

“We . . . do by these present . . . combine ourselves together into a civil body politic . . . to enact, constitute, and frame such just and equal laws . . . for the general good of the colony . . .”

~ *Mayflower Compact*  
November 11, 1620

## Chapter

# 1

# Beginnings of American Government

The first ideas for government in America came from the Pilgrims. The Pilgrims sailed from England on a ship like the one pictured here. Before they landed, they wrote a contract on the *Mayflower*. In the contract, they agreed to make laws and rules “for the general good of the colony.” As the colonies grew, many rules and laws were needed.

In Chapter 1, you will learn about events that shaped our country and the rules and laws we have today.

### Goals for Learning

- ◆ To describe the reasons for forming the American government
- ◆ To identify ways the American government was influenced by ancient Greece and Rome
- ◆ To identify ways English government and European political thinkers influenced American government
- ◆ To describe the political ideas from the 13 colonies that became part of the American government
- ◆ To describe the events that led to the American colonies’ decision to fight for independence
- ◆ To name the basic rights stated in the Declaration of Independence

**Community**

The people living together in an area; a group of people who have a common interest

**Government**

Laws and customs people live by

**Combination**

A grouping of people, things, or ideas that are joined together for a special reason

**Custom**

A common practice observed by many people

**Complicated**

Difficult

**Colonist**

Person who lives in a new land but keeps ties with the home country

Many people live in large cities that are crowded and busy. Others live far out in the country, where they can go for days without seeing another person. In between are the people who live in towns and small communities. All of these people share a common need—the need for rules and laws to help them live peaceful and safe lives. Families have rules for their children. Schools have rules for their students. Governments have rules for their citizens.

A government is a combination of laws and customs that people live by. Governments developed as the needs of people grew. Early groups of people lived simply. Simple rules were all they needed. They shared food, punished people who did wrong, and joined together for protection. As these groups grew into larger communities, life became more complicated. Governments grew in size and power in order to meet the needs of the new communities. As land and property became more important to people, rules were needed to protect their possessions.

**How Did the United States Government Begin?**

The government of the United States was formed because the early settlers, or colonists, did not like the way they were treated by England. The 13 American colonies belonged to England and were ruled by English law. Many things happened under these laws that upset the colonists. They felt they were taxed unfairly and were not represented in England. Soon the colonists decided to form their own government. They broke away from England.

**Consider**

To examine or think over carefully

**Political**

Having to do with government or the actions of the government

**Ancient**

Many years ago; belonging to early history

**Word Bank**

ancient  
 combination ✓  
 community ✓  
 complicated ✓  
 considered  
 customs ✓  
 political

The American colonists wanted to make rules and laws that were fair. The rights of people were also considered and written into the law. All political, or government, ideas used by the colonists had their roots in older forms of government. Ancient civilizations such as Greece and Rome had an influence. So did European political thinkers who wrote about government. The greatest influence, however, came from the governments in England and Europe at that time.

**Lesson 1 Review** On a sheet of paper, write the word from the Word Bank that best completes each sentence.

1. People in a Community need rules and laws to live peaceful lives.
2. A government is a Combination of laws and customs.
3. Governments grew in size and power when life became more Complicated.
4. The colonists considered the rights of the people when they made rules and laws.
5. Many ancient ideas used by the colonists had their roots in political governments.

**What do you think?**

6. Why are rules and laws needed to protect people's possessions?
7. What are three customs you practice?

**Democracy**

A form of government in which citizens take part

**Dictator**

A person ruling with total control and power

**Revolt**

To take a stand against a government or a cause

**Assembly**

A group gathered to discuss and pass laws

**Representative**

A government in which officials are elected by people

**Republic**

A government in which citizens elect people to speak and act for them

The roots of democracy go back centuries to ancient Greece.

The word **democracy**, which comes from the Greek language, means “rule by the people.” The idea of a democratic government began in Greece in 700 B.C., about 2,500 years ago. Greece was made up of city-states. These were cities with large amounts of land around them. In the beginning these city-states were ruled by kings, and then they were ruled by landowners. Some were ruled by **dictators**. Dictators can rule any way they please, no matter what the people want. Some dictators became unpopular with the people. The people **revolted**, or took a stand, against them. The people wanted to govern themselves, so they formed democracies.

**How Did Democracy Work in Greece?**

This “rule by the people,” or democratic rule, did not mean that all people could take part in running the city-states. The people were divided into four groups. There were free men, women, young males, and slaves. Only free men were members of the ruling body, called an **Assembly**. They ran the government and



took turns holding office. The Greek city-state Athens had the best-run government.

The city-states of Greece were always at war with one another, and they became weak. Rome, another great power, soon took over the weakened Greek city-states.

**How Did Democracy Work in Rome?**

Because Rome had such a large population, all of the free men could not take part in running the government. The citizens elected people to speak and act for them. The people they chose were their representatives. This **representative** type of government was called a **republic**. Rome was a republic.

**Consul**

Leader

**Appoint**

To name or choose a person for an office, but not by election

**Senate**

A governing body that makes rules and laws

**Veto**

The power of a person or group of people to reject or forbid a rule or law

Rome, like Greece, did not give slaves, women, or young males a part in running the government. The free men who ran the government were divided into two groups: wealthy men and common people. The wealthy, or rich, men had more power than the common people, or workers. Two wealthy **consuls**, or leaders, were chosen. Then these consuls **appointed** senators, also from the wealthy class. When a man became a senator, he remained a senator for the rest of his life. The **Senate** was the most powerful part of the government. It made rules and laws. The common people had some say in government. They could **veto** any rule or law the Senate made.

The United States government uses many ideas from these ancient civilizations. The United States has a representative form of government with elected representatives who make laws and rules. Many words that came from ancient Greece and Rome are still used to describe government processes today. Some of these words are *Senate*, *veto*, *republic*, *representative*, and *democracy*.

**Lesson 2 Review** Decide if each statement below tells about the Roman government or the Greek government. On a sheet of paper, write *Greece* or *Rome* beside each sentence number.

1. Its representative form of government was known as a republic.
2. The ruling body was called an Assembly. *R*
3. All free men took turns holding office. *G*
4. The citizens elected people to represent them. *R*
5. The city-states of this country were always at war. *G*

**What do you think?**

6. How do you think the right to veto rules or laws helped the common people of Rome?
7. Roman senators were appointed for life. In the United States, senators are elected for six years. Which system do you think is better? Explain your answer.

**Monarchy**

Rule by a royal family; the rulers are called king, queen, empress, or emperor

**Generation**

The people in each stage or step in a family's history; for example, a grandfather, a father, and a son are three generations

**Decision**

Act of making up one's mind; judgment

**Lawsuit**

A question or case decided in a court of law

Some early forms of government did not have rule by the people. Two common forms of government were **monarchy** and dictatorship.

In a monarchy, the country is ruled by one family, **generation** after generation. The leadership is usually passed down to the monarch's oldest son or daughter. The rulers have titles such as king, queen, empress, or emperor. In a dictatorship, a dictator rules alone. A dictator does not pass the rule down to the next generation. No limit is placed on how long a dictator can rule.

**How Was England Governed Under King Henry II?**

During the late 1000s and early 1100s, the government of England changed form many times. The constant changing of power was very confusing for the people. The rights of the common person were not considered. In 1154 Henry II became king. He was a strong monarch who made changes that did consider the rights of the common person.

Henry II appointed judges. These judges traveled throughout the country to hold court. They decided how to punish people who disobeyed the law. Soon the judges' **decisions** became rules and were followed as law. These laws were divided into two types. The first type included rules that everyone must obey. The second type had to do with rights and duties between individuals. For example, if a person borrowed money and did not pay it back, he could face a **lawsuit**.

Henry II was a monarch who considered the rights of common people when he made changes

**Jury**

A group of citizens chosen in a court to listen to both sides in a case and to make a decision

**Magna Carta**

Great Charter; a document that grants rights

**Charter**

Written agreement

**Parliament**

A legislative body in England and some other countries

**Legislature**

A group of people in a country or state with power to make laws

As the judges for King Henry II traveled from place to place, they were told of all the crimes committed in an area. The king had appointed special people to inform the judges when a crime had been committed. Today we have a grand **jury** in the United States. The grand jury tells our officials if a crime has been committed and if it should be brought to trial. Our trial-by-jury system is much like the system Henry II used.

