7th SS LEAP Practice Workbook
Week 2

1. Complete each day's work.
Week 2 Day 1
Influences on Colonial Leaders
When they debated a new government, the Founders used ideas of government from history. Yet, they were creating something new. For most of written history, people have been governed by kings and emperors. A king or queen with unlimited power rules an absolute monarchy. A monarch is a king or queen. The Founders wanted to make sure the US would never become an absolute monarchy.

Greek and Roman Models of Government
Ancient Greece
Ancient Greece flourished from about 2800 to 2300 years ago. The Founders looked at an ancient Greek model of government. Some ancient Greeks practiced direct democracy. In a direct democracy, each citizen votes on the laws and actions of the government. However, in ancient Greece, only men who were citizens (not slaves or foreigners) could vote.

But there is a serious flaw in a direct democracy. A flaw is a weakness or potential problem. In a direct democracy, the majority can do whatever it wants. If 50 percent plus one of the people vote for something, it is a done deal. This flaw is called "the dictatorship of the majority." A dictatorship is a government ruled by a single leader or group. People could vote to make the president king for life. The tyranny of the majority can threaten the rights of minorities. A minority is a smaller group in a society that is somehow different in some way from the larger group.

Ancient Rome
The Founders also look at the ancient Roman government. The Romans introduced the idea of a republic. The Roman Republic lasted from about 2500 to 2000 years ago. In a republic, people vote on government decisions by electing representatives who share their views and vote for them. A republic also has a constitution that protects the rights of individuals and minorities. The United States government was founded as a republic under the US constitution.

Ancient Rome had a legislature with two divisions, or houses. One of the houses was the Roman Senate.

The Founders studied the writings of ancient Greek
and Roman cultures. They combined elements of the governments of ancient Greece and ancient Rome when creating the structure of the United States government.

**English and British Models of Rights**

Before the American Revolution, most colonists thought of themselves as British. Britain began as the country of England. English people fought for and won many rights.

**Magna Carta and Parliament**

The first and most important right won in England was the right to limit the power of the king through laws. 1215, King John I ruled England. You may recognize his name from Robin Hood stories. Robin Hood may or may not have been real, but King John I was. He was very cruel, even by the harsh standards of the time. Perhaps it is lucky he was a coward as well, because when a group of English nobles trapped him and put a document limiting his power in front of him, he signed it. The document was called the Magna Carta. The **Magna Carta** made the king subject to the laws it spelled out. King John I was no longer an absolute monarch. The Magna Carta gave the nobles some rights and stopped the king from creating taxes without the agreement of a council of nobles.

The council of nobles eventually became **Parliament**, the English legislature. In less than 200 years, Parliament had two houses. Parliament has kept its form for hundreds of years. The upper house, the House of Lords, is composed of nobles, whose members are appointed by the Queen (with the advice of the Prime Minister). The lower house, known as the House of Commons, is made up of elected officials and provides English citizens a voice in their government.

The Magna Carta also established for the first time the idea of a limited government. A **limited government** is limited in its power by laws.

When the American colonists began to rebel against England, their first complaint was that they did not have the rights of English citizens. They had no representatives in Parliament. When the United States drafted its Constitution, it included a legislature like Parliament: Congress.

**The English Won More Rights**

The English were not done fighting their kings. In the 1600s, they rebelled against their kings twice, and twice Parliament created new documents that furthered limited what kings could do. Many of these limits would later be repeated in the US Constitution. The second rebellion in 1689 resulted in the English Bill of Rights. The **English Bill of Rights** gave more rights to English citizens. It forced the king to get Parliament’s agreement to raise taxes. It also outlawed cruel and unusual punishment. It gave citizens the right to a speedy trial and to petition the government. Petitioning the government includes writing letters, lobbying for a cause, and even filing lawsuits against the government. The US Constitution later guaranteed many of these same rights.
Chapter 3  Creating a New Government

