises in creating the Constitution.
• use primary and secondary sources to evaluate the major compromises made at the Constitutional Convention.

SKILLS DEVELOPMENT

GIVE A MULTIMEDIA PRESENTATION
Before the debate in this lesson, you may want to review tips on giving a multimedia presentation in the Skills Handbook, p. S21.

Focus on the Basics

FACTS: • The Constitutional Convention convened in Philadelphia to revise the Articles of Confederation. • The Virginia Plan and the New Jersey Plan each offered an approach to organizing a new government. • Delegates accepted compromises that led to agreement on the configuration of Congress and other issues.

CONCEPTS: compromise, constitutional government, limited government

ENDURING UNDERSTANDINGS: • The Framers produced one of the world’s landmark documents. • The new plan of government addressed the major concerns of the States. • While the Framers made significant compromises, they agreed on the fundamental principles of popular sovereignty, limited government, separation of powers, and checks and balances.

Image Above: George Washington was president of the Constitutional Convention.

Picture the scene. It is hot—sweltering, in fact. Yet all of the windows of the State House are closed and shuttered to discourage eavesdroppers. Outside, soldiers keep curious onlookers and others at a distance. Inside, the atmosphere is frequently tense as 50 or so men exchange sometimes heated views. Indeed, some who are there become so upset that they threaten to leave the hall, and a few actually do so.

This was often the scene at the Philadelphia meeting, which finally began on May 25, 1787. Over the long summer months, until mid-September, the Framers of what was to become the Constitution worked to build a new government that could meet the needs of the nation. In this section, you will consider that meeting and its outcome.

The Framers

Twelve of the 13 States, all but Rhode Island, sent delegates to Philadelphia. In total, 74 delegates were chosen by the legislatures in those 12 states. For a number of reasons, however, only 55 of them actually attended the convention.

Of that 55, much can be said: Never, before or since, has so remarkable a group been brought together in this country. Thomas Jefferson, who was not among them, later called the delegates “an assembly of demi-gods.”

The delegates who attended the Philadelphia Convention, known as the Framers of the Constitution, included many outstanding individuals. These were men of wide knowledge and public experience. Many of them had fought in the Revolution; 46 had been members of the Continental Congress or the Congress of the Confederation, or both. Eight had served in constitutional conventions in their own States, and seven had been State governors. Eight had signed the Declaration of Independence. Thirty-four of the delegates had attended college in a day when there were but a few colleges in the land. Two were to become
Presidents of the United States, and one a Vice President. Nineteen later served in the Senate and thirteen in the House of Representatives.

Is it any wonder that the product of such a gathering was described by the English statesman William E. Gladstone, nearly a century later, as “the most wonderful work ever struck off at a given time by the brain and purpose of man?”

Remarkably, the average age of the delegates was only 42, and most of the leaders were in their 30s—James Madison was 36, Gouverneur Morris 35, Edmund Randolph 34, and Alexander Hamilton, 30. At 61, Benjamin Franklin was the oldest. His health was failing, however, and he was not able to attend many of the meetings. George Washington, at 55, was one of the few older members who played a key role at the Convention. Jonathan Dayton of New Jersey was, at 26, the youngest delegate.

By and large, the Framers of the Constitution were of a new generation in American politics. Several of the leaders of the Revolutionary period were not in Philadelphia. Patrick Henry said he “smelt a rat” and refused to attend. Samuel Adams, John Hancock, and Richard Henry Lee were not selected as delegates by their States. Thomas Paine was in Paris. So was Thomas Jefferson, as American minister to France. John Adams was the envoy to England and Holland at the time.

**Organization and Procedure**

The Framers met in the State House (now Independence Hall), probably in the same room in which the Declaration of Independence had been signed 11 years earlier. They organized immediately on May 25, unanimously electing George Washington president of the convention. Then, and at the second session on Monday, May 28, they adopted several rules of procedure. A majority of the States would be needed to conduct

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**Before Class**

Assign the section, the graphic organizer in the text, and the Reading Comprehension Worksheet (Unit 1 All-in-One, p. 97) before class.

**ELL Differentiate** Reading Comprehension Worksheet (Unit 1 All-in-One, p. 98)

**Bellringer**

Display Transparency 21. Write on the board: Answer these questions in your notebook: (1) What is Franklin’s main point? (2) What does he mean by “local interests” and “selfish views”? (3) What does his statement suggest about the difficulties faced by the Convention? (4) How would you paraphrase this statement?

**ELL Differentiate** Read the quote aloud, and have students paraphrase each clause’s meaning.

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**Teach**

To present this topic using online resources, use the lesson presentations at PearsonSuccessNet.com.