**How Did the English Parliament Begin?**

In very early times only the English king and his lords could make laws. In the 1200s King John was the ruler in England. He was a cruel and unfair king. He taxed the people heavily.

The nobles (the rich people of the country) decided something had to be done. They captured London, the capital, and forced King John to sign a document called the **Magna Carta**. Magna Carta means Great **Charter**. A charter is a written agreement.

The Magna Carta gave certain rights to the English people and limited the king's power. It stated that:

- The king must ask advice of the nobles in important matters.
- No special taxes could be raised unless the nobles agreed.
- No free man could be put in prison without first being judged by his peers (equals).
- Judges and other officials were to be appointed to serve the kingdom.
- The common people were allowed to elect people to represent them in government. This type of lawmaking body in England was called **Parliament**.

By the mid-1300s Parliament had two parts: the House of Lords, which included nobles and church leaders, and the House of Commons, which included knights and common people.

Parliament was used by some rulers and ignored by others. Finally Parliament was allowed to make laws on its own. The system that Parliament used to make laws worked very well. The colonists followed the same system. Today the United States Congress and state legislatures are based on this system

### Petition

A written document or legal paper asking for a right or benefit from a ruler

## How Did Parliament Protect Basic Rights?

By 1628 the members of Parliament felt that the power of the kings had become too strong. In the **Petition** of Right they listed the things that a king could not do. The Petition said that a king could not force rich people to make loans and that people could not be put in prison without a jury trial.

In 1689, during the rule of William and Mary, Parliament passed the English Bill of Rights. It stated the powers of a king or queen. Under this Bill of Rights, Parliament had to approve all taxes. The king was not allowed to suspend, or stop, the work of Parliament. The people could ask the king for help, and a person accused of a crime had the right to a jury trial.

The settlers who came to America knew about the rights in the English Bill of Rights. When the settlers wrote a plan for their own government, they added a Bill of Rights similar to the English Bill of Rights and the earlier Petition of Right.

**Lesson 3 Review** On a sheet of paper, write answers to the following questions. Use complete sentences.

1. Which form of government has a ruler who does not have to pass the rule on to the next generation?
2. What system of justice that we use today was based on a system used during the reign of Henry II? *System of jury*
3. What two houses make up Parliament? *House of commons and House of lords*
4. What part of our government is based on Parliament?
5. Name one English paper that influenced the American settlers when they wrote the Bill of Rights. *Articles and Declaration*

### What do you think?

6. What part of English government do you think had the most influence on American government? Explain.
7. Dictators rule some countries today. Do you agree or disagree with this form of government? Explain.

## Lesson 4

## Influence of European Political Thinkers

### Dishonest

Not truthful; lying

### Govern

Rule

### Conflict

Fight, battle

The founders of American government considered political ideas from European political thinkers. Niccolò Machiavelli of Italy was the earliest philosopher to state that a governing body, not a king, could rule a country. The founders used political ideas of the English philosophers John Locke, Thomas Hobbes, and William Blackstone. They also used the ideas of the French political thinkers Baron de Montesquieu and Alexis de Tocqueville.

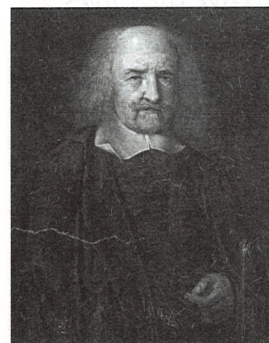
### What Were the Ideas of Niccolò Machiavelli?

Niccolò Machiavelli lived between 1469 and 1527 in Italy. He believed any type of government should have only one ruling body. He favored a monarchy. He wrote about the problems monarchs could have such as keeping their power. Machiavelli believed it was all right for a king to be **dishonest** with his people, but the founders disagreed with this belief. They also did not want a king to rule the colonies. However, they liked Machiavelli's idea that the colonies could have a **governing** body to rule them.

### What Influence Did Thomas Hobbes Have on American Government?

Thomas Hobbes lived in England between 1588 and 1679. He believed people needed to come together under some type of government. Without government, he said, there would be **conflict** and war. The government could be a monarchy or a strong governing body.

Hobbes said that the government should fight to protect its people. Protected people would better serve the needs of their families and the government. They would work to keep their government strong and remain loyal to it. The founders of American government especially liked the idea of a government without a monarch.



Thomas Hobbes of England said that people needed government.

### Natural rights

Rights of people such as life, liberty, and property

### Liberty

Freedom

## What Were John Locke's Ideas?

John Locke, an English philosopher, lived between 1632 and 1704. His writings strongly influenced the American colonists. Colonial leaders such as Thomas Jefferson, Benjamin Franklin, and James Madison used many of his ideas. In 1690 Locke wrote his political thoughts in *Two Treatises of Government*.

Locke believed that by nature (before governments were formed), people had certain rights and duties. These **natural rights** were the right to **liberty** (freedom), life, and property. To protect these rights, people agreed among themselves to form governments. People could change a government if it failed to protect their rights. The founders of American government used many of Locke's ideas and words.

## What Were the Ideas of Baron de Montesquieu?

In 1748 Baron Charles-Louis de Montesquieu wrote a book called *The Spirit of Laws*. Montesquieu was a French philosopher who lived between 1689 and 1755. He wrote that the main purpose of government is to help bring about liberty, or freedom. To do this, governments should be divided into three branches. Each branch of government would have its own power.

Such a government would allow its citizens to live their lives freely. Montesquieu wanted laws to treat citizens equally. These laws would help people feel safe. The writings of Montesquieu greatly influenced the colonists.

## Why Were William Blackstone's Ideas Important?

In 1765–1769 William Blackstone wrote a book on the laws of England. He said that it was important to write down the laws of government. Blackstone divided his book into four parts, which included the rights of persons and the rights of things. Blackstone also said that the two houses of Parliament protected its citizens and treated them fairly. Blackstone's work greatly influenced British law. The founders of American government used many of Blackstone's ideas and words.



In 1835 Alexis de Tocqueville of France wrote a book on American government.

## Who Was Alexis de Tocqueville?

Alexis de Tocqueville was a French political thinker and writer. He strongly believed in human freedom. He wanted to see how people lived in America, so he traveled to the United States in the early 1800s. Tocqueville went through 17 states and covered thousands of miles.

During his travels, he wrote down many ideas about democracy. In 1835 he wrote a book called *Democracy in America*.

Tocqueville said that America had order because basic rules, or laws, were accepted or asked for by people. His book described what democracy meant to people across the United States.

**Lesson 4 Review** On a sheet of paper, write the answers to the following questions. Use complete sentences.

1. Write one important political idea from Thomas Hobbes.
2. What were the natural rights that John Locke said all men had?
3. According to Baron de Montesquieu, what was the main purpose of government?
4. Why did William Blackstone believe that Parliament was important?
5. Who came to the United States to see how democracy worked?

### What do you think?

6. Why did the founders of American government read the ideas of European political thinkers?
7. Why is it important to write down the laws of a country?
8. Many of the European political thinkers in this lesson lived in countries ruled by monarchs. Do you think their ideas were liked in their own countries? Explain.



Baron de Montesquieu of France thought that three branches of government would promote liberty.

**Contract**

An agreement made by two or more persons

**Loyal**

Faithful; true to a country or belief

**National**

Having to do with the whole country or nation

**Religious**

Having to do with church practices

**Strict**

Stern; not changing

**Constitution**

A plan for government

The early English settlers in America had ideas about forming a new government. One group of settlers, the Pilgrims, left England because they did not want to belong to or pay taxes to the Church of England. On their way to America, they wrote a **contract** for all to sign. This contract, called the Mayflower Compact, said that these settlers would write fair laws and choose leaders. They would do these things but remain **loyal** to the king. As their colony in Massachusetts grew, each church became a meeting place, and each man had a vote.