**English Bill of Rights (1689)**

That the pretended power of suspending the laws or the execution of laws by regal authority without consent of Parliament is illegal;... That levying money for or to the use of the Crown... without grant of Parliament, for longer time, or in other manner than the same is or shall be granted, is illegal; That it is the right of the subjects to petition the king, and all... prosecutions for such petitioning are illegal; That the raising or keeping a standing army within the kingdom in time of peace, unless it be with consent of Parliament, is against law...That excessive bail ought not to be required, nor excessive fines imposed, nor cruel and unusual punishments inflicted...

execution: carrying out
regal: royal
levying; taxing
grant: approval
inflicted: caused suffering

When the king agreed to the English Bill of Rights, he became a constitutional monarch. A **constitutional monarchy** limits a king’s or queen’s power by requiring them to follow laws set out in a constitution. In addition, the monarch usually shares power with another branch of government, such as a legislature (often called a parliament).

When England began electing members to Parliament, even though only certain people could vote, it was on its way to becoming a representative democracy. In a **representative democracy**, people elect representatives to represent them and vote for them.

**Enlightenment Ideas about Governments and Rights**

In the late 1600s, the Enlightenment began in Europe. During the **Enlightenment**, thinkers (people we would call "thought leaders" today) explored ideas that could explain or improve the world. During this time, several thinkers introduced concepts that later helped form American ideas about government. They looked at human nature (how people naturally behave), how and why governments were created, and what might be the best form of government. As you have learned, John Locke believed the consent (agreement) of the people gave their government the right to rule. The idea of separation of powers, which you will study later, also came from the Enlightenment.

**Self-Government in the Colonies**

**The Mayflower Compact**

The Pilgrims landed in the wrong place when they hit land at Plymouth, Massachusetts, in 1620. They were headed to Virginia, where they had permission from the king to settle. Under the rules of the time, until they got official approval from the king to be in New England, they had no government. To give themselves a government until permission from the king arrived, the Pilgrims wrote and signed the Mayflower Compact. The **Mayflower Compact** set up guidelines for their self-government. The Pilgrims wrote the Mayflower Compact while still on board the Mayflower, the ship that brought them to Massachusetts. It established an elected legislature and stated that the government got its power from the people of the colony.
The Declaration of Independence

As you have learned, Thomas Jefferson wrote the Declaration of Independence. The Declaration of Independence set forth the rebel colonists’ beliefs about freedom. Jefferson followed the pattern of the English Bill of Rights by listing the complaints against the king, such as raising taxes. In fact, many of the complaints he made were identical to the complaints listed in the English Bill of Rights.

Jefferson was greatly influenced by the Enlightenment, especially the ideas of Englishman John Locke. In the decades before the American Revolution, during the Enlightenment, Locke thought people were born with certain natural rights that no government could take away. These rights include life, liberty, and property. Locke believed people gave up certain freedoms to create a government for the good of society. If a government failed to respect its citizens’ rights or to fulfill its proper role, then that government should be replaced. People had a right to overthrow a tyrannical government. Many colonial leaders used Locke’s views to justify the American Revolution.

Practice 1

1. The powers of a king are limited in a(n)
   A. absolute monarchy.
   B. direct democracy.
   C. constitutional monarchy.
   D. republic.

2. What ancient society was, for a while, a republic?
   A. ancient Greece
   B. ancient Rome
   C. ancient England
   D. No country was ever a republic.

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3. In a direct democracy, who votes?
   A. representatives
   B. nobles
   C. philosophers
   D. all citizens

4. What document about self-government did the Pilgrims create?
   A. the Bill of Rights
   B. the Mayflower Compact
   C. the Declaration of Independence
   D. the Constitution

5. What did the Magna Carta do? Select the two answers that are correct.
   A. It led to the creation of Parliament.
   B. It stopped the king from quartering.
   C. It created a limited government.
   D. It stopped the king from raising taxes.
   E. It protected Robin Hood.

6. Thomas Jefferson agreed with John Locke that if a government failed its citizens,
   A. the people should elect a new president.
   B. the people had a right to replace their government.
   C. a new king should be found.
   D. the people should list their grievances.

7. What were the first rights demanded by American colonists?
   A. the right to a Constitution
   B. the right to rebel against the king
   C. freedom from slavery
   D. the rights of British citizens

8. What word did Thomas Jefferson use for natural rights?
Week 2 Day 2
A New Government for a Free Country

The founders of our country set out to do what no one had done before: set up a government of a country from scratch. There were approximately 2.5 million people living in the United States in an area almost twice the size of France.