**Introduce the Topic**

Ask students to volunteer answers to the Bellringer questions. (1) To form a government, every delegate made compromises that ran counter to his personal and sectional interests. 2. He means that each delegate had different ideas based on the concerns, needs, and demands of his State. 3. The Convention faced significant conflict, and compromises were crucial to success in resolving these issues and forming a government. 4. Possible paraphrase: The Constitution may not be flawless, but I accept and embrace it, because we need a government and no group could produce a better constitution. When you bring together such a diverse group, you get the benefit of their combined intelligence and judgment; but you also get their biases and concerns. Thus, it is remarkable that the Constitution comes so close to ideal.)

**ELL Differentiate** Review the text’s photo essay about the Framers. Ask students what similarities, differences, and strengths they see in the background of these important people.

Tell students to go to the Audio Tour to listen to a guided audio tour of the Framers of the Constitution.

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**Answers**

**Checkpoint** fought in the Revolution, served in Continental Congress or Congress of the Confederation, attended State constitutional conventions, served as State governors, signed Declaration of Independence, attended college

**Framers of the Constitution** Their accomplishments gave them the skills they needed to face such a task, and to consider the issues from various points of view.
Differentiate Which “local interests” and “selfish views” might this sampling of Framers reflect? Have students write a paragraph on this topic.

COVER THE BASICS
Ask students to take out the Reading Comprehension Worksheet. Review the New Jersey Plan and the Virginia Plan. Ask: What is the basic conflict underlying the differences between the two plans? (Should the States be represented in Congress equally or by population?) What problem did small States have with the Virginia Plan? (States with large populations, which gave more money to the central government, would have more power to make laws that favored their own interests.) What problem did large States have with the New Jersey Plan? (States with small populations could thwart the will of the majority by blocking laws that did not benefit them.)

SUMMARIZE
On the board, recreate the chart of compromises in Part 2 of the Reading Comprehension Worksheet. Call on volunteers to complete the chart. Point out that despite conflict, the Framers agreed on most basic principles. Ask students to identify these principles. (popular sovereignty, limited government, representative government, separation of powers, checks and balances)

Differentiate Use the Jigsaw strategy (p. T27) and have students work in groups of three to become “experts” on one compromise. Have the students jigsaw into a second group with one “expert” on each compromise and have them review their answers together.

Virginia Plan No State had more to do with the calling of the convention than Virginia. It was not surprising, then, that its delegates should offer the first plan for a new constitution. On May 29, the Virginia Plan, largely the work of Madison, was presented by Randolph.

The Virginia Plan called for a new government with three separate branches: legislative, executive, and judicial. The legislature—Congress—would be bicameral. Representation in each house was to be based either on each State’s population or on the amount of money it gave for the support of the central government. The members of the lower house, the House of Representatives, were to be popularly elected in each State. Those of the upper house, the Senate, were to be chosen by the House from lists of persons nominated by the State legislatures.

Congress was to be given all of the powers it held under the Articles. In addition, it would have the power “to legislate in all cases to which the separate States are incompetent” to act, to veto any State law in conflict with national law, and to use force if necessary to make a State obey national law.

Under the proposed Virginia Plan, Congress would choose a “National Executive” and a “National Judiciary.” Together, these two branches would form a “Council of revision.” They could veto acts passed by Congress, but a veto could be overridden by the two houses. The executive would have “a general authority to execute the National laws.” The judiciary would “consist of one or more supreme tribunals [courts], and of inferior tribunals.”

The Virginia Plan also provided that all State officers should take an oath to support the Union, and that each State be guaranteed a republican form of government. Under the plan, Congress would have the exclusive power to admit new States to the Union.

The Virginia Plan, then, would create a new constitution by thoroughly revising the Articles. Its goal was the creation of a truly national government with greatly expanded powers and, importantly, the power to enforce its decisions.

The Virginia Plan set the agenda for much of the convention’s work. But some delegates—especially those from New York

Background

JEAN-JACQUES ROUSSEAU “Man is born free, but everywhere is in chains.” Thus began Rousseau’s The Social Contract (1762). Rousseau believed that a social contract exists between a government and the governed. The people agree to obey the laws and submit to the general will of society. In exchange, government agrees to protect the rights and equality of all people. Current governments, he argued, broke this contract by protecting only the wealthy and powerful, enslaving the common people. In such cases, the people should change the government. This idea of social contract underlies the Bill of Rights and the concept of consent of the governed.