In other English colonies people did not all vote, as they did in Massachusetts. The Jamestown, Virginia, colony was the first to have an assembly of representatives. This assembly, called the *House of Burgesses*, made decisions for the people. The people elected the representatives. The plan for the assembly did not come from the settlers, but was set up by England. England also sent a governor to rule Jamestown.

The ideas of voting and electing representatives that began in these colonies were later used in the American government. Today we elect representatives at all levels of government: city, county, state, and **national**.

**Which Colony Had the First Constitution?**

Some people in Massachusetts decided that the **religious** rule there was too **strict**. They moved and settled in the Connecticut area. The group leader was Thomas Hooker. He believed in a more democratic government that would give more control to the people. Hooker and his followers drew up a **constitution**.

A constitution is a written plan for government. It lists the powers of the government, as well as the rights of the people. In its constitution, the Connecticut group agreed to create an assembly with elected representatives. The group agreed to elect a governor and judges.

**Writing About Government**

Why was the Mayflower Compact important for future government in America? Write a paragraph on your point of view.

**Publish**

To print information, such as a newspaper, magazine, or book

**Press**

Newspapers, magazines, and the people who work for them

**Criticize**

To put down or find fault with

This first constitution set an example. Soon other colonies were writing their own constitutions. Massachusetts' constitution set up a public school system paid for with tax money. Years later, in 1787, the writers of the United States Constitution took many ideas from these early colonial constitutions.

**Could Newspapers Speak Against England?**

In colonial times a law in New York said no one could **publish** anything that spoke against the English government. John Peter Zenger, a newspaper publisher, broke this law. Zenger was arrested and tried. The jury found him innocent. This trial was a big step toward the idea of a free **press**. In the United States, it is not against the law to **criticize** the government or its leaders in a newspaper or on radio or television.

**Could Colonists Worship Freely?**

Many colonists came to America to worship as they pleased. The Puritans came for this reason, but they would not give religious freedom to people living in their colony. People who disagreed with the Puritans were sent away or left the Puritan colony in Massachusetts.

These people then set up colonies that did allow a few different religions. This idea of religious freedom soon spread throughout the colonies. It led to our system today, which gives people the right to worship as they please.

**Government in Your Life****Public Education in the United States**

In 1647 the colony of Massachusetts passed a public school law. Under this law, towns of 50 or more people set up schools and hired teachers. The money for the schools came from taxes. This was an important step toward free public education.

By the early 1800s, a system of free public education was common. Today education is the responsibility of state and local governments. By law, every state requires young people to attend school until a certain age. In most states this age is 16.



**Lesson 5 Review** On a sheet of paper, write the answers to the following questions. Use complete sentences.

1. What did the Pilgrims agree to do in the Mayflower Compact?
2. Why did the Puritans leave England?
3. Who set up a colony with a more democratic rule than the Massachusetts colony?
4. What is a written plan for government called? *a constitution*
5. Which colony set up the first public school system? *the Massachusetts*

### What do you think?

6. What ideas from the colonies are still part of our government today?
7. Why is a free public school system important in a democracy?



## Media and Government

### Free Press in the United States

In 1733, William Cosby, the royal governor of New York, suspended a judge who ruled against him in a salary dispute. The only New York newspaper, *The New York Gazette*, supported the government. The judge and his friends started a newspaper, the *New York Weekly Journal*. The *Journal* opposed the governor.

John Peter Zenger was the publisher of the *Journal*. The *Journal* accused Cosby of breaking both English and American law and of trying to destroy the court system.

Zenger was arrested in 1734 and charged with libel. Libel is a written or spoken statement that is unfair or untrue. During his trial, Zenger's lawyer argued that Zenger had printed the truth. The jury decided that Zenger was not guilty.

This case was important to freedom of the press in the United States. In honor of John Peter Zenger, the Zenger Memorial Room was dedicated in 1953. It is located in the Federal Hall Memorial Museum in New York City.

## Lesson 6

## American Colonies Join Together

### Interfere

To meddle in the business of others

### Pamphlet

A printed paper

### Legal document

An official paper having to do with rules and laws

### Minutemen

A group of armed men who fought in the Revolutionary War

England did not **interfere** with the government in the colonies for nearly a century. Then England needed money to pay its debts and tried to raise money from the colonies. By the middle 1700s, the colonists felt that England was trying to gain control. The colonists did not like the high taxes collected on certain goods. Then England passed the Stamp Act. It forced the colonists to pay a tax on all newspapers, calendars, **pamphlets** (printed papers), **legal documents** (official papers), and playing cards. To end this taxation, representatives from the colonies began to meet in 1765. Gradually feelings against English rule increased.

### What Action Did the Colonists Take?

In 1774 a large meeting, called the First Continental Congress, was held in Philadelphia. At this meeting the colonists decided to take action against England. They sent the king of England a list of the rights they demanded. They also said that they would refuse to buy all British goods, including tea.

This action of the First Continental Congress made no difference in the way England treated the colonists. Trouble continued between the colonists and England and finally resulted in a war.

The Revolutionary War between the English colonists and England started on April 19, 1775. The first battle of the war took place in Massachusetts. It started at Lexington when British soldiers ordered the colonists to lay down their guns. When they would not, the battle began. The armed colonists were called **minutemen** because they had promised to be ready to fight at a minute's notice. Eight minutemen were killed. The British then marched to Concord where they burned buildings until the minutemen forced them to retreat. Many more battles were fought that spring. In May, the Second Continental Congress met.



### Did You Know?

Parliament removed the Stamp Act in 1766. This was a great victory for the colonists.



### Organize

To arrange or set up a group effort

### Grievance

A complaint

## Who Ran the Country During the War?

The Second Continental Congress ran the government of the colonies and supported the colonists' cause during the war. The Congress met a few weeks after the shooting began. They **organized** an army to be led by George Washington. Not all Americans supported the war. It was difficult to get soldiers to join the army. Other countries such as Spain, the Netherlands, and France helped the Americans.

The Continental Congress realized the trouble with England would not end peacefully. They wanted to end British rule and to have a government run by the people. They asked Thomas Jefferson to write down their ideas to send to the king. The document Jefferson wrote was called the Declaration of Independence. It was the greatest contribution of the colonial period to the future form of democratic government in America.

## The Declaration of Independence

The first part of the Declaration of Independence states that all people have certain rights, including "life, liberty, and the pursuit of happiness." It goes on to say that if a government denies these rights to the people, then that rule must end.

The middle section of the Declaration lists all the **grievances** (complaints) the colonists had against the king of England, George III. See the Declaration of Independence in the appendix of this book.

This last paragraph says that the colonists were free from the rule of England.

*"... 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..."*

On July 4, 1776, Congress approved the Declaration of Independence. In October 1781, the British surrendered at the Battle of Yorktown. This marked a turning point in the war. By 1783, the war was over. Many lives had been lost on both sides.



### Civics Connection

Good citizens are loyal to their country, and they take an active part in government. Name three or more other traits a good citizen should have.



### Did You Know?

Many people in England and Europe supported the colonists in their struggle for freedom. They were influenced by the Declaration of Independence.

### Word Bank

British goods 3

grievances 5

newspapers and pamphlets 1

rights 2

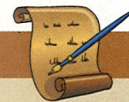
Second Continental Congress 4

**Lesson 6 Review** On a sheet of paper, write the word or words from the Word Bank that best complete each sentence.

1. The Stamp Act forced the colonists to pay taxes on \_\_\_\_\_.
2. At the First Continental Congress, the colonists sent the king a list of \_\_\_\_\_ they demanded.
3. The colonists also told the king of England they would not buy \_\_\_\_\_.
4. The \_\_\_\_\_ ran the country during the Revolutionary War.
5. The Declaration of Independence lists all the \_\_\_\_\_ the colonists had against the king of England.

### What do you think?

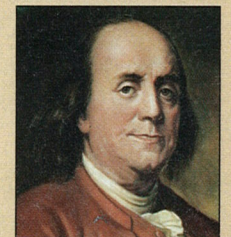
6. Some Americans did not support the war. Why?
7. Why do you think other countries helped the Americans during the Revolutionary War?