The Articles of Confederation

Americans had just won their freedom from Britain. They did not want to give too much power to a national government. They thought a confederation would be better. A confederation is a form of government allowing states to keep a great deal of independence while being loosely unified as a nation. The Second Continental Congress was still serving as the US government. It adopted the Articles of Confederation as the plan for the federal (national) government. The Articles of Confederation were finally ratified (approved) in 1781 by all thirteen states.

The Articles of Confederation gave the name "the United States of America" to the new country. It described the government of the United States:

The said States hereby severally enter into a firm league of friendship with each other, for their common defense, the security of their liberties, and their mutual and general welfare, binding themselves to assist each other, against all force offered to, or attacks made upon them, or any of them, on account of religion, sovereignty, trade, or any other pretense whatever.

Then it proclaimed:

Each state retains its sovereignty, freedom, and independence, and every power, jurisdiction, and right, which is not by this Confederation expressly delegated to the United States, in Congress assembled.

Under the Articles of Confederation, there was no president and no executive branch. There was no federal judicial system. Congress decided disputes between the states.

The only national government was a legislature, Congress, with one house. Congress could not draft soldiers. It could not regulate trade or tax. Each state had one vote in Congress. At least nine of the 13 states had to agree to any law Congress passed. Since the states often had different interests, they rarely agreed. All states had to approve any amendments (changes) to the Articles of Confederation.

States had so much power they could even print their own money. Each state had an army of its own. Virginia threatened to seize ships from other states.

An American Identity

During the early days of the nation, the state constitutions were more powerful bodies of law than the Articles of Confederation. Most people felt they were citizens of their independent states more than they saw themselves as citizens of a new country.
Chapter 3  Creating a New Government

Crisis in the New United States

Economic Problems
The new United States government owed a lot of money. During the Revolutionary War, the Second Continental Congress borrowed money from other nations and even its own people to pay for the revolution. Yet the Articles of Confederation did not give the national government the power to collect taxes and repay these debts. Instead, Congress had to ask the states for money. As you might guess, this did not work very well. The government had no money to organize a national army or carry out the duties of government.

The United States economy was also in crisis. It faced trade restrictions from other countries. Britain had been the main trading partner of the colonies, but the British did not want to trade with the US anymore. Other countries also reduced their trade with our country.

Trade restrictions meant there was less money coming into the United States. The US government printed money, but without a strong economy to back it up, it was not worth much. At the same time, because the US was a new nation that owed so much money, it could not borrow money. It had no debt repayment ability.

States owed money too. To repay their debts, they printed money of their own. This hurt the economy even more. Some states tried to place taxes on goods to be sold in other states. These state actions caused anger and protests.

Inflation became a serious problem. Inflation happens when the price of goods goes up. Inflation often happens slowly over time. But when it happens quickly and people do not have the money to pay higher prices, inflation can create a crisis in prices and interest. Interest is the amount of extra money paid to borrow money. When there is inflation and little money, borrowers must pay high interest that costs so much it makes borrowing money very hard.

There was also a shortage of workers. During the Revolutionary War, few people immigrated to the US or brought in slaves, and many slaves and white servants legally required to work for their employers escaped.

Shays Rebellion
Farmers were hurt by the economic crisis. Farm prices were falling. Farmers could not repay loans. When the state of Massachusetts raised taxes, a Massachusetts farmer and Revolutionary War veteran named Daniel Shays led farmers in a rebellion. About 4,000 joined in the rebellion in one way or another. The farmers wanted the legislature to reduce taxes. The legislature refused. Shays' Rebellion began when the rebels took over local courthouses to stop the trials of debtors (people who owed money). Without a strong national government, Massachusetts was forced to deal with the revolt on its own. It had to create an army that fought and defeated the rebels. Shays' Rebellion made it clear the country needed a more powerful central government.