This information also appears on the Extend Worksheet for Section 4, along with information about other influential philosophers covered in this chapter.
The Enlightenment and American Government

The 17th and 18th centuries are known as the Enlightenment—a period where thinkers based their philosophies on reason. This movement greatly influenced the leaders of the new American government. Read these quotes from four Enlightenment thinkers. In what ways do they parallel the principles of American Government?

1. "The people, in whom the supreme power resides, ought to have the management of everything within their reach: that which exceeds their abilities must be conducted by their ministers. But they cannot be said to have their ministers [agents], without the power of nominations: ... therefore... the people should choose their ministers." —The Spirit of Laws

2. "If we enquire wherein lies precisely the greatest good of all, which ought to be the goal of every system of law, we shall find that it comes down to two main objects: freedom and equality; freedom because every individual dependence means that much strength drawn from the body of the state, and equality because freedom cannot survive without it." —The Social Contract

3. "The absolute rights of man... are usually summed up in one general appellation [name]... of acting as one thinks fit, without any restraint or control, unless by the law of nature; being a right inherent in us by birth, and one of the gifts of God to man at his creation, when he endowed [him] with the faculty of free-will." —Commentaries on the Laws of England

Compromises

The disagreement over representation in Congress was critical. The larger states expected to dominate the new government. The smaller states feared that they would not be able to protect their interests. Tempers flared on both sides. The debate became so heated, the delegates threatened to withdraw. Finally, the dispute was settled by one of the key compromises the Framers were to make as they built the Constitution.

14 The Virginia Plan’s major support came from the three most populous States: Virginia, Pennsylvania, and Massachusetts. New York was then only the fifth most populous State.

Debate

Divide the class in half, with one group representing Framers in favor of the Virginia Plan and the other half representing Framers proposing the New Jersey Plan. Have students debate the following questions: How should States be represented in Congress? Should it be on the basis of their populations or financial contributions, or on the basis of State equality? After students have debated, ask them how the Connecticut Compromise finally settled the conflict.

Answers

The Enlightenment and American Government

Locke: purpose of law to protect freedom; Montesquieu: popular sovereignty, representative government; Rousseau: freedom, equality; Blackstone: natural rights
EXTEND THE DISCUSSION
Use these questions to continue a discussion about constitutional compromises:

1. In the Three-Fifths Compromise, the Constitution never uses the words “slave” or “slavery.” Instead it refers to “free persons” and “three fifths of all other persons.” Why do you think this was so? (Slavery was a contentious issue. Much of the deliberation at the convention was secret, but according to the book Founding Brothers: “if political leaders had pushed through the constitutional settlement of 1787–1788 had been permitted to speak, their somewhat awkward conclusion would have been that slavery was too important and controversial a subject to talk about publicly” [p. 84])

2. What misgivings might each side of the Great Compromise and the Three-Fifths Compromise have held? Did their worries prove historically true? (Small States were worried that they could not protect their interests against the power of large States. States dependent on slavery feared that other States would push through laws banning slavery. The latter fear did prove valid, as sectional rivalries over slavery eventually led to the Civil War.)

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**Answers**

**Analyzing Maps** Southern States wanted slaves counted for representation but not taxation. To win southern support of commerce power, northern States had to agree to forbid Congress to interfere with the slave trade for 20 years.

**Checkpoint** agreement establishing a bicameral Congress, with equal representation in the Senate and representation by State population in the House.

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**Background**

**WILLIAM BLACKSTONE** William Blackstone was no fan of American independence. Yet his Commentaries on the Laws of England would greatly influence America’s founding documents, including the Declaration of Independence and Constitution. In his Commentaries, he distilled the vast bulk on English common law into four clearly written, understandable volumes. Once Americans had won their rights on the battlefield, they turned to the Commentaries for a summary of those rights. Readers included John Adams, John Jay, and James Wilson. Despite their disdain for Blackstone’s politics, the Framers often referred to his work as they laid the nation’s legal foundation.

This information also appears on the Extend Worksheet for Section 4, along with information about other influential philosophers covered in this chapter.
EXTEND THE LESSON
Display the “Selected Framers of the Constitution” chart on Transparency 2J. Survey students about how many names they recognize. Point out that all these Framers were distinguished in their day. Ask students what similarities they see in their backgrounds. What strengths did they bring to the Philadelphia convention? Assign partners or small groups one of the Framers. Allow time for students to find portraits and biographical information about each Framer. Much of this information is available from the National Archives Web site. They should use the information to create a “yearbook page” for the Framer of their choice. This page should include the following information: the Framer’s State and occupation, his contribution to the Constitutional Convention, his attitude toward the different compromises, and his contribution to American politics and government before and after the convention.