### Biography

#### Benjamin Franklin: 1706–1790

Benjamin Franklin was the son of a soap and candle maker. At age ten, Franklin's school education ended. However, he continued to study throughout his life. Franklin became a printer and published his own newspaper. In 1733 he started publishing *Poor Richard's Almanac*. This book was full of wise sayings still popular today, such as "A penny saved is a penny earned."

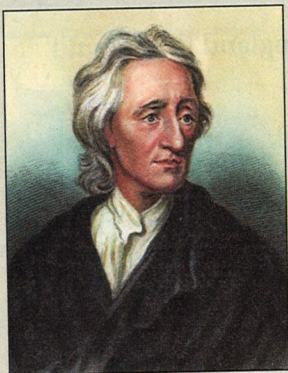


As the colonies grew, Franklin saw a need for a plan of government. As a delegate to the Second Continental Congress, he worked with four men to create the Declaration of Independence. Many of his ideas are in this important document. Great Britain recognized American independence when Franklin and others signed the Treaty of Paris in 1783. Later, Franklin became the first American ambassador (United States representative) to France. Throughout his life, he made many scientific discoveries in electricity, sailing, farming, and other fields.



## Document-Based Reading

### The Political Ideas of John Locke



John Locke was an important English philosopher from the late 1600s until he died in 1704. He studied medicine and philosophy at Oxford University. He worked as a doctor and for the government. Throughout his life,

Locke studied and wrote on philosophical, scientific, and political matters.

In 1690 Locke wrote a book called *Two Treatises of Government*. His book covered many ideas that supported democracy as a form of government. Government, he wrote, provides a group of people with law and order. In his time, monarchs ruled many countries. Locke, though, did not believe in monarchy as a form of government. This passage is from a section of his book.

Men being . . . by nature all free, equal, and independent, no one can be put out of this estate and subjected to the political power of another without his own consent. The only way whereby any one divests [take away from] himself of his natural liberty . . . is by agreeing with other men to join and unite into a community for their comfortable, safe, and peaceable living . . .

Locke wrote that there was a type of government that men, not monarchs, could form to protect the natural rights of people. This passage is also from his book.

The liberty of man in society is to be under no other legislative [lawmaking] power but that established by consent in the commonwealth [a community]; nor under the dominion of any will or restraint of any law, but what that legislative shall enact according to the trust put in it . . .

Freedom of men under government is to have a standing rule to live by, common to every one of that society, and made by the legislative power erected [built] in it . . .

The majority [more than half of a total] having . . . the whole power of the community naturally in them, may employ all that power in making laws for the community . . . and then the form of the government is a perfect democracy . . .

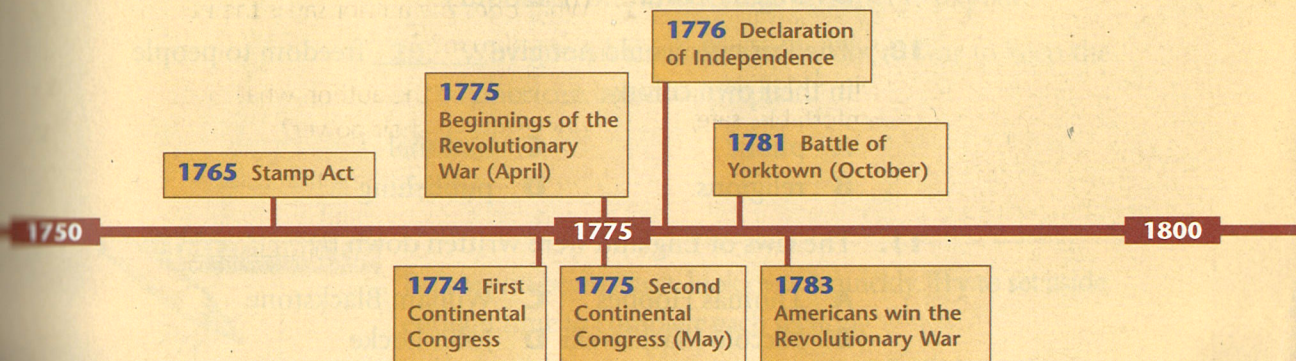
#### Document-Based Questions

1. Locke did not believe in a monarchy. Why?
2. What does the author say is the natural state of man?
3. According to the author, what gives governments their power?
4. How does Locke think that rules for society should be made?
5. What group of people can make laws?

## Chapter 1 SUMMARY

- Governments have rules for their citizens. A government is a combination of laws and customs that people live by.
- To form their own government, the American colonists used ideas from the ancient governments of Greece and Rome.
- The English government greatly influenced the American colonists. King Henry II appointed judges and used a jury system.
- The Magna Carta of 1215 limited the power of the king and gave certain rights to common people.
- The English Parliament was the basis for the American Congress and the individual state legislatures.
- Political ideas for American government came from the English colonies. The American colonists also used the ideas and words of some European political thinkers.
- In the 1700s England began to force the colonists to pay high taxes. The First Continental Congress sent the King of England a list of rights the colonists demanded. England ignored their demands.
- The Revolutionary War, between the colonists and the British, began in 1775.
- The Second Continental Congress ran the government during the Revolutionary War and wrote the Declaration of Independence in 1776.
- The Americans won the Revolutionary War in 1783.

#### Main Events of Colonial Times



## Chapter 1 REVIEW

On a sheet of paper, write the word or words from the Word Bank that best complete each sentence.

1. The Greek word that means “rule by the people” is \_\_\_\_\_.
2. A government where the rulers have titles such as king, queen, or emperor is called a \_\_\_\_\_.
3. King John agreed to demands written in the \_\_\_\_\_.
4. Henry II considered the \_\_\_\_\_ of the common people.
5. While on the *Mayflower*, the Pilgrims wrote the \_\_\_\_\_.
6. The group that ran the government of the colonies during the Revolutionary War was the \_\_\_\_\_.
7. The document that stated the colonies were free from English rule was the \_\_\_\_\_.

On a sheet of paper, write the letter of the answer that correctly completes each sentence.

8. In Rome, the \_\_\_\_\_ made laws.  
A senate                      C veto  
B assembly                    D consuls
9. The United States Congress is based on the English law-making body called the \_\_\_\_\_.  
A Petition of Right      C Parliament  
B Magna Carta            D jury
10. The Puritans would not give \_\_\_\_\_ freedom to people in their own colony.  
A public                      C national  
B religious                    D publishing
11. The laws of England were written down by \_\_\_\_\_.  
A Thomas Hobbes      C William Blackstone  
B Niccolò Machiavelli    D John Locke

### Word Bank

Declaration of Independence ✓  
democracy ✓  
Magna Carta ✓  
Mayflower Compact 5  
monarchy ✓  
rights ✓  
Second Continental Congress 6

12. The philosopher John Locke said that all men had \_\_\_\_\_, or the right to liberty, life, and property.

A customs                      C rules  
B petitions                    D natural rights

13. Under Thomas Hooker, the Connecticut colony wrote the first \_\_\_\_\_ in the colonies.

A petition                      C constitution  
B decision                      D assembly

On a sheet of paper, write answers to the following questions. Use complete sentences.

14. Why did the English colonies break away from England?
15. Name three ideas from the English Bill of Rights that the Americans wanted in their government.
16. Why did the colonists want English rule to end?
17. What was the Stamp Act?

**Critical Thinking** On a sheet of paper, write your response to each question. Use complete sentences.

18. Which idea of government from Greece and Rome had the greatest influence on American government? Explain.
19. What idea from English government had the greatest influence on American government? Explain.
20. Why do you think England went to war to keep the American colonies? Explain.



### Test-Taking Tip

Before you begin a test, look over it quickly. Try to set aside enough time to complete each section.