Shays' Rebellion
George Washington was one of the Founders who saw the Articles of Confederation failing. In May, 1786, he wrote:

That it is necessary to revise and amend the articles of confederation, I entertain no doubt; but what may be the consequences of such an attempt is doubtful. Yet something must be done, or the fabrick must fall, for it certainly is tottering.

A few months later, in another letter, Washington worried about conflicts in the new country:

exhibit a melancholy proof of what our trans atlantic foe have predicted; and of another thing perhaps, which is still more to be regretted... that mankind left to themselves are unfit for their own government.

Shays' Rebellion made a deep impact on George Washington:

If three years ago any person had told me that at this day, I should see such a formidable rebellion against the laws [and] constitutions of our own making as now appears I should have thought him... a fit subject for a mad house.

In contrast, Thomas Jefferson was not so upset. He wrote:

The late rebellion in Massachusetts has given more alarm than I think it should have done. Calculate that one rebellion in 13 states in the course of 11 years, is but one for each state in a century & a half. No country should be so long without one.

He repeated his thoughts in a letter to Abigail Adams:

The spirit of resistance to government is so valuable on certain occasions, that I wish it to be always kept alive. It will often be exercised when wrong, but better so than not to be exercised at all. I like a little rebellion now and then. It is like a storm in the Atmosphere.

Activity: Close reading

1. What type of source are the letters of Washington and Jefferson?

2. Do they contain facts (something that can be proven) or opinions (feelings and beliefs)?

3. What did Washington mean by the fabrick: ___________________________

our trans atlantic foe: ___________________________
4. Describe the views of Washington and Jefferson on what rebellion against the government meant.

5. Read the section below and answer the next question. What did Washington and Jefferson agree about?

The Call for a New Government

In 1787, leaders called for a Constitutional Convention to change the Articles of Confederation. The national government simply did not have enough authority to rule effectively. Things were a mess! Although they'd won independence, the states were not united as a country. Would the United States survive as a country?

Something had to change. The delegates to the Constitutional Convention are often called the "framers of the Constitution" because they "framed" or set up the Constitution in the way builders frame a house. A constitution is the set of laws organizing and governing a country. The United States constitution is our constitution.

George Washington had not wanted to attend the Constitutional Convention. Can you guess what changed his mind?

Thomas Jefferson was in France serving as the United States ambassador. But he wrote letters. To John Adams, he protested that the delegates were keeping their meeting a secret, then continued:

"I have no doubt that all their measures will be good and wise. It is really an assembly of demigods."
Practice 2

1. What served as the government of the United States when the Articles of Confederation were created?
   A. the Committees of Correspondence
   B. the First Continental Congress
   C. the Second Continental Congress
   D. the Albany Plan

2. What was the structure of the national government under the Articles of Confederation?

3. Create an arrow diagram of the causes and effects of trade restrictions on the economy of the new United States.

4. What did Daniel Shays want?
   A. a stronger federal government
   B. an end to the federal government
   C. the Massachusetts government to print more money
   D. the Massachusetts government to reduce taxes
5. How many votes in Congress did each state have?
   A. one
   B. two
   C. five
   D. It depended on its population.

6. Under the Articles of Confederation, how many states had to approve new national laws?
   A. four
   B. five
   C. seven
   D. nine

7. Under the Articles of Confederation, states had their own (select the two answers that are correct)
   A. presidents.
   B. money.
   C. countries.
   D. languages.
   E. armies.

8. How did the national government pay for itself?
The Principles of the Constitution

When creating the Constitution, the Framers followed seven principles. They are described below.

Limited Government

The first principle is that the Constitution is a set of laws that lists what the federal government can and cannot do. The laws in the Constitution are “the supreme law of the land.” Supreme means best and most powerful. Because these laws limit what the power of the government, we have a limited government.

The Structure of Our Government Limits its Power

Two principles are designed to keep any part of the government from growing too powerful. They are (1) separation of powers and (2) checks and balances.
**Separation of Powers**
Separation of powers divided our government into three branches or parts. This principle keeps one branch of government from becoming too powerful by dividing up government power. Each branch has its own job. For more information, study the chart below.