**Differentiate** Assign students one of the more recognizable Framers, who will be easier to research, such as Washington, Franklin, Madison, or Hamilton.

**Differentiate** For these students, distribute the Extend Activity entitled “We the People” (Unit 1 All-in-One, p. 103).

**Differentiate** Have students review “The Enlightenment and American Government” feature in the text along with the Extend Worksheet (Unit 1 All-in-One, p. 101) on Locke, Montesquieu, Voltaire, Rousseau, and Blackstone. Have students create a chart identifying ideas from each philosopher that contributed to the framing of the Constitution.

**Differentiate** Ask students how these philosophers would have viewed the process of framing a constitution. Which compromises would these philosophers have found out of step with Enlightenment thinking? Have students write a brief response to these questions from the point of view of one of the philosophers in this group.

**Differentiate** Have students review the information on the Extend Worksheet about the philosophers. Then students should use the information to make a “superlatives” yearbook page, with categories such as “most likely to” and “best philosopher.” Students should come up with the categories and explain them.

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**Political Cartoon Mini-Lesson**

Display Transparency 2K, Steps in the Establishment of a More Stable Government, as a wrap-up activity. This mid-20th century cartoon depicts the three conventions as steps taking America out of the morass of the Articles of Confederation up to higher, more stable ground with the Constitution. Ask: What do the steps represent? (the three conventions leading to the Constitution) How does the cartoonist depict the Articles of Confederation? Why? (as dark flowing water, to symbolize the instability of the Articles) How does the color of the sky change as Uncle Sam ascends? (from darker to lighter) How does this detail contribute to the message of the cartoon? (America is emerging out of the darkness, or turmoil, under the Articles into a brighter future under the Constitution.)

---

**Answers**

**Constitutional Principles** Each plan proposed separate branches, each with the power to veto acts of the other two.
Assess and Remediate

L3: Collect the Core Worksheet and assess students’ work.
L3: Assign the Section 4 Assessment questions.
L2: Section Quiz A (All-in-One, p. 104)
L2: Section Quiz B (All-in-One, p. 105)

Have students complete the review activities in the digital lesson presentation and continue their work in the Essential Questions Journal.

REMEDICATION

<table>
<thead>
<tr>
<th>If Your Students Have Trouble With</th>
<th>Strategies For Remediation</th>
</tr>
</thead>
<tbody>
<tr>
<td>The identities of the Framers</td>
<td>Divide students into small groups. Give each group the name and picture of one of the Framers. Have students create collages by cutting and pasting words and images, or writing words around the picture of their Framer. Display the collages.</td>
</tr>
<tr>
<td>The plans and compromises (Questions 1, 5)</td>
<td>Have groups become experts on one of the plans or compromises. Then have them explain it to the rest of the class.</td>
</tr>
<tr>
<td>The Enlightenment philosophers</td>
<td>Write the quotes from the philosophers on the board. Read through each one with students and simplify any language that may be difficult to understand. Write next to the quotes a list of concepts that the Framers derived from these philosophers. Have the class match the concept with each philosopher and quote.</td>
</tr>
</tbody>
</table>

Check the Box: Why was the Constitution called “a bundle of compromises”? (a)

Critical Thinking

1. Guiding Question: Use your completed flowchart to answer this question: What compromises enabled the Framers to create the Constitution?

2. (a) What was the goal of the Framers when they met at Independence Hall? (b) How did that goal change?

3. What was the purpose of keeping the discussions within the Constitutional Convention a secret?

Answers

Checkpoint: Delegates agreed on the most fundamental principles, but many vital lesser points required compromise.

Assessment Answers

1. Connecticut Compromise: bicameral Congress, with States represented equally in the Senate and by population in the House; Three-Fifths Compromise: three fifths of all slaves counted for voting and taxing; Commerce and Slave Trade Compromise: Congress cannot tax exports or interfere with slave trade for at least 20 years

2. (a) to revise the Articles of Confederation (b) They realized they needed to create an entirely new constitution

3. The talks were kept secret to encourage the free exchange of ideas and to protect the delegates from outside pressures.

4. Possible response: I agree with the Framers’ decision to abandon the Articles. The government set up under it was too weak to sustain a nation. For example, Congress did not have the power to tax, so it could not pay debts. States made their own money, which caused radical inflation.