2

## Creation of American Government

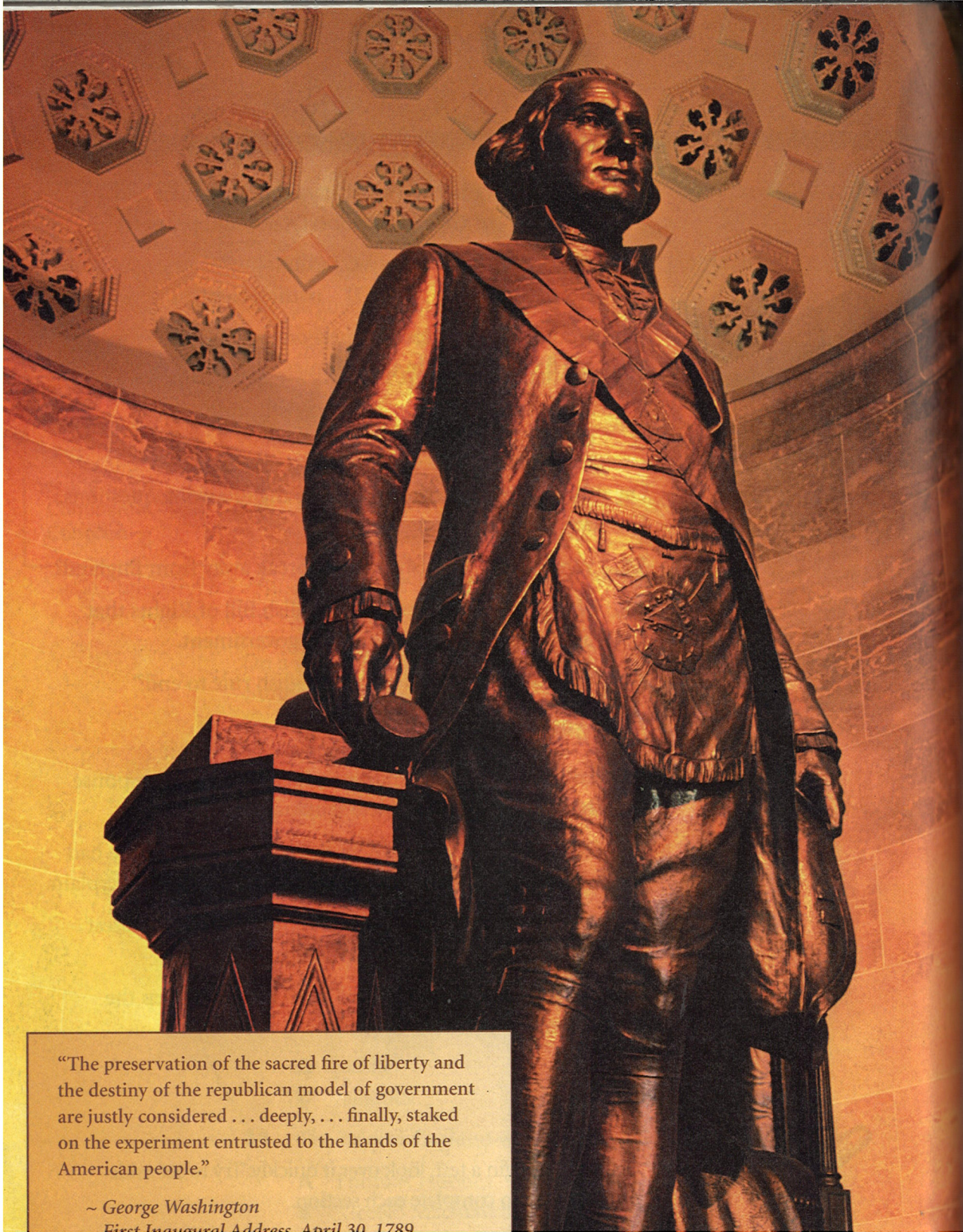
The Articles of Confederation was the first plan of government for the colonies. When the leaders decided the Articles of Confederation were too weak, they met to revise the plan. This meeting became known as the Constitutional Convention. It was held in Philadelphia in 1787. The United States Constitution was written at this meeting. George Washington, a Revolutionary War hero, was chosen to lead the convention. Washington knew it would be difficult to form a plan all states would accept.

Our Constitution became a model for democratic government. It has worked with few changes for over 200 years.

In Chapter 2, you will learn how the Constitution was created.

### Goals for Learning

- ◆ To explain why the Articles of Confederation did not work and why a stronger plan was needed
- ◆ To describe what happened at the Constitutional Convention
- ◆ To name the five guiding principles used to write the Constitution
- ◆ To describe the process used to ratify the Constitution
- ◆ To explain why the Bill of Rights was needed



“The preservation of the sacred fire of liberty and the destiny of the republican model of government are justly considered . . . deeply, . . . finally, staked on the experiment entrusted to the hands of the American people.”

~ George Washington  
First Inaugural Address, April 30, 1789

**Delegate**

A person chosen to speak or act for another person or group

**Treaty**

An agreement between two or more countries or states about trade, peace, or other matters

**Financial**

Having to do with money

**Justice**

Fair and equal treatment under the law; the use of authority to uphold what is right and lawful

At the end of the Revolutionary War, all ties between the colonies and England were broken. A new nation was formed, but it was a nation of separate and individual colonies. The colonies needed a form of government to join them together as a country.

**What Was the First Plan of Government?**

At the Second Continental Congress in 1777 a committee wrote a plan to join the states together. This plan was called the Articles of Confederation. It gave the 13 states a plan for government. It was popular with the states because it did not make the national, or central, government too strong. The colonists remembered their dislike for strong English rule. The Articles were quickly approved by all the states and went into effect in 1781.

The Articles of Confederation set up a national Congress made up of **delegates** from the 13 states. A delegate is a person chosen to speak or act for others. This Congress could make war, agree to **treaties** with other countries, and take care of **financial** needs. Each state sent one delegate to the Congress. The Articles did not provide for a president as a national leader or for a system of **justice**. The Articles did not allow Congress to raise money.

At first most people were satisfied with the Articles of Confederation because they allowed the states to control most of their own affairs. The Articles limited Congress's power over the states. However, over time, the states saw that the Articles were too weak.

**Why Did the Plan Not Work?**

The war with England had cost a great deal of money. The country owed over 40 million dollars to soldiers and foreign governments. Congress had no money of its own and no way of raising money. Most of the money needed should have come from the states, but many states refused to pay.

**Revise**

To improve; to bring up to date

The Articles of Confederation had no system of law to force the states to pay. In addition the Articles of Confederation did not provide for a system of law or justice.

Besides the war debt, other financial problems faced the new nation. Businesses and farmers were out of money. Congress had no funds to pay an army and navy to defend the nation.

Soldiers who had fought in the Revolutionary War had not yet been paid. Individual states were printing their own money. A better government was needed to make the new nation a strong, rich country.

Finally, a meeting was called to **revise** the Articles of Confederation. This meeting was held in Philadelphia, Pennsylvania, in 1787. It became known as the Constitutional Convention.



Under the Articles of Confederation, each state printed its own currency.

**Lesson 1 Review** On a sheet of paper, write answers to the following questions. Use complete sentences.

1. Were the colonists satisfied with the Articles of Confederation? *N*
2. Did the Articles set up a system of justice? *N*
3. Did the Articles make the national government strong? *N*
4. Did the Articles provide for a president? *N*
5. Could Congress pay for an army and navy? *N*

**What do you think?**

6. What problems could arise by each state printing its own money?
7. How do you think the Articles of Confederation could have been made stronger?

The 55 delegates who attended the convention in Philadelphia, Pennsylvania, in the early summer of 1787 were well-educated men. George Washington was the leader at the convention. Like Washington, the other delegates were important people in their own states. As seen in the map below, the delegates came from different sections of the country. Most were from the cities. They shared many of the same ideas about government.

When the Constitutional Convention was held, the doors to Philadelphia's State House were guarded. Only the official delegates to the Convention were allowed inside.



### Unitary

A system of government that gives all key powers to the national or central government

### Representative

A member of a government branch chosen through an election by a group of people

### Federal

A system of government in which power is divided between a central government and state governments

### Voting power

The right to vote

### Responsibility

An activity or task that is assigned to a person or group



### Did You Know?

James Madison, a delegate to the Convention, kept notes of what went on. From his notes, we know much about the Constitutional Convention.