<table>
<thead>
<tr>
<th>Branch</th>
<th>Job</th>
<th>Divisions</th>
<th>Leaders</th>
</tr>
</thead>
<tbody>
<tr>
<td>Legislative</td>
<td>make laws, including setting the budget for the federal government</td>
<td>Congress: House, Senate</td>
<td>Speaker of the House, Senate Majority Leader</td>
</tr>
<tr>
<td>Executive</td>
<td>carry out laws</td>
<td>President, President’s Cabinet (heads of federal agencies), different agencies and departments such as the Department of Education</td>
<td>President</td>
</tr>
<tr>
<td>Judicial</td>
<td>try federal cases and interpret (decide) the meaning of laws, and for the Supreme Court, decide if laws are constitutional—legal under the Constitution.</td>
<td>district courts, circuit (appeals) courts, Supreme Court (highest court in the US)</td>
<td>Chief Justice of the Supreme Court</td>
</tr>
</tbody>
</table>

**Appeals courts** hear *appeals*, cases about cases that have already been decided in a lower court. Judges on the Supreme Court are called *justices*.

Often, the different leaders in the branches do not agree with the leaders in the other branches. But because we have separation of powers, no one can take over the government. No one can become king or queen!

**Checks and Balances**
However, it’s not enough to divide power into branches if one branch could become more powerful than the other branches. The principle called *checks and balances* keeps this from happening. One branch’s power is checked (limited) or balanced by another branch. For example, the President nominates judges for the Supreme Court. But the Senate must approve the nominee. Some nominees have been rejected by Congress. The judges on the Supreme Court are very important because of their power of judicial review. The Supreme Court can check the power of Congress or the President. The nomination process and judicial review are both important parts of checks and balances.

Here is another example of checks and balances. The president is commander—in-chief of the military. He has the final say on military orders when the US is at war. He can send troops to different countries. But only Congress can declare war. In addition, Congress always decides how much money the military gets in its budget. The president can ask for a certain amount of money in the budget for the military, but he or she may not get it. The Supreme Court can decide if laws Congress makes about the military are constitutional. As you can see, no one branch of government completely controls the military.
Federalism
The Constitution also divides power between the states and the federal government, just like a school has teachers and a principal. This division of a government between a national government and states is called federalism. It is another principle of our government. The federal government does the work that the states cannot do by themselves. For example, the federal government is in charge of the military so soldiers can protect the entire country. The federal government passes laws that affect all the states. Federal means shared government powers.

The Constitution kept some powers for the states. For example, states create their own school systems. Louisiana runs Louisiana schools. States handle their own elections. They are in charge of licenses such as drivers' licenses or marriage licenses. Under the Constitution, the states and the federal governments share some powers. They each build roads, make laws, and use taxes to pay for government. The Constitution also says that the powers not given to the federal government are “reserved” (kept) for the states or the people.

Other Principles Limit the Power of Government
Three principles are designed to make sure our government respects our rights.

Republicanism
The first principle is republicanism. In a republic, voters elect representatives who make laws and govern on their behalf. But a republic also has a constitution that protects the rights of citizens, including minorities. The United States government was founded as a republic under the US constitution.

Popular Sovereignty
The principle of popular sovereignty also protects our republic. Popular sovereignty means self-rule by the people. However, popular sovereignty can turn into “the dictatorship of the majority.” The majority means people form the largest group, larger than other groups combined, in a society. The majority can overrule minorities.

Popular sovereignty as an issue played a very important role in the years before the Civil War. It is still an issue today about some social problems, such as how states treat undocumented or illegal immigrants or make laws about owning types of guns. Popular sovereignty is more likely to be a concern when the beliefs of people in different states are different and the states want to make laws around those beliefs.

Individual Rights
To protect minorities, the United States Constitution relies on the principle of individual rights, the freedom of individual persons to think and act without government restricting their liberty. These rights include freedom of speech and religion.
Chapter 3  Creating a New Government

Practice 3

1. When a government is limited by law as to what it can do, it is a
   A. republic.
   B. limited government.
   C. democracy.
   D. federal system.

2. The president makes treaties with other countries, but the Senate must approve them. This is an example of
   A. popular sovereignty.
   B. federalism.
   C. checks and balances.
   D. limited government.