5. The Virginia Plan called for a bigger central government with a bicameral legislature. Each State would be represented by population or by the amount of money it contributed. The New Jersey Plan proposed a central government with closely limited powers and a unicameral legislature. Each State would be equally represented. The Connecticut Compromise resolved the plans’ differences by creating a Congress with two houses. Each State is represented equally in the Senate and by population in the House of Representatives.

Quick Write: Students should find a central idea that unites the facts and details into one story.
Today, the Constitution of the United States is the object of unparalleled admiration and respect, both here and abroad. But in 1787 and 1788, it was widely criticized, and in every State there were many who opposed its adoption. The battle over the ratification of the document was not easily decided.

**The Fight for Ratification**

Remember, the Articles of Confederation provided that changes could be made to them only if **all** of the State legislatures agreed. But the Framers had determined that the new Constitution would replace, not **amend**, the Articles. They had seen how crippling the requirement of unanimity could be. So, the new Constitution provided that

> **FROM THE CONSTITUTION**
>
> The ratification of the conventions of nine States shall be sufficient for the establishment of this Constitution between the States so ratifying the same.
>
> —Article VII

The Congress of the Confederation agreed to this irregular procedure. On September 28, 1787, it sent copies of the new document to the States.

**Federalists and Anti-Federalists**  The Constitution circulated widely and was debated vigorously. Two groups quickly emerged in each of the States: the **Federalists**, who favored ratification, and the **Anti-Federalists**, who opposed it.

The Federalists were led by many of those who attended the Philadelphia Convention. Among the most active were James Madison and Alexander Hamilton. The opposition was headed by such well-known Revolutionary War figures as Patrick Henry, Richard Henry Lee, John Hancock, and Samuel Adams.

The Federalists stressed the weaknesses of the Articles. They argued that the many difficulties facing the Republic could be overcome only by the creation of new government based on the Constitution.

**GUIDING QUESTION**

What issues aroused the vigorous debate over ratification of the Constitution?

1. Ratification of the Constitution
   A. Federalist Arguments
      1. Articles too weak
      2. strong government needed to solve nation’s problems
      3. liberties protected in State constitutions
      4. separation of powers would prevent abuse
   B. Anti-Federalist Arguments
      1. ratification process flawed
      2. presidency could become monarchy
      3. Congress could become too powerful
      4. lacked bill of rights
      5. States lacked power to print money

**Get Started**

**LESSON GOALS**

- analyze the positions of the Federalists and the Anti-Federalists, using primary sources.
- use primary sources to evaluate arguments in favor of and opposed to a bill of rights.

**BEFORE CLASS**

Assign the section, the graphic organizer in the text, and the Reading Comprehension Worksheet (Unit 1 All-in-One, p. 106) before class.

**Differentiate** Reading Comprehension Worksheet (Unit 1 All-in-One, p. 107)

**SKILLS DEVELOPMENT**

**ANALYZE POLITICAL CARTOONS**

To help students learn to analyze political cartoons when the class discusses the cartoon in the textbook, have them turn to the Skills Handbook, p. S22, and use the steps explained there.
**Bellringer**

Distribute the Bellringer Worksheet (Unit 1 All-in-One, p. 108). Ask students to study the chart about ratification and answer the questions.

**Teach**

To present this topic using online resources, use the lesson presentations at PearsonSuccessNet.com.

**Introduce the Topic**

Today students will discuss the struggle for ratification of a new constitution and the establishment of a new government. Point out that the table from the Bellringer reflects how contentious and tightly fought the battle for ratification was. Have students share their answers.

**Discuss**

Display Transparency 2L and ask: What important issues divided the Federalists and the Anti-Federalists? (Federalists believed that a strong central government with powers divided among executive, legislative, and judicial branches was necessary to hold the new country together. The Anti-Federalists favored a weaker central government, more power for State governments, and strong protections of individual rights.)

Direct students’ attention to the text’s cartoon showing columns with State labels. What point is the cartoon making? (The proposed Constitution will form a strong foundation for the nation. If the States don’t ratify it, the nation will fail.)

**L1 L2 Differentiate** Write the Federalist and Anti-Federalist positions on the board in a table format.

**L4 Differentiate** Have students create a cartoon that presents the Anti-Federalist position and answers the cartoon on this page.

**Distribute the Core Worksheet**

Distribute the Chapter 2 Section 5 Core Worksheet (Unit 1 All-in-One, p. 109), which asks students to analyze primary source excerpts about ratification of the Constitution. Students can work with partners or individually to complete Part 1. After students share their answers, have them complete the ranking activity in Part 2.

Tell students to go to the Audio Tour to listen to a guided audio tour of the ratification arguments.