Each delegate had agreed ahead of time not to discuss Convention business with outsiders. They knew they were facing difficult decisions. The delegates wanted to meet in private to settle their differences and form their ideas for the new government. They did not want the public to be allowed to judge their ideas until they were finished.

## What Did the Delegates Want for a Government?

At first the delegates worked to revise the Articles of Confederation. Soon they saw that a new plan for government was needed. They did not want a king to rule the colonies. They did not want a **unitary** system of government. A unitary system gives all key powers to the national or central government. The delegates wanted the states to keep control of the government.

After many discussions, the colonists agreed that the Articles of Confederation could not be revised to solve the problems. The delegates also agreed that:

- the country needed a strong central government
- the power of the government must rest with the voters who would elect **representatives** to run the government
- the powers of government needed to be separated
- the new government must be able to tax, raise an army, and regulate trade.

The delegates worked for four months to create a new plan for the country. Over the summer, they discussed many different plans.

## What Plans Were Considered?

The plans that were considered were based on the idea of a **federal** government. A federal government is one in which states join together to form a country. Some, but not all, power is given to a central government. The states are equal to each other in voting power. They are also given some **responsibility** to govern themselves. The convention delegates finally worked out a federal type of government for the new nation.

## Executive

A person or group having the power to carry out the plans and duties of a group; for example, a president

Several forms of federal government were suggested at first. Two plans were presented for discussion:

**Virginia Plan.** This plan, suggested by the larger states, favored a strong central government. It called for one leader or **executive**, and a two-part lawmaking body, or legislature. The people would elect members of the legislature.

**New Jersey Plan.** This plan, suggested by the smaller states, favored greater power for the states. It called for a one-part legislature and two or more executives. All members of the legislature would be chosen by the states. The presidents would be chosen by the legislature.

Both plans provided for the federal government to be in charge of admitting new states to the union. Both plans favored a supreme court that would make final decisions concerning the law. After much discussion, the delegates decided to use parts of both plans.

**Lesson 2 Review** On a sheet of paper, write the words from the Word Bank to match the definitions.

1. Leader of the delegates at the Constitutional Convention
2. Original purpose of the convention in Philadelphia
3. The people who attended the Constitutional Convention
4. Type of government that does not give all power to a national, or central, government
5. Plan that favored greater power to the states

### What do you think?

6. How might the government be different today if the New Jersey Plan had been chosen?
7. Which plan of government would you favor if you were a delegate at the Convention? Explain your answer.
8. If the Convention were held today, do you think the delegates could have met in secret? Explain your answer.

## Word Bank

delegates 3  
federal government 4  
George Washington 1  
New Jersey Plan 5  
revise Articles of Confederation 2

## Lesson 3

## Compromises Made at the Convention

### Compromise

A settlement of differences in which each side gives up some of its demands

### Interstate

Between or connecting two or more states

At the Constitutional Convention, each side had to **compromise**, or give up, some of its plan to reach an agreement. Four major compromises were made.

### How Would the States Be Represented?

The most important compromise was about how to create a legislature (lawmaking body) for the new government. A group of delegates from Connecticut suggested a two-part legislature. The delegates said it should be a two-part legislature to please both the larger and smaller states. The members of one part of the legislature would be chosen according to population. The other part would have two representatives from each state, no matter how large or small the state was. This became known as the Connecticut Compromise.

### How Would the Slaves Be Counted?

The second compromise settled a problem about slaves. The problem was whether the slaves should be counted the same as free men for tax collection and population purposes. The compromise said that every five slaves would count the same as three free men. This was called the Three-Fifths Compromise.

### Who Would Control Trade Among the States?

The third compromise had to do with **interstate** trade, or trade between states. The delegates debated how much power Congress should have over trade. They decided Congress would control trade between states. The states were given control of trade within their own state.



### Civics Connection

The basic rights of people were not in the original Constitution. What are five of your basic rights? Do you think these basic rights should be in the Constitution? Explain your answer.

### Imports

Goods bought from foreign countries

### Exports

Goods sold and shipped to foreign countries

## Who Would Control Trade Between Countries?

The northern and southern states did not agree on the issue of foreign trade, or trade with other countries. The northern states wanted Congress to control all foreign trade. The southern states sold large amounts of rice and tobacco to foreign countries. They were afraid they would lose this trade if Congress taxed these goods. The northern and southern states also disagreed about slaves. The southerners worried that Congress would stop slave trade.

The two sides compromised. The delegates gave Congress the power to control foreign trade. Congress could tax **imports** (goods brought in) but not **exports** (goods shipped out). The delegates said that Congress could not end slave trade for 20 years.

By September 17, 1787, the delegates agreed on all the compromises. Most of the delegates signed the Constitution. The country now had a new plan for government.

### Government in Your Life

#### Libraries in the United States

Before the 1800s, most libraries were owned privately and used by only a few people, such as clergy and students. The first public library in the United States opened in New Hampshire in 1833. The number of libraries grew as more public schools opened in the United States. Andrew Carnegie, a wealthy business leader, helped build more than 1,700 libraries from 1881 to 1919.

Today there are more than 15,000 public libraries in the United States. Most cities and towns have a free public library supported by local taxes.

Public libraries serve the community in many ways. Along with providing books and other materials, civic groups may hold meetings in the library. Libraries often provide resources for people looking for work, and for new citizens learning the English language.



**Lesson 3 Review** On a sheet of paper, write the letter of the answer that correctly completes each sentence.

1. A compromise is a
  - A** settlement of differences.
  - B** system of rules and laws.
  - C** system of trade in which each side gives up some demands.
  - D** system that does not work to run a country.
2. Connecticut delegates tried to settle the problems about
  - A** a legislature.
  - B** the slaves.
  - C** trade.
  - D** taxes.
3. The delegates at the Convention agreed that the states should control
  - A** all laws.
  - B** who could vote.
  - C** trade within a state.
  - D** all foreign trade.
4. One compromise the delegates agreed on was that
  - A** slave trade could never be ended.
  - B** the states could control foreign trade.
  - C** Congress could not tax imports.
  - D** slave trade could not be ended by the federal government for 20 years.
5. On September 17, 1787, the compromises were agreed upon by
  - A** all colonists.
  - B** two delegates.
  - C** Congress.
  - D** most delegates.

### What do you think?

6. Why do you think the delegates decided one part of the legislature would be chosen according to population?
7. Why do you think the delegates agreed to give Congress control of trade between states?



**Principle**

A basic truth, law, or ideal of behavior

**Popular sovereignty**

People elect their leaders

**Limited government**

All parts of government must obey the law

**Separation of power**

Government power is divided between the executive, legislative, and judicial branches

**Checks and balances**

A plan to keep any part of government from becoming too powerful

**Federalism**

A government system in which power is divided between the national and state governments

**Judicial**

Having to do with courts of law and justice

The writers of the Constitution were careful to base this new plan on certain **principles** they felt were necessary for a democratic government. These five principles were **popular sovereignty, limited government, separation of powers, checks and balances, and federalism.**

**What Is the Principle of Popular Sovereignty?**

Popular sovereignty is when the people hold all power because they elect the leaders of the national and state governments.

**What Is the Principle of Limited Government?**

The Constitution set limits on the power the government has. Government must obey the law and conduct business according to the principles of the Constitution. The government and its officers are never above the law.

**What Is the Principle of Separation of Powers?**

The Constitution put the power of government into three different branches. The Congress is the legislative or lawmaking branch. The executive branch applies or enforces the laws. The **judicial** branch rules on the laws made by Congress.

Only Congress can make laws. It cannot give anyone else the power to do so. It also must approve appointments the president makes. The president and the executive branch see that the laws are carried out. The president can veto bills and appoint officials, such as ambassadors and judges.

The courts, with the United States Supreme Court as the most powerful court, can settle disagreements or disputes brought to them by the government or by any person. The judicial branch tells what the laws mean and decides whether a law agrees with the Constitution.