3. The system of having both states and a national government is called
   A. Americanism.
   B. federalism.
   C. confederationism.
   D. statism.

4. In a republic, citizens vote
   A. on decisions by the government.
   B. for representatives to make government decisions for them.
   C. for their kings and queens.
   D. whether or not to go to war.

5. Popular sovereignty can be described as
   A. the dictatorship of the majority.
   B. Republicanism.
   C. separation of powers.
   D. self-rule.
Chapter 3  Creating a New Government

6. What are the three branches of government and what do they do?

7. What would happen if states could make their own treaties with foreign governments?

8. Individual rights protect ____________________________.
Week 2 Day 4
Chapter 3 Using Sources to Answer Questions

Source 1

30) No sheriff, royal official, or other person shall take horses or carts for transport from any free man, without his consent.

31) Neither we nor any royal official will take wood for our castle, or for any other purpose, without the consent of the owner.

38) In future no official shall place a man on trial upon his own unsupported statement, without producing credible witnesses to the truth of it.

39) No free man shall be seized or imprisoned, or stripped of his rights or possessions, or outlawed or exiled, or deprived of his standing in any way, nor will we proceed with force against him, or send others to do so, except by the lawful judgment of his equals or by the law of the land.

52) To any man whom we have deprived or dispossessed of lands, castles, liberties, or rights, without the lawful judgment of his equals, we will at once restore these.

credit: the British Library, G.R.C. Davis, *Magna Carta*

Source 2

The end of government being the good of mankind, points out its great duties: It is above all things to provide for the security, the quiet, and happy enjoyment of life, liberty, and property.

—James Otis, 1764

Source 3

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.

—Thomas Jefferson, 1776

1. Source 1 is most likely from
   A. ancient Roman law.
   B. the Magna Carta.
   C. the Mayflower Compact.
   D. the Declaration of Independence.

2. Americans have a right to a trial by jury, which in its beginning stage goes all the way back to Source 1 and its reference to

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Chapter 3  Creating a New Government

3. What does James Otis claim is the purpose of government?
   A. to provide security
   B. to provide liberty
   C. the good of mankind
   D. to be above all things

4. What is one right Otis put in Source 2 that Jefferson left out of Source 3?
   A. liberty
   B. property
   C. life
   D. equality

5. Jefferson wrote that people had a right to change their government when
   A. it is destructive.
   B. it has no just powers.
   C. it no longer secures inalienable rights.
   D. they think it is a good idea.
Chapter 3 Key Term Activity

Fill in the blank with the correct word.

<table>
<thead>
<tr>
<th>Word Bank</th>
</tr>
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<tbody>
<tr>
<td>absolute monarchy</td>
</tr>
<tr>
<td>republicanism</td>
</tr>
<tr>
<td>high interest</td>
</tr>
</tbody>
</table>

Ebenezer owned a farm in Massachusetts. He served in the Continental Army. He did his best to raise corn and pumpkins to sell. When he wanted to buy more land, 1 ________________ made it too expensive. Then he was hit with high taxes. He watched the sheriff seize his cousin's farm when he could not pay the taxes. He met with others farmers and heard 2 ________________ speak. Their representatives in state government were doing nothing to help their situation. They favored the folks in cities. He thought bitterly, "might as well live in an 3 ________________ with a king." Ebenezer considered himself a citizen first of Massachusetts. Sure, there was the 4 ________________ as a national government for common defense. He supported the principle of 5 ________________, with both a federal government and state governments. But he was not interested in what the United States legislature, 6 ________________, would do. It was far, far away. Shays did not want to lead the men, but they persuaded him to. Ebenezer joined with the Shayites to take over a courthouse in Massachusetts to stop it from hearing the cases of debtors. If they lost their cases, the debtors went to jail. Ebenezer's wife went back to running the farm just as she had when he was in the army. She wrote to him about how much prices were going up. 7 ________________ hurt their ability to buy seeds for next year. When the governor's army defeated the Shayites, Ebenezer was captured, tried for treason, and convicted. He faced hanging. But he was pardoned. Shays went into hiding, staying on the run. Then the new governor, John Hancock, issued a June, 1787 pardon for everyone who swore an oath of allegiance to Massachusetts before Sept. of that year. Shays was pardoned (officially forgiven). Gov. Hancock had signed the Declaration of Independence. Back at home, Ebenezer started reading about government. Hancock's election worked. Ebenezer believed again in the principle of 8 ________________, having a republic. Then he heard: there had been a Constitutional Convention.