**Answers**

**Checkpoint** Ratification would require approval of nine instead of all thirteen States.

**Two Sides of Ratification** The Federalists emphasized the nation as a whole, while the Anti-Federalists wanted to preserve more power for the States.

The Anti-Federalists attacked nearly every part of the document. Many objected to the ratification process. Several worried that the presidency could become a monarchy and that Congress would become too powerful. In Massachusetts, Amos Singletary, a delegate to the ratifying convention, condemned the Federalists:

“These lawyers, and men of learning, and monied men, that talk so finely and gloss over matters so smoothly, to make us poor illiterate people, swallow down the pill, expect to get into Congress themselves; they expect to . . . get all the power and all the money into their own hands, and then they will swallow up all us little folks . . . just as the whale swallowed up Jonah.”

—Amos Singletary


The lack of one major feature of the proposed Constitution drew the heaviest fire: a bill of rights. The new document did contain some protections of individual rights—for example, a provision for the writ of habeas corpus, which is a protection against arbitrary arrest. The Framers had made no provision for such basic liberties as freedom of speech, press, and religion, however—largely because those matters were covered by the existing State constitutions. They also believed that because the powers to be granted to the new government would be fragmented among three branches, no branch of the government could become powerful enough to threaten the rights of the people.

Everywhere, the Anti-Federalists bore down on the absence of a bill of rights. At Virginia’s ratifying convention, Patrick Henry said of the proposed Constitution, “I look on that paper as the most fatal plan that could possibly be conceived to enslave a free
people.” Stung by the criticism, the Federalists promised that the Constitution, once adopted, would be amended to overcome this fault.

Over the course of the struggle for ratification, an extraordinary number of essays, speeches, letters, and other commentaries were printed. Of them all, the most remarkable were a series of 85 essays that first appeared in various newspapers in New York in the fall of 1787 on into the spring of 1788. Those essays, supporting the Constitution, were written by Alexander Hamilton, James Madison, and John Jay, and they were soon published in a book form as *The Federalist: A Commentary on the Constitution of the United States*. All of the essays bore the pen name “Publius” (Latin for “Public Man”), and they were reprinted throughout the 13 States. They remain an excellent commentary on the Constitution and rank among the finest of all political writings in the English language.

The Anti-Federalists’ attacks were also published widely. Among the best of their works were several essays usually attributed to Robert Yates, who had been one of New York’s delegates to the Philadelphia Convention; they were signed by “Brutus” and appeared in the *New York Journal* at the same time that the paper carried several of the *Federalist* essays. The Anti-Federalists’ views were also presented in pamphlets and letters written by Richard Henry Lee of Virginia, who used the pen name “The Federal Farmer.”

**Nine States Ratify** Ratification came fairly quickly in a few States and only after a bitter struggle in others. Delaware was the first to approve the Constitution, on December 7. Pennsylvania followed five days later. In Pennsylvania, however, where the legislature had been slow to call a ratifying convention, several Federalists, angered by Anti-Federalist delays, took matters into their own hands. They broke into a Philadelphia boarding house, seized two legislators hiding there, and forcibly marched them to the State house so the assembly could vote to schedule the convention.

The contest for ratification was close in several States, but the Federalists finally prevailed in all of them. On June 21, 1788, New Hampshire brought the number of ratifying States to nine.

Under Article VII, New Hampshire’s ratification should have brought the Constitution into effect, but it did not. Neither Virginia nor New York had yet ratified. Without either of those key States the new government could not hope to succeed.

**Virginia’s Ratification** Virginia’s vote for ratification followed New Hampshire’s by just four days. The brilliant debates in its convention were followed closely throughout the

### Constitutional Principles

**FEDERALISM AND STATES’ RIGHTS** The delegates to the Constitutional Convention agreed on the fundamental principle of federalism—power divided between the central government and the States. But controversy emerged over how much power each should have. Anti-Federalists preferred more power to the States, a position later known as States’ rights. States’ rights advocates favored limiting the powers of the National Government to those specifically assigned to it in the Constitution. The States would retain all powers not explicitly forbidden them. This controversy would not be solved with ratification of the new Constitution. Because the issue of States’ rights was tightly intertwined with slavery, it would continue to cause heated debate and violent clashes, culminating in the Civil War. Today, States’ rights advocates try to limit national power through strict interpretation of the terms in the Constitution.
Assess and Remediate

L3 Collect the Core Worksheet and assess students’ work.
L3 Assign the Section 5 Assessment questions.
L3 Section Quiz A (All-in-One, p. 114)
L2 Section Quiz B (All-in-One, p. 115)

Have students complete the review activities in the digital lesson presentation and continue their work in the Essential Questions Journal.