**Unconstitutional**

Not following the Constitution

**What Is the Principle of Checks and Balances?**

The three branches of government have separate duties, but they must act together sometimes. Limits are placed on each branch to prevent one branch from becoming too powerful.

The Supreme Court cannot make laws, but it can decide if a law is **unconstitutional**. Congress then has to change the law or write a new law. The president cannot make laws, but the president must approve the laws Congress passes. In turn Congress must approve all money the country spends. Congress must also approve the president's appointments of people to important government jobs.

**How the System of Checks and Balances Works: Limits of the Branches of Government****Presidential Limits**

- Congress can remove the president by impeachment.
- Congress can pass a bill even if the president vetoes it.
- Congress must approve how money is spent.
- Only Congress can declare war.

**Congressional Limits**

- The president can veto bills of Congress.
- The Supreme Court can say a law is unfair.

**Judicial Limits**

- The president appoints federal judges.
- Congress must approve the president's appointments of judges.
- Congress can remove a judge.

## What Is the Principle of Federalism?

The new plan for government was based on the principle of federalism. Under this system of government, the power is divided between national and state governments. Both levels have their own agencies and officials. Both levels pass laws that directly affect citizens.

**Lesson 4 Review** On a sheet of paper, write the words from the Word Bank that best complete each sentence.

1. What is the principle in which the power of the federal government is shared by three branches?
2. What is the principle in which the three branches of government work together and each branch must approve certain actions of other branches?
3. What principle describes a system of government that is divided between national and state governments?
4. What is the principle in which the people elect the leaders of the national and state governments?
5. What is the principle in which the government and its officers must always obey the law?

### What do you think?

6. Why do you think popular sovereignty is a needed part of democracy?
7. What power of Congress do you think is the most important? Explain your answer.

### Word Bank

checks and balances

federalism

limited government

popular sovereignty

separation of powers

### Writing About Government

Work in small groups to prepare interviews with three delegates to the Constitutional Convention. Write five questions and answers for each delegate. You may need to do research at a library or on the Internet.

## Lesson 5

## The Struggle for Approval

### Persuade

To urge someone to do or believe something by giving reasons

### Ratify

To approve

### Federalist

A person who favored the Constitution

### Authority

The power or right to command or make final decisions

### Essay

A short writing on a special subject

Once the Constitution was completed, the states had to approve it. Most delegates at the Constitutional Convention had signed the Constitution. These delegates now worked hard to **persuade** the states to **ratify**, or approve, it.

Each state held a convention to study the Constitution. The approval of nine of the thirteen states was needed before the Constitution could be put into use.

## Did People Want the New Constitution?

The people of the country were divided in their ideas about ratifying the Constitution. Some people gave speeches or handed out pamphlets about the Constitution. Some wrote letters to the newspapers.

Some people, called **Federalists**, favored the Constitution because it provided for a strong national government. The Federalists believed a strong central **authority** was necessary to defend the nation and keep it united.

Alexander Hamilton, James Madison, and John Jay were three well-known Federalists. They sent their messages to the people of New York by writing 85 **essays** in the New York newspapers. The authors all used the same name, Publius.

These essays became known as the *Federalist Papers*. The three writers explained how the new government would work under the new Constitution and why this type of government was the best choice for the country. For example, *The Federalist, No. 10* explained how the systems of separated and shared powers in national and state governments worked. *The Federalist, No. 51* told readers about the principle of checks and balances. *The Federalist, No. 78* explained the importance of an independent judicial branch.



### Did You Know?

Historians have decided that Alexander Hamilton wrote 50 of the *Federalist Papers* essays. James Madison wrote 30 and John Jay wrote the rest.

### Rule of law

Government leaders must act according to the law

### Civilian

A person not on active duty in a military, police, or fire-fighting force

### Enumerated powers

The 18 powers of Congress numbered from 1 to 18 in the Constitution

### Anti-Federalist

A person who favored state and individual rights

The *Federalist Papers* told readers about the **rule of law**. Under the rule of law, government leaders must act according to the law. The *Federalist Papers* explained that the military would be under **civilian control**. This means that the chief civilian, the president, would be in charge of the military. The *Federalist Papers* also told readers about the **enumerated powers**, or the 18 powers of Congress written in the Constitution.

Another group, known as the **Anti-Federalists**, favored stronger state governments than the Constitution permitted. Anti-Federalists opposed the Constitution because they thought it would take away many state and individual rights. Patrick Henry, a famous Anti-Federalist, thought the Constitution would create a national government that was too powerful.



## Media and Government

### The Federalist Papers

Newspapers, radios, television, and the Internet are important in a democracy. Candidates for political office use the media to persuade American citizens to vote for them. When a bill is before Congress, interest groups sometimes print editorials, have a Web site, or buy advertising time to promote their views. An interest group is a group of people who share common goals and organize to influence government. For example, they may encourage Americans to ask their representatives in Congress to vote for or against a certain bill.

The Federalists used the press to persuade people to ratify the United States Constitution. Their 85 essays, called the

*Federalist Papers*, were published in New York newspapers from 1887 to 1888. Popular leaders George Washington and Benjamin Franklin were on the side of the Federalists. The success of the *Federalist Papers* helped convince people to ratify the Constitution.

The Anti-Federalists responded to the Federalists by writing letters and pamphlets. The Anti-Federalists' arguments were not read as widely as the *Federalist Papers*.

### Guarantee

An agreement to protect a possession or right

## How Did They Reach an Agreement?

The Federalists agreed to add amendments to the Constitution to protect peoples' basic rights. Many Anti-Federalists then favored it. These amendments were added two years later. This addition is known as the Bill of Rights. It **guarantees** such rights as freedom of speech, freedom of religion, and freedom of the press.

Discussions continued throughout the winter at the state conventions. Nine states needed to ratify the Constitution. This happened in June 1788. This allowed the Constitution to become the new plan for government. As seen below, by 1790 all 13 states had ratified the Constitution.

### Ratifying the Constitution

Date Ratified	State	Accepted	Rejected
December 7, 1787	Delaware	30	0
December 12, 1787	Pennsylvania	43	23
December 18, 1787	New Jersey	38	0
January 2, 1788	Georgia	26	0
January 9, 1788	Connecticut	128	40
February 6, 1788	Massachusetts	187	168
April 28, 1788	Maryland	63	11
May 23, 1788	South Carolina	149	73
June 21, 1788	New Hampshire	57	46
June 25, 1788	Virginia	89	79
July 26, 1788	New York	30	27
November 21, 1789	North Carolina	194	77
May 29, 1790	Rhode Island	34	32

### Temporary

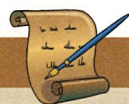
Lasting for a limited time

## How Was the Constitution Put into Action?

Congress began putting the Constitution into use as soon as it was ratified. The first action Congress took was to name New York City as the **temporary** national capital. Later it was moved to Philadelphia and to Washington, D.C., by 1800.

The first elections were held, and George Washington was the popular choice for president. John Adams was elected vice president. The states elected 26 senators and 65 representatives to serve in the new Congress. They met for the first time on March 4, 1789, in Federal Hall in New York.

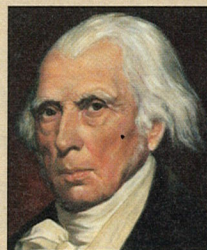
See The United States Constitution in the appendix of this book.



### Biography

#### James Madison: 1751–1836

Born in Virginia, James Madison attended Princeton University and studied history and government. He was also well-read in the law and an excellent farmer. Madison was a member of the Continental Congress and the Virginia Assembly where he helped form the Constitution of Virginia in 1776.



Madison was a delegate to the Constitutional Convention in Philadelphia. He argued to scrap the Articles of Confederation. Instead, he wanted a national government that served individual citizens rather than the states. Madison took a leading role in shaping the Constitution and was the author of the basic plan of government adopted by the delegates.

After ratification, Madison became known as the “Father of the Constitution.” As a congressman from Virginia, Madison helped create the Bill of Rights. In 1808 James Madison was elected the fourth president of the United States.