Key terms are defined in the book's glossary. Answers to Key Term Activities and chapter reviews are found in the Teacher's Guide.

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Week 2 Day 5
Chapter 4
The Constitution

Unit Two: Governing the Nation
Standards covered: 7.1.3, 7.2.3, 7.8.1, 7.8.5, 7.10.1, 7.10.4
Key Term Activity at the end of the chapter

The Constitutional Convention
Only Rhode Island did not send delegates to the Constitutional Convention. When the Constitutional Convention met, the framers decided to do away with the Articles of Confederation and write a new set of laws. All the delegates agreed that change was necessary. Most wanted to follow the principles you have learned about. However, they did not agree on how the national government should be organized.

George Washington served as leader of the Constitutional Convention. The framers met in secret. They closed the windows and locked the doors of their meeting room. They had important questions to decide.

- What is the duty of government?
- How do we prevent someone from taking over and becoming king?
- What is the best way for big and small states to be represented in a legislature?
- What is the best way for all the states, big and small, to be represented in a legislature?
- How should the new government be organized?
- How much power should the states have? What about the national government?
- How do we prevent someone from taking over and becoming king?
- What about slavery?

James Madison wrote the first draft of the Constitution. Madison is known as the “father of the Constitution.” He would later become our fourth president.

Compromises
In the end, after much debate, the delegates had to make compromises. Delegates often disagreed. They had to compromise to create our new government.
Creating the Structure of the New Government

The structure of a government is very important. It creates the branches or sections where government does its different jobs.

**How do we prevent someone from taking over and becoming king?**

Edmund Randolph and James Madison introduced the Virginia Plan. It called for a federal government with separation of powers. The delegates liked the idea of dividing the country into three branches. But there was still an important question:

**What is the best way for big and small states to be represented in a legislature?**

Some colonies were big, others small. Virginia had the largest population at close to 650,000 people. Pennsylvania, Maryland, Massachusetts, and North Carolina also had large populations for the time at over 300,000 people each. Delaware had less than 60,000 people. Four other states had less than 200,000 people. The big states wanted a legislature with representatives based on population. The smaller states wanted each state to have an equal vote.

The Virginia Plan had a two-house legislature with representatives from each state. In each house, the greater a state's population, the more representatives it would have. Larger states loved the idea: but smaller states hated it because they would have fewer representatives.

New Jersey's delegates offered the New Jersey Plan. It also called for three branches of government. However, the legislative branch would have only one house with each state getting one vote.

**The Great Compromise**

In the end, the delegates decided to follow a plan that became known as the Great Compromise. It gave the legislative branch two houses. One house, called the House of Representatives, had representatives for the states by population. It was elected directly by the people. The other house, called the Senate, gave each state two senators, regardless of the state's population. Senators were elected by state legislatures. The framers believed having senators elected by state legislatures and giving them a longer term in office would make them less likely to be ruled by the tyranny of the majority. Together, the House of Representatives and the Senate formed a new Congress.

**MODERN CONNECTIONS:** Members in the House of Representatives

Louisiana has six representatives. The state with the most representatives is California, with 53. There are seven states with just one representative, including Alaska. When there is more than one representative, the legislature of each state divides its state into Congressional districts. Districts average about 710,000 people. In total, from all the states, the House of Representatives has 435 members. States can gain or lose representatives in the House if their population changes.
**Activity: Make a legislature**

If your school had a legislature, how would students be represented? By grade? What if one grade has more students than another? Should 7th graders have more representatives than 6th graders? Should boys and girls have their own representatives? Should students who like to play sports and students who don't have representatives? Should your school legislature have more than one branch?