**REMEDIATION**

<table>
<thead>
<tr>
<th>If Your Students Have Trouble With</th>
<th>Strategies For Remediation</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Federalist and Anti-Federalist arguments (Questions 2, 3, 4)</td>
<td>Hold a debate, in which one group takes the side of the Federalists and the other group takes the side of the Anti-Federalists. Act as mediator to keep students on track.</td>
</tr>
<tr>
<td>The ratification process (Question 5)</td>
<td>List the States in no particular order. As a class, create a timeline on the board, plotting when each State ratified the Constitution.</td>
</tr>
</tbody>
</table>

**Inauguration**

On September 13, 1788, with 11 of the 13 States “under the federal roof,” the Congress of the Confederation paved the way for its successor. It chose New York City as the temporary capital. It set the first Wednesday in January as the date on which the States would choose presidential electors. The first Wednesday in February was set as the date on which those electors would vote, and the first Wednesday in March as the date for the inauguration of the new government.

The new Congress convened on March 4, 1789. It met in Federal Hall, on Wall Street in New York City. But because it lacked a quorum, it could not count the electoral votes until April 6. Finally, on that day, it found that George Washington had been elected President by a unanimous vote. John Adams was elected Vice President by a large majority.

On April 30, after a historic trip from Mount Vernon to New York, Washington took the oath of office as the first President of the United States.

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**Critical Thinking**

4. **Identify Point of View** Reread the quote by Amos Singletary in this section. According to Singletary, why did the Federalists support ratifying the Constitution?

5. **Make Inferences** Recall Virginia’s role in writing the Declaration of Independence and in the Second Continental Congress. Why do you think it was important for Virginia to ratify the Constitution?

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**Assessment Answers**

1. Federalists and Anti-Federalists divided over these key issues: how much power to give the central government versus the States, how to prevent the president or Congress from becoming too powerful, and whether or not the Constitution needed a bill of rights to protect individual liberties.
2. The Anti-Federalists feared that a presidency would become a monarchy.
3. A bill of rights guarantees citizens certain basic rights, such as the right to free speech and the right to a fair trial. These rights were not guaranteed explicitly in the Constitution itself, and some feared that their basic rights could, therefore, be threatened.
4. Singletary accused the Federalists of using the ratification of the Constitution to satisfy their own ends. He feared that the Federalists would use their victory as a way to gain power and money from the new government.
5. Virginia played an important role in calling for the Constitutional Convention and in creating the Constitution itself. Several of America’s most prominent leaders were Virginians, including George Washington, James Madison, and Thomas Jefferson, the author of the Declaration of Independence. Because Virginia was so large and influential, the new government needed Virginia’s support to succeed.

**Quick Write** Students’ outlines should tell a clear and comprehensive story of their State.
For More Information

To learn more about the origins of American government, refer to these sources or assign them to students:

Chapter Assessment

COMPREHENSION AND CRITICAL THINKING

SECTION 1

1. (a) **Ordered government:** When the colonists first arrived, they saw the need to regulate relationships among one another. They created governments like they had known in England. **Limited government:** People have certain rights that cannot be taken away, and the government's power is restricted. **Representative government:** Government may rule only with the consent of the people. (b) The colonists rebelled against taxation without representation and what they saw as violations of their rights by the British government. These ideas formed the basis of the Articles of Confederation and the Constitution.

2. (a) **Magna Carta:** trial by jury, due process, private property (b) **Petition of Right:** king may not punish citizens without trial by peers, declare martial law in peacetime, require homeowners to house troops without their consent, or impose taxes without act of Parliament (c) **English Bill of Rights:** no standing army in peacetime; free parliamentary elections; king may not suspend laws or levy taxes without consent of Parliament; subjects have right to petition king; right to a fair trial; freedom from excessive bail or fines and from cruel and unusual punishment; right to bear arms

3. In royal colonies, the colonists elected the lower house, but the king or his appointed governor could strike down any laws passed. This lack of power to shape their own laws led to resentment.

SECTION 2

4. This kind of government is representative government.

5. (a) high tax rates and taxation without representation (b) The colonists had no representatives in Parliament and therefore no say in the tax laws imposed on them.