**Lesson 5 Review** On a sheet of paper, write the answer from the three choices given to best complete each sentence.

1. The (Anti-Federalists, Federalists, Congress) favored the new Constitution.
2. The Constitution had to be ratified by (eight, nine, ten) of the 13 states in order to be put into use.
3. The (Anti-Federalists, Federalists, Constitution) favored strong state governments.
4. The (Federalists, senators, Anti-Federalists) agreed to approve the Constitution after the Bill of Rights was added.
5. By 1790 (all 13, most of the, 10) states had ratified the new Constitution.

### What do you think?

6. What do you think people were afraid might happen if the Bill of Rights was not added to the Constitution?
7. What are four methods you could use today to tell people about the *Federalist Papers*? Which method do you think would work the best? Explain your answer.
8. How do you think a written constitution protects individual rights?



## Document-Based Reading

### Federalist Paper, No. 51

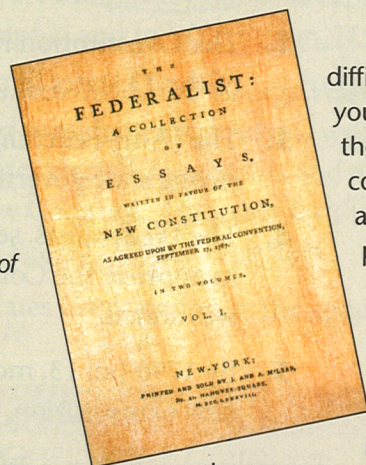
The Federalist Papers were a series of 85 essays written under the pen name of Publius. James Madison, Alexander Hamilton, and John Jay actually wrote the essays.

The three men were well-respected leaders. Madison would later go on to become president of the United States. Hamilton would become a major force in setting economic policy for the United States. Jay would become the first Chief Justice of the United States Supreme Court.

Some states such as New York and Virginia were deeply split over ratifying the Constitution. Madison, Hamilton, and Jay wrote the Federalist Papers to gain popular support for the proposed Constitution. This passage is from Federalist Paper, No. 51 written by James Madison in 1788.

To what expedient, then, shall we finally resort, for maintaining in practice the necessary partition [division] of power among the several departments, as laid down in the Constitution? . . . I will hazard [make] a few general observations . . .

It may be a reflection on human nature, that such devices should be necessary to control the abuses of government. But what is government itself, but the greatest of all reflections on human nature? If men were angels, no government would be necessary. If angels were to govern men, neither external [outside] nor internal [inside] controls on government would be necessary. In framing a government which is to be administered by men over men, the great



difficulty lies in this: you must first enable the government to control the governed; and in the next place oblige it to control itself.

A dependence on the people is, no doubt, the primary control on the government; but experience has taught mankind the necessity of auxiliary [helpful] precautions . . . the constant aim is to divide and arrange the several offices in such a manner as that each may be a check on the other . . .

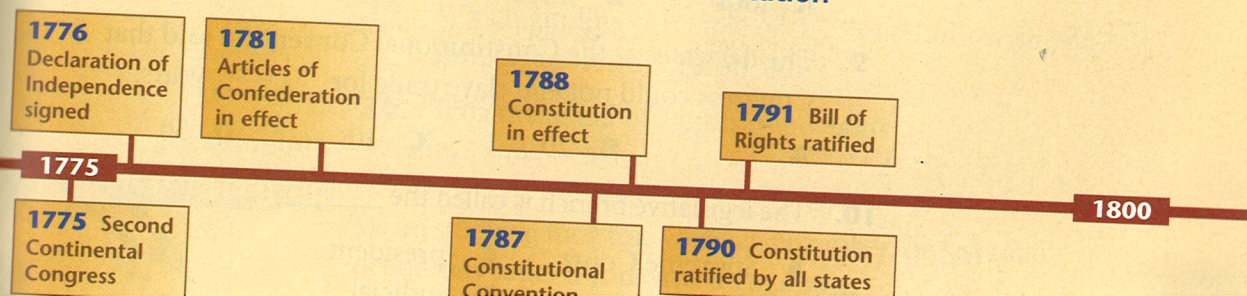
### Document-Based Questions

1. According to the author, how might human nature abuse a weak government?
2. How does the author think that government reflects human nature?
3. What did the author mean by "a government which is to be administered by men over men?"
4. In your own words, write what this statement means: "If men were angels, no government would be necessary."
5. Why do you think Madison thought it was important that the government be forced to control itself?

## Chapter 2 SUMMARY

- Under the Articles of Confederation, the government did not have the power to raise money needed to pay the nation's war debt, or to force the states to pay their share of the debt.
- A convention was called to revise the Articles of Confederation. The delegates at this convention decided that a new, stronger plan for government was necessary.
- The larger states favored a strong central government (Virginia Plan), while the smaller states wanted more power to go to the states (New Jersey Plan). The delegates made compromises to reach an agreement.
- The Constitution was written based on five principles, or ideals. These principles are popular sovereignty, limited government, separation of powers, checks and balances, and federalism.
- The finished Constitution had to be ratified by the states. Each state held a convention and voted.
- The Federalists favored a stronger central government. They approved of the Constitution. The Federalists were opposed by the Anti-Federalists, who said the states should have more power.
- The *Federalist Papers* helped convince many people to vote to ratify the Constitution.
- By 1788, nine states had ratified the Constitution, and it went into effect.
- New York City became the temporary capital. In 1789 George Washington was elected president, with John Adams as vice president.
- By 1790, every state had ratified the Constitution.
- After the Constitution was ratified, the Bill of Rights was added in 1791.

### The Path to the Constitution



## Chapter 2 REVIEW

### Word Bank

first plan of government 2  
 popular sovereignty  
 Revolutionary War 1  
 separation of powers  
 too weak  
 unconstitutional 7  
 Virginia Plan 3

On a sheet of paper, write the words from the Word Bank that best completes each sentence.

- The \_\_\_\_\_ broke all ties between the English colonies and England.
- The Articles of Confederation were written as the \_\_\_\_\_ for the new country.
- The Constitutional Convention met to revise the Articles of Confederation. However, the delegates decided the Articles were \_\_\_\_\_.
- A plan presented at the Constitutional Convention that favored a strong central government was the \_\_\_\_\_.
- \_\_\_\_\_ is a principle of democratic government that calls for three branches of government with separate duties.
- \_\_\_\_\_ means that power is in the hands of the people because they elect the government leaders.
- The Supreme Court cannot make laws, but it can decide if a law is \_\_\_\_\_.

On a sheet of paper, write the letter of the answer that correctly completes each sentence.

- One compromise at the Constitutional Convention was how to create a legislature. The delegates agreed to a \_\_\_\_\_ part legislature.  
 A four      B three      C one      **D two**
- The delegates at the Constitutional Convention said that Congress could not end slave trade for \_\_\_\_\_ years.  
 A 5      **B 20**      C 10      D 50
- The legislative branch is called the \_\_\_\_\_.  
 A Supreme Court      C president  
**B Congress**      D judicial

- The Anti-Federalists thought the Constitution took away people's \_\_\_\_\_.  
 A votes      C property  
**B basic rights**      D courts
- The \_\_\_\_\_ guarantees basic freedoms.  
 A Legislature      C Bill of Rights  
**B Supreme Court**      D Convention
- The \_\_\_\_\_ were printed in newspapers to convince people to vote to ratify the Constitution.  
 A Checks and balances      C guarantees  
**B Federalist Papers**      D Bill of Rights

On a sheet of paper, write answers to the following questions. Use complete sentences.

- Why were the Articles of Confederation scrapped?
- Why did the Federalists and Anti-Federalists disagree?
- Explain how the Constitution was ratified.
- Why did the southern states want to control their own foreign trade?

**Critical Thinking** On a sheet of paper, write your response to each question. Use complete sentences.

- Why was the New Jersey Plan rejected?
- Which guiding principle of the Constitution do you think is most important? Why?
- Why is the Bill of Rights important?

### Test-Taking Tip

When studying for a test, you will remember the facts and definitions better if you write them down.