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**MODERN CONNECTIONS:** Qualifications for Representatives, Senators, and the President

Members of the House of Representatives must run for election. They serve two-year terms. A **term** is the amount of time an elected official serves in office. The Constitution lists just three qualifications to be a representative. You must:

- be at least 25 years old.
- have been a citizen for at least 7 years.
- live at the time of the election in the state you represent.

You do not need to live in the district where you are running for election.

Today, thanks to the **Seventeenth Amendment** ratified in 1913, Senators are elected by voters in their states. Senators serve six-year terms. However, Senate elections are staggered every two years so that about a third of Senate seats are up for election every two years. The next Senate election in Louisiana will be in 2020. To be a Senator, you must be:

- at least 30 years old.
- have been a citizen for at least 9 years.
- live at the time of the election in the state you represent.

Presidents serve a 4-year term. To be President, someone must be at least 35 years old. He or she must be a natural-born citizen (or have been a citizen when the Constitution became law in 1788) and have lived in the US for at least 14 years.
What is a citizen? A citizen is a legal resident of a country who enjoys all the rights and protections their country provides and who owe their country loyalty. What is a natural born citizen? A natural-born citizen is a US citizen because he or she was born in the United States. Becoming a citizen by being born here is also called birthright citizenship. People who are not natural-born citizens go through a process called naturalization that includes several steps, such as living here for at least five years, being able to speak basic English (850 words), being of “good moral character,” and passing a citizenship test. But a naturalized citizen cannot be president. Congress passed the first Naturalization law in 1790. It limited citizenship to white persons “of good character” who had lived here for two years, including one year in one state. Naturalization laws have changed many times over the years.

**MODERN CONNECTIONS: Citizenship**

As a people, whatever their religion or beliefs about certain social issues, Americans value:

- **liberty** — the freedom to believe what you want to and act according to those beliefs as long as your actions do not put other people in physical danger.

- **justice** — equal treatment under the law for everyone.

- **tolerance** — respect for others’ right to believe and act differently. The United States is full of many different kinds of people. Tolerance is important if people hope to get along with one another and cooperate to solve problems.

- **cooperation** — working together with mutual respect and tolerance to solve problems. Remember that people of good intentions can disagree about issues and solutions.

Under the Constitution, US citizens have certain rights; however, in order for the US political system to function, citizens must also be willing to accept responsibilities. Citizens’ responsibilities are also called civic duties.

Below is a table listing some of these key responsibilities:

<table>
<thead>
<tr>
<th>Civic Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jury Duty</td>
</tr>
<tr>
<td>Citizens are required by law to serve on a jury if they called for jury service, unless they have a good reason not to be able to attend. Trial by jury allows accused persons to be judged by their fellow citizens. For the jury system to work, citizens must be willing to sacrifice time, energy, and sometimes money (the loss of income from work while on the jury) to serve on juries.</td>
</tr>
<tr>
<td>Military Service</td>
</tr>
<tr>
<td>Americans must be willing to join the military to protect their country. Although there have been times in the past when citizens were drafted (required) to serve in the military, today we have a volunteer army. Men must register within 30 days of when they turn 18 years old with the Selective Service, the government agency that would start up the draft if the draft was needed again.</td>
</tr>
<tr>
<td>Obeying Laws</td>
</tr>
<tr>
<td>Since society cannot function without law and order, Americans must obey the laws of their city, county, state, and nation.</td>
</tr>
<tr>
<td>Paying Taxes</td>
</tr>
<tr>
<td>A tax is money paid to the government. Few people like paying taxes. But without taxes, our governments (local, state, and federal) could not carry out their duties.</td>
</tr>
<tr>
<td>Serving in Public Office</td>
</tr>
<tr>
<td>The US political system relies on people who are willing to serve in public office. If citizens were not willing to serve, there would be no one to vote for and no democracy.</td>
</tr>
<tr>
<td>Staying Informed</td>
</tr>
<tr>
<td>To make voting decisions, citizens must educate themselves about issues and learn which candidates best stand for what they believe.</td>
</tr>
<tr>
<td>Voting</td>
</tr>
<tr>
<td>Citizens vote for candidates who share their beliefs and will support programs and policies to put those beliefs into action.</td>
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</tbody>
</table>