6. (a) as wild and bucking, trying to throw off its rider (b) as wild and uncontrollable

SECTION 3

7. (a) make war and peace, send and receive ambassadors, make treaties, borrow money, set up a money system, establish post offices, build a navy, raise an army by asking the States for troops, fix uniform standards of weights and measures, settle disputes among States. (b) The States began to make treaties with foreign countries, make their own money, and settle disputes among themselves. (c) Foreign countries began to see the States, not the nation, as sovereign, weakening national unity. Trade disputes among States and unrestrained production of money led to inflation and economic chaos. Sound credit vanished and debts went unpaid. Violence broke out in many places.

SECTION 4

8. (a) The central government was too weak to solve the nation’s problems. (b) reconciling a diversity of opinions, overcoming State and sectional biases, overcoming fear of a strong central government after just throwing off the oppressive British government

9. The Constitution created a more powerful central government. It gave the federal government the power to tax and to regulate foreign and interstate commerce. Tax revenue would enable the federal government to operate without depending on State funding. The commerce power would reduce trade disputes among States and provide national unity in dealing with foreign nations. The Constitution also established three separate branches of government, creating
Document-Based Assessment

The Constitution and the Revolutionary War Era

The Declaration of Independence espoused the highest principles of Enlightenment thinking. However, a significant portion of the new nation’s population remained disenfranchised under their new Constitution. The text below refers to two of those groups.

1. What warning did Abigail Adams issue to her husband in Document 1?
   A. The new nation will fail if slaves are not freed.
   B. Families will fail if women are not equal partners with their husbands.
   C. Women will rise up if their rights are not answered.
   D. The War for Independence will fail if women do not join the battle.

2. How do Patrick Henry’s comments reflect the differences between the ideals of the War for Independence and the reality of life in those times?

3. Pull It Together: Does the culture of the time in which the Constitution was written excuse inequalities that the document allowed?

Use your knowledge of the social reality of the Revolutionary War era and the documents above to answer Questions 1–3.

Go Online to PearsonSuccessNet.com for a student rubric and extra documents.

checks and balances, and established fair State representation in Congress.

10. Most slaves lived in the South. Under the compromise, three fifths of a State’s slave population counted toward the total population. This allowed States like Virginia to send more representatives to Congress. The North may have wanted to abolish slavery to gain more representatives and thus more power in Congress.

SECTION 5

11. (a) The Framers believed that State constitutions already protected basic rights and that separation of powers would prevent government from becoming powerful enough to threaten people’s rights. (b) to ensure that this new, stronger central government would not overstep its powers, as Britain had

WRITING ABOUT GOVERNMENT

12. Students should combine their research and outline to write a short narrative piece about a State’s role in creating the new American government.

APPLY WHAT YOU’VE LEARNED

13. Students should thoroughly research the process of writing the constitution of another country. Students may want to look back at Issues of Our Time for ideas.

14. The Constitution is a collection of the beliefs and laws of England, philosophies of the Enlightenment, and solutions to grievances against the Crown that led to the American Revolution. Students should use their research on a more recently written constitution to compare the process to that of the U.S. Constitution. They should explain how the constitution they researched reflects its times.
Introduce the Chapter

Essential Questions:

UNIT 1
What should be the goals of government?

CHAPTER 3
How has the Constitution lasted through changing times?

ACTIVATE PRIOR KNOWLEDGE
Have students examine the photo and quotation. Ask: What do the photo and quotation suggest about the Constitution? (The historical principles on which the Constitution was created provided guidance for the Framers.) In this chapter, students will learn about the articles and amendments that make up the Constitution, as well as how the Constitution is changed and interpreted. Tell students to explore the Constitution by completing the Chapter 3 Essential Question Warmup Activity in their Essential Questions Journal. Discuss their responses as a class.

BEFORE READING
ELL Differentiate Chapter 3 Prereading and Vocabulary Worksheet (Unit 1 All-in-One, p. 129)

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DIGITAL LESSON PRESENTATION
The digital lesson presentation supports the print lesson with activities and summaries of key concepts.

SKILLS DEVELOPMENT

ANALYZE SOURCES
You may wish to teach analyzing sources as a distinct skill within Section 2 of this chapter. Use the Chapter 3 Skills Worksheet (Unit 1 All-in-One, p. 149) to help students learn the steps in analyzing sources. The worksheet asks students to read source excerpts about women’s suffrage and then answer questions about the sources. For L2 and L1 students, assign the adapted Skill Activity (Unit 1 All-in-One, p. 150).

WebQuest online The chapter WebQuest challenges students to answer the chapter Essential Question by asking them about the Constitution.

Block Scheduling

BLOCK 1: Teach Section 1, omitting the Political Cartoon Mini-Lesson.

BLOCK 2: Teach Sections 2 and 3, choosing either the Political Cartoon Mini-Lesson or the Debate in Section 